# EXPRESSIVE LANGUAGE USAGE OF AUTISM SUFFERER

# **THESIS**

# Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of English Department

Faculty of Arts and Humanities
Islamic State University of Sunan Ampel Surabaya



By:
ADIRACHMA OCTAVIA
Reg. Number: A93214111

ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
2018

# **DECLARATION**

The undersigned,

Name

: Adirachma Octavia

Reg. Number: A93214111

Department : English Department

Faculty: Arts and Humanities

The thesis that I wrote to fulfill the requirement for degree of Sarjana Humaniora (S. Hum), Faculty of Arts and Humanities, Islamic State University of Sunan Ampel Surabaya entitled Expressive Language Usage of Autism Sufferer, is truly my original work. It is not incorporate my material previously written or published by another except those indicated in quotations. Due this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Surabaya, July 25 2018

The writer

62AEF898185043

Adirachma Octavia

A93214111

# THESIS ADVISOR'S APPROVAL

This is to certify that the Sarjana thesis of Adirachma Octavia entitled *Expressive*Language Usage of Autism Sufferer has been approved by the Advisor and could be proposed to fulfill the requirement of Sarjana Degree of English Department Faculty of Arts and Humanities Islamic States University of Sunan Ampel Surabaya on, July, 25th 2018.

Approved by

**Thesis Advisor** 

Raudlotul Jannah, M. App. Ling.

NIP. 197810062005012004

Acknowledged by

The Head of English Department

Dr. Mohammad Kurjum, M.Ag.

NIP. 1969092519940321002

# THESIS EXAMINER'S APPROVAL

This thesis has been approved and accepted by the Board of Examiners as one of the requirements for the Sarjana Degree of English Department, Faculty of Art and Humanities, Islamic State University of Sunan Ampel Surabaya on July, 25<sup>th</sup> 2018

The Dean of Faculty



The Board of Examiners:

**Examiner 1** 

Raudlotul Jannah, M. App. Ling.

NIP. 197810062005012004

Examiner 3

Kamal Yusuf, S.S., M.Num.

NIP. 197906062005011010

Examiner 2

Dr. A. Dzo'w Milal, M.Pd.

NIP. 196005152000031002

Examiner 4

Sufi Ikrima Sa'adah, M.Hum

NUP. 201603318



# KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

# LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UI	N Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:
Nama : ADIR	ACHMA OCTAVIA
NIM : A93	24111
Fakultas/Jurusan : ADA	B DAN HUMAHIOFA / SASTRA INEGRIS
E-mail address : adıra	chmaoctavia@gmail.com
UIN Sunan Ampel Surabaya, ✓ Sekripsi ☐ Tesis vang berjudul:	pengetahuan, menyetujui untuk memberikan kepada Perpustakaan Hak Bebas Royalti Non-Eksklusif atas karya ilmiah: ☐ Desertasi ☐ Lain-lain ()  LANGUAGE USAGE OF AUTISM SUFFERER"
Perpustakaan UIN Sunan Amengelolanya dalam ber menampilkan/mempublikasi	erlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ind Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, atuk pangkalan data (database), mendistribusikannya, dan kannya di Internet atau media lain secara <i>fulltext</i> untuk kepentingan anta ijin dari saya selama tetap mencantumkan nama saya sebagai merbit yang bersangkutan.
	ggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN la bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 06 A 5 ustus 2018

Penulis

( ADIRACHMA OCTAVIA )

nama terang dan tanda tangan

#### **ABSTRACT**

Octavia, Adirachma. 2018. *Expressive Language Usage of Autism Sufferer*. Thesis. English Department. Faculty of Letters and Humanities. Islamic State University of Sunan Ampel Surabaya.

The Advisor : Raudlotul Jannah, M. App. Ling.

Key words : Expressive language usage, verbal, non-verbal.

Expressive language disorder is an inability to express someone's feelings, thoughts, and needs. This study focused on expressive language usage of autism sufferer in communication when they had an inability to express it through verbal and non-verbal. Verbal involved phonological disorder, syntactic disorder, and pragmatic disorder. In non-verbal, it involved writing.

The researcher used descriptive-qualitative method, because this study explained expressive language usage of autism sufferer. The data was taken from an observation to autism sufferer and interviewing to counselor teacher, and the sufferer's parent. The researcher used psycholinguistic theory to identify language disorder including expressive language disorder and other theory of Autism Spectrum Disorder to diagnose an autism sufferer based on the symptoms that arise.

In the result, the researcher found that autism sufferer has difficulty to express his feelings, needs, and thoughts in communication especially using expressive language. Therefore, he could not express his feelings, needs, ideas to communicate appropriately through verbal and non-verbal. In verbal, it included phonological disorder where the sufferer could not say consonant cluster clearly. Syntactic disorder involved the sufferer could not govern and combine the word into sentence. Pragmatic disorder involved the sufferer could not do interact to other such as less turn taking when having communication. While, in non-verbal is better than verbal. He could express his feelings through writing although he got difficulty to combine the word into sentence. Sometimes, he could not memorize the alphabet letter but by the teacher's help, he could do it well.

#### **INTISARI**

Octavia, A. 2018. Expressive Language Usage of Autism Sufferer. Thesis. English Department. Faculty of Letters and Humanities. Islamic State University of Sunan Ampel Surabaya.

The Advisor : Raudlotul Jannah, M. App. Ling.

Key words : Penggunaan bahasa ekpresif, verbal, non- verbal.

Gangguan bahasa ekspresif adalah ketidakmampuan untuk mengekspresikan perasaan, pikiran, dan kebutuhan seseorang. Penelitian ini berfokus pada penggunaan bahasa ekspresif penderita autis dalam komunikasi ketika mereka memiliki ketidakmampuan untuk mengekspresikannya melalui verbal dan non-verbal. Verbal melibatkan gangguan fonologis, gangguan sintaksis, dan gangguan pragmatis. Sedangkan dalam non-verbal, itu melibatkan tulisan.

Peneliti menggunakan metode deskriptif-kualitatif, karena penelitian ini menjelaskan penggunaan bahasa ekspresif penderita autis. Data diambil dari observasi pada penderita autis dan wawancara pada dengan guru konselor, dan orang tua penderita. Peneliti menggunakan teori psikolinguistik untuk mengidentifikasi gangguan bahasa termasuk gangguan bahasa ekspresif dan teori lain dari Autism Spectrum Disorder untuk mendiagnosis penderita autis berdasarkan gejala yang muncul.

Hasilnya, peneliti menemukan bahwa penderita autis mengalami kesulitan dalam mengekspresikan perasaan, kebutuhan, dan pemikirannya terutama dalam penggunaan bahasa ekspresif. Oleh karena itu, ia tidak dapat mengungkapkan perasaan, kebutuhan, serta gagasannya untuk berkomunikasi secara tepat melalui verbal dan non-verbal. Secara verbal, hal ini melibatkan gangguan fonologis di mana penderitanya tidak bisa mengatakan konsonan dengan jelas. Gangguan sintaksis melibatkan penderitanya tidak bisa mengatur dan menggabungkan kata ke dalam kalimat. Gangguan pragmatis melibatkan penderitanya tidak bisa berinteraksi dengan yang lain seperti kurang mengambil giliran ketika melakukan komunikasi. Sedangkan, dalam non verbal lebih baik dari verbal. Dia bisa mengungkapkan perasaannya melalui tulisan meskipun dia kesulitan menggabungkan kata itu ke dalam kalimat. Kadang-kadang, dia tidak bisa menghafal huruf alfabet tetapi dengan bantuan guru, dia bisa melakukannya dengan baik.

# TABLES OF CONTENTS

Inside Title	i
Declaration	ii
Dedication	iii
Motto	iv
Thesis's Advisor Approval	V
Thesis's Examiner's Approval	vi
Acknowledgements	vii
Table of Contents	
Abstract	xi
Intisari	xii
CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of Problems	
1.3 Objective of Study	9
1.4 Significance of Study	9
1.5 Scope and Limitation	10
1.6 Definition of Key Terms	11
CHAPTER II: LITERATURE REVIEW	
2.1 Psycholinguistics	12
2.2 Language Disorder	

2.3 Expressive Language Disorder
2.3.1 Verbal Impairment
2.3.1.1 Phonological Disorder
2.3.1.2 Syntactic Disorder
2.3.1.3 Pragmatic Disorder
2.3.2 Non-Verbal Impairment
2.4 Autism Spectrum Disorder
2.5 Previous Studies
CHAPTER III: RESEARCH METHOD
3.1 Research Design
3.2 Instrument
3.3 Data and Data Sources
3.4 Technique of Data Collection
3.5 Technique of Data Analysis
CHAPTER IV: FINDING AND DISCUSSION
4.1 FINDING40
4.1.1 Expressive language usage through verbal and non-verbal40
4.1.2 Expressive language usage in term of phonological, syntactic, and pragmatic 49
4.2 DISCUSSION

# **CHAPTER V: CONCLUSION AND SUGGESTION**

5.1 Conclusion	***************************************	76
5.2 Suggestion		78

# **REFERENCES**

# APPENDIX

Appendix 1 - Expressive language usage of Autism Sufferer

Appendix 2 - Expressive language usage in term of linguistic

Appendix 3 - Subject and interviewee identity

Appendix 4 - The guidance and the result of observation

Appendix 5 - The guidance and the result of interview

Appendix 6 - Documentation

Appendix 7 - Observation license

#### CHAPTER 1

# INTRODUCTION

This chapter presents background of the study, statement of problems, objective of study, scope and limitation of study, significance of study, and definition of key terms.

# 1.1 BACKGROUND OF THE STUDY

Humans being are social beings, who always need others in their life. They need others to accompany and help them everywhere. Humans cannot live alone and do anything by themselves. They need to interact. The way people interact to others known as communication. According to Griffin and Bone (2015), communication is the process to use words and sound symbols, especially to express thoughts, ideas, needs, and feelings (p. 3-6). Therefore, communication is the prominent activity for human beings. Without communication, humans cannot relate to others, such as in their daily life. There are no humans, who can stand on by their own self, because humans are social beings of interdependence. In conclusion, communication is the ability to let others knowing what individuals want to do.

When humans communicate, it relates with language. By communicating using languages, humans can interact to others. They can express and give responses what in their mind. Language exists when humans communicate. Normally, humans cannot communicate if they do not have the ability of

language. In fact, language is one of the important part in communication. Without language, humans cannot communicate or convey the messages. It caused language is the fundamental aspect to communicate that can make other understand what will talk about. Wardaugh (1977) stated that language is an arbitrary vocal symbol, which is to establish the communication (p.10). Humans have different ways to communicate. Furthermore, they can express and give responses to others because it depends on how their brain worked.

Language and brain cannot be separated. Language relates with the brain because the brain produces the language (Steinberg, 2001, p.16). The brain is the place where language produced. It takes an important role in language and how language acquitted by human being. Normally, children can express what their feelings and give responses well because the information distributes to their brain and the brain receives it quickly. Meanwhile, abnormal children will give slowly or absurdly responses because there is an inadequate connection between dysfunctional brain region. The dysfunctional brain region occurs because of the brain damage. The term of difficulties for those people, who have deficit of brain function, whether to express or give responses language commonly known as language disorder.

Language disorder is some delays or inability that experienced by children using language. Language skill is one of an indicator of children development. If children are unable to speak, it can cause the difficulties especially in communication. Usually, these difficulties refer to language disfluency. Language disfluency happens because of an inability using language to express known as

expressive language disorder and inability to give responses known as receptive language disorder. In this study, the researcher only focused on expressive language disorder.

According to Fizal (2008), expressive language itself is an oral language including mimic, intonation and body movement can be mixed together to support the communication performed (p.3). It means that expressive language is an ability to express the language to be communicated. However, there are children, who suffer the language disorder. Consequently, they experience expressive language disorder. Field (2003) stated that children with expressive language disorder have difficulty using language (p.93). They cannot express their needs, wants, and their feelings. Expressive language disorder includes slow in vocabulary development, limited vocabulary, often making mistakes in grammar, having difficulty such as repeating words, inability to express long sentences that is appropriate of children age (Fatwikiningsih, 2014, p.288).

The cause of expressive language disorder relates to the development of the children's language itself and due to genetics. It is not only them, but also the gene mutation (heredity) that occurs during the children's development, environmental capabilities, hearing, cognitive, emotional, psychological, and so on. In this case, the children have difficulties to express themselves in speaking. Children seem very eager having communication. However, they cannot express it in the right words. In fact, children are unable to say the word "borrow the eraser" when pointing to an eraser held by a friend. At their ages, children are able to

speak with short sentences. The use of grammatical structures is very below of the child age level.

When children experience expressive language disorder, it influences their ability to express their feelings, needs, and thoughts through verbal and non-verbal communication (Hartanto et al, 2011, p.387). Verbal relates with inability to express the communication through words and sentence orally. It involves phonological disorder (inability to sound the word), syntactic disorder (inability to govern and combine the word), semantic disorder (inability to understand and define the word), morphological disorder (inability to classify the word), and pragmatic disorder (inability to use language in social interaction). Therefore, children with expressive language disorder may have problems in their daily conversations. Meanwhile, non-verbal relates with inability through writing. One of the children, who experience expressive language disorder through verbal and non-verbal, is autism sufferer.

Autism or known as Autism spectrum disorder (ASD) is complex disorder of the brain development and language component (Flusberg, 2014, p.429). According to Ikalyuk and Kuzmyn (2015) autism is from the Greek word "autos" means self and "autism" means isolated self (p.88). Children with autism experience a triad of impairments such as atypical in communication, behavior, and social interaction (Cleland, 2010, p.11). It means that children with autism experience complex developmental disorders that give an impact on social development, behavior, and emotion. Consequently, they become less concerned

about their environments and engrossed with their own world because they cannot do communication.

In conclusion, autism is a neurodevelopmental disorder which categorized by problems with communication especially in expressive language disorder. Bogdashina (2005) argued that about third to half of children with autism never speak for communication (p.80). In fact, children with autism experience speech delay even they cannot develop. When they speak, the conversation is not used to communicate or interact (Goa & Derung, 2017, p.627). However, they only show that they have their own life. Any one cannot disturb them. As the result, they depress because they have limitations that shown by an inability to express themselves effectively. An inability of language can cause high emotion for sufferer because they cannot convey their desire through communication.

Most of people do not understand about the emergence of autism symptoms itself (Mutdasir et al, 2011, p.98). Commonly, these symptoms begin to appear before the children in three years old. Even, autism symptoms have been presented from birth. A child can be diagnosed belong to an autism sufferer if he/she has developmental obstacles in three aspects such as social interaction, communication, and limited interest with repetitive movements worthlessly. Autism is actually clinical symptoms that are motivated by various factors vary greatly. Therefore, each of autism sufferer is not the same for each case.

As an interesting part, the researcher wanted to analyze and focused on the analysis of expressive language usage that used by autism sufferer in Autism Education of Mutiara Hati Sidoarjo. Autism Education Mutiara Hati Sidoarjo is

one of the private school located at street Balai Desa number 22, Bluru Kidul Sidoarjo. This school has been accredited *B* with the number NSPS 20501875. This school provides student with special needs. Autism Education of Mutiara Hati Sidoarjo is not only accepts children who experience autism but also Down syndrome, Blind, Gray, Speech Delay, and ADHD. There are thirteen teachers, who teach in twelve classes starting from kindergarten to the senior high school. This school has sixty-one students in various disorders.

The researcher did this research because she wanted to know more about how the autism sufferer of that school expressed their language. It focused on how the autism sufferer used expressive language through verbal and non-verbal. Besides that, the researcher wanted to know how the autism sufferer used expressive language in term of linguistics part such as phonological, syntactic, and pragmatic disorder. The researcher decided to choose one respondent in grade seven of junior high school. The researcher considered that she got more data from the chosen subject because the subject had received therapy for many times. As the result, he could begin to express what he felt although it was not similar with the normal people.

Thus, to analyze expressive language usage of autism sufferer, the researcher used the psycholinguistic theory to analyze the language disorder of autism sufferer especially in expressive language disorder. It involved verbal and non-verbal impairment. Verbal impairment included phonological disorder, syntactic disorder, and pragmatic disorder. Furthermore, non-verbal communication included writing. Besides that, the researcher used Autism

Spectrum Disorder (ASD) theory to get better understanding about the characteristic and the symptoms of autism itself. On the previous studies, it also discussed about the same case. The researcher found these previous studies related with her research.

The first belongs to Mahardani in 2016. The researcher focused on the communication skills of children with autism when performing social interactions at State Elementary School of Bangunrejo. The result showed that the communication done by subject in the form of one-way communication, which was from the researcher to the subject. The subjects were able to speak but lacking in verbal and non-verbal communication. In her result, the subject was able to give the responses in communication while the interaction took place. However, the response was not compatible with the topic of communication.

The second belongs to Susanti in 2016. The researcher focused on describing the phenomenon of language disorder and the treatments given in After Thomas Movie. She analyzed the kinds of language disorder that experienced by Kyle as the main character. She used phonological disorder, syntactic disorder, semantic disorder, and pragmatic disorder to analyze her topic. In her result, Kyle could improve his language. Meanwhile, it was not fully successful after given the treatments. Although Kyle still had language difficulties after given the treatments, his utterances were longer than before.

The next review belongs to Kiswandari in 2014. She focused on the features of autistic person and the responses given by Temple Gradin. There were three kinds of responses given by Temple Grandin through her utterances in

Temple Grandin movie. They were cognitively irrelevant responses (CI), cognitively relevant responses (CR), and cognitively disruptive and socially inappropriate responses (CDI). As the result, Temple Grandin's utterances showed that CDI was the most frequent to occur since she was getting difficult to communicate. She often got problems in building a good communication because of her condition as an autistic person.

The last belongs to Dewi in 2014. She focused on the language ability of autism children through expressive and receptive language. The result of her study showed that the subject's ability using expressive language was in less of articulation such as l, n, m, r, t, ng, speaking with short words, having inability to provide information, and inability to write independently. Meanwhile, the receptive language was still constrained by the understanding of sentences being heard, having difficulty to understand the long sentences, and giving responses by repeating the last part of questions given.

Based on the previous studies above, the researcher analyzed the autism sufferer itself but in different object. The researcher chose the real object not from the movie or novel because she believed that the real object was the real one. It was different with the literary object, which manipulated or based on the scenario. The differences from previous studies were about the different focus. In this research, the researcher only focused on expressive language disorder through verbal and non-verbal. In addition, how it represented in term of phonological disorder, syntactic disorder, and pragmatic disorder. Therefore, the researcher analyzed about *Expressive Language Usage of Autism Sufferer*.

#### 1.2 STATEMENT OF PROBLEMS

- 1) How does autism sufferer use an expressive language through verbal and non-verbal?
- 2) How does autism sufferer use an expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder?

#### 1.3 OBJECTIVE OF STUDY

- 3) To find out how the autism sufferer uses an expressive language through verbal and non-verbal.
- 4) To explain how the autism sufferer uses an expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder.

#### 1.4 SIGNIFICANCE OF STUDY

In accordance with the objective of this study, this study had both theoretical and practical purposes. Theoretically, this study could enrich knowledge about psycholinguistics study, especially in language disorder that experienced by autism sufferer. The reader would know how the autism sufferer used expressive language to communicate through verbal and non-verbal. Meanwhile, practically the research gave contribution to following parties:

#### 1. The Students of English Department

Students of English Department especially those whose major is linguistics, this research expected to give some contribution to the field of

psycholinguistics study. Moreover, this research could be a reference of language disorder especially in expressive language disorder for their study.

# 2. The Readers of This Research

This research provided them the better understanding about how the autism sufferer used expressive language through verbal and non-verbal. Thus, they would know what kinds of strategies were to communicate with autism sufferer.

# 3. The Other Researchers

The finding and discussion of this research could be used as the reference to conduct similar studies. It was able to make other researchers to be more interested and more critical in analyzing.

#### 1.5 SCOPE AND LIMITATION

The scope of this research is the researcher using psycholinguistics theory to analyze language disorder especially in expressive language disorder. It involved verbal and non-verbal. Verbal included phonological disorder, syntactic disorder, and pragmatic disorder while non-verbal included writing. Meanwhile, the limitation is the researcher choosing the respondent in Autism Education Mutiara Hati Sidoarjo not based on the doctor's diagnose. However, it based on the characteristic of autism sufferer according to Autism Spectrum Disorder theory and the counselor teacher's assessment.

#### 1.6 DEFINITION OF KEY TERMS

**Expressive language disorder:** inability to express someone's needs, wants, and feelings. Children, who had language disorder, experienced expressive language disorder. Consequently, they have difficulty to communicate.

**Verbal impairment:** inability in using the word to deliver of messages orally. It involved phonological disorder, syntactic disorder, and pragmatic disorder.

**Non-verbal impairment:** inability in using the words without oral. It involved communication through writing.

**Autism disorder:** is disorder of brain development. Children with autism have difficulties in social interaction, communication, and behavior. It represents an abnormality of brain development and function.

#### **CHAPTER II**

# LITERATURE REVIEW

This chapter presents several important theories related to the research. It includes psycholinguistics, language disorder, expressive language disorder, verbal impairment involving phonological disorder, syntactic disorder, pragmatic disorder, and non-verbal impairment involving writing. Besides that, it presents previous studies, which is relevant to this study.

# 2.1 Psycholinguistics

Language is not only has relation to the society, but also to the brain. The brain is the place where language is produced. It is the part of the brain that takes an important role in language and how language acquitted by the human being. As we know, each human being has brain in his/her body. The brain consists of two hemispheres including right hemispheres and left hemispheres. It becomes the most complex organ of human body because it controls an activity of human body. Brain and language cannot be separated because language is produced in the brain. The study of language and the brain called psycholinguistics.

Carrol (2008) stated that psycholinguistics is the psychological study of language (p.4). It is the combination of the psychology fields and linguistics. The psychology deals with the mental processes. Mental processes involved in language use such as production, comprehension, and storage of spoken and written language (Warren, 2013, p.20). Therefore, psycholinguistics study

becomes one of the important thing to know how the brain produced the language. Besides that, it includes how people acquire their first language, second languages, and how people produce and understand the language (Denham & Lobeck, 2013, p.22).

In conclusion, psycholinguistic is the study of language and the brain, how it functions in the production, perception, and acquisition. Hence, there are children, who experience brain disorder. Therefore, it gives effect to the language that she/he has. In fact, they cannot produce and understand the language. They have difficulty to communicate. When children have difficulty to communicate, they experience language disorder.

# 2.2 Language Disorder

According to Cannel (2009), language disorder consists of the trouble in listening, speaking, writing, and reading (Language Disorder, para.13). Even, it is the combination of them. Consequently, the disorder itself affects to person's ability in interaction and communication. Commonly, it represents an impairment of an understanding and using words in context, either verbally, nonverbally, or both. In this case, children underwent adversity in communication with his interlocutor.

Language disorder can be caused by some factors. It includes hearing loss, neurological disorders, brain injury, intellectual disabilities, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse. Besides that, it caused by accident, traumatic, and genetic (Scovel, 2000, p.70). Language

disorder usually occurs in the developmental difficulties of childhood. Children, who experience language disorder, have difficulty to use the right words in communication. In this case, it occurs because the children have limited vocabulary and incorrect grammatical (Damanhuri, 2016, p.109). Not only that, but also they do not use an accordance word in sentences, having difficulty in retelling story, inability to provide an information, and inability to understand the word meaning.

In general, there are two kinds of language disorder. The first is expressive language disorder. It relates with the difficulty in expressing ideas, feelings, thoughts, and needs. In this case, it reflects in the use of words, gestures, and written words to communicate each other. Expressive language disorder known as speech production involves a sending of message. The message can be sent using a range of different forms of communication such as verbal (speech) and non-verbal. The second is receptive language disorder. It relates with the difficulty in understanding what others saying. Receptive language disorder known as comprehension includes the intent understanding and meaning of someone's effort to communicate. The last is mixed receptive-expressive language disorder. It involves a mix of expressive and receptive disorder. Therefore, language disorder refers to the impairments in an ability to understand using the words in context, both verbally and nonverbally. In this research, the researcher focused on expressive language disorder.

Normally, the cause of language disorder involves brain injury, mental retardation, drug abuse, neurological disorders, muscular disorders, developmental

delays, hearing loss, and so on. According to Sleeper (2007), the cause of language disorder involves the resulted from brain damage and language component (p.69). Several kinds of language disorders resulted from brain damage are aphasia, dysarthria, and apraxia. Meanwhile, several kinds of language disorders with a speech or language component are schizophrenia and autism. In this research, the researcher focused on the autism sufferer.

# 2.3 Expressive Language Disorder

Expressive language itself is the use of words, sentences, and writing to deliver some messages in communication. According to Fizal (2008), expressive language including mimic, intonation and body movement can be mixed together to support the communication performed (p.3). It means that expressive language is an ability to express the language to be communicated. Usually, it includes giving the label objects, retelling story, describing an events, answering the questions, writing short story, and using the appropriate grammar (e.g. "I want to eat" it is not "Me want to eat").

Expressive language is how the children express their wants, feelings, ideas, and needs. Expressive language refers to set up the words to form thoughts or express one's self in communication or social interaction. Therefore, expressive language disorder occurs when person has trouble to express one's self and communicate using language. In simple way, it is the difficulty to express the language.

Generally, it exists when children have difficulty to deliver information in speech, writing, or gestures. In fact, children cannot use appropriate grammar. They may produce very short phrases in sentences. Usually, it is the difficulty using the appropriate verb tense, combining words to form accurate phrases and sentences. They typically produce much shorter phrases and sentences than other children of the same age. Their vocabulary or the number of words they know and use is smaller and more basic. Children with expressive language disorder are usually below the average level for their age.

American Psychiatric Association (1994) stated that expressive language disorder exists when children having a limited speech, limited varieties of sentence types (e.g., imperative, questions), weak of vocabulary ability, shortened sentences, grammatical errors, difficulty expressing ideas and slow rate of language development (p.55). Children with expressive language disorder have difficulty in expressing language especially in communication aspect, since they are unable to express what they want, is like what normal children can do.

Sometimes, children with expressive language can understand language as well as the normal children. However, they are not able to express it in communication (Gernsbacher, Morson, et al, 2015: 5). Consequently, they live in loneliness because they cannot do social interaction. In other hand, children cannot express what they want to say. Usually, they have a hard time to remember some words and put them together in a sentence.

Based on Afasic England Journal, expressive language disorder is the difficulty of children using words even grammar and syntax, formulating

utterances (spoken), and the difficulty to sound something (2014). One of the children, who experiences expressive language disorder, is autism. In this case, children with autism can understand what other say. Even, they understand what they want to express. However, they cannot use the appropriate word or sentence to express their ideas, thoughts, and feelings. According to Gernsbacher, Morson, et al (2015) autism children experience the language delayed (p.879).

One of the language delayed is expressive language disorder that is referred as the speech production. In conclusion, expressive language disorder is an inability of children to express their wants, ideas, thoughts, and feelings. That inability affects to communication and social interaction to the society. When children have expressive language disorder, it refers to verbal and non-verbal impairment.

# 2.3.1 Verbal Impairments

According to Dewi (2014), verbal communication relates with how children express what they want through in speaking (35). Speaking is the unit of sound produced and arranged to form words. It becomes the effort to convey some information when children do communication or social interaction. Verbal communication is the primary medium to express children's thoughts, feelings, and intentions. Therefore, it is used in communication. It becomes the skills that children have in pronouncing sounds of language or convey children's thought.

In conclusion, verbal communication is a communication that uses words in delivery of messages or information. Mostly, it uses words that present

different aspects from the own individual reality. In contrast, it is different from abnormal children or children with special condition or special needs such as autism. Children with autism cannot express what they want through speaking. Instead, they have difficulty to communicate. In fact, they experience verbal impairment.

The development of verbal impairment involves language delays even language lost, echolalia and using strange/ unintelligible language, or using simple language. In normal children, when they want to ask for food, they will say "can I eat this?". However, in abnormal children such as autism, they will say "Eat, yes!" or they cannot express it. Therefore, verbal impairment is inability to communicate through spoken.

According to APA (1994), there are three components of verbal impairment such as phonological disorder, syntactic disorder, and pragmatic disorder (p.80). Phonological disorder deals with an inability to use of speech sound system. Syntactic disorder is an inability to govern and combine the words to form a sentence. Furthermore, pragmatic is an inability to develop social relationship.

# 2.3.1.1 Phonological disorder

Phonology itself is the rules of language sound that govern the sound combinations. Wilkinson (1998) stated that phonology refers to the rules of speech sounds production (p.73). Phonological study refers to the ways in which learning to distinguish among heard the words and the rules of pronunciation or

sound articulation. Generally, phonology is the study of phonemes, the basic sound structure of language. It concerned with how speech can change over time and how to differentiate one language from another.

However, some children, who have language disorder such as autism, will experience phonological disorder. They have inability to sound the phonemes and govern the production of speech sounds. According to Randolph (2017), phonological disorder is the speech sound disorder that can be defined as an inability in comprehension and the use of a speech sound system (p.20). Furthermore, it is the disorder in knowing the rules about where speech sounds are placed in words (Denham & Lobeck, 2013, p.8). Phonological disorder refers to the use of an errors pattern in language.

Children with autism are not able to say the sound correctly but they may not use it in correct one of the word or sentence. Even, they may modify the sounds. They are more difficult to understand the language when they have conversation. In simple way, they may mispronounce sound in certain words. For example, "s" in word "sock" may be pronounced clearly, but "s" in "bus" may be dropped and pronounced "bush". At other times, whole groups of sounds may be mispronounced the same way. Children with autism may pronounce "s, f, sh, and ch" sounds as "t". It can be seen like "fire" becoming "tire", "shoe becoming too", "sun" becoming "tun", "chin" becoming "tin", and so on.

Bernthal and Bankson (1998) stated that phonological disorder is not the correct use of speech sounds, which is not simply expected until upwards of eight years old. It means that the difficulty of some speech sounds has not relation with

children's age and children's development. Furthermore, this disorder relates with an impairment and/or interference with the structure and function of the speech and hearing mechanism. It involves teeth, jaw, tongue, ears, and mental retardation. Children with autism, who experience phonological disorder, experience delay in the acquisition of consonants. They have difficulties in the production of consonant clusters (Marinis, 2011, p.7). However, it does not mean the whole of consonant. For instance, children may have difficulty with the "r" sound at the beginning of words but not at the end of words.

Fabus (2011: 150-151) classify the phonological disorder as below:

- 1. Whole word (syllable structure): it occurs when the structure of syllable from the word changed by a reduction, deletion, or expansion of one or more sounds in that syllable. For example, "book" becoming "bu". The whole word process involving:
  - a. Cluster reduction: deletion of one or more consonants. For example: "klean" becoming "keen".
  - b. Epenthesis: the addition of a new phoneme. For example: "blue" becoming "belu".
  - c. Initial consonant deletion: deletion of the first consonant in a word.For example: "kup" becoming "up"
  - d. Reduplication or doubling: the repetition of entire or partial syllable. For example: "water" becoming "wawa"

- e. Unstressed syllable deletion: the deletion of an unstressed syllable from a word containing two or more syllables. For example "banana" becoming "nana".
- 2. Substitution processes: it affects another sound class where the phonemes changed by changing the place or manner of production. For example, "sun" becoming "tun". The substitution process involving:
  - a. Alveolarization: the substitution of an alveolar sound for a lingua dental or labial sound. For example: "pan" becoming "tan".
  - b. Deaffrication: an affricative manner changed to fricative part. For example: "shoe" becoming "chew".
  - c. Stridency deletion: the omission or substitution of another sound for fricative. For example: "soap" becoming "oap".
- 3. Assimilation processes: sounds that can change and become the similar to other sounds within the word. These assimilation processes may be classified:
  - a. Regressive assimilation occurs as result of later sounds, which influence the previous sound production. For example: "doggy" becoming "goggy".
  - b. Progressive assimilation results from previous phonemes, which
    affects the later-occurring sounds in a word. For example:
    "doggy" becoming "doddy".
- 4. Omission: there is nonexistence of the target sound in a word. "elephant" becoming "ephant".

# 2.3.1.2 Syntactic Disorder

Syntactic is the study of the sentence rule and formation in a language. It relates with grammatical structure in language. According to Denham and Lobeck (2013) syntactic is the system of rules to combine the words into larger units such as a sentence (p.216). A particular sequence in a sentence is governed by words. Syntactic categories involve nouns, verbs, part of speech, and how those categories can be combined with other to form larger categories. In conclusion, syntactic is the system to govern and combine the words to form sentences. Even, it becomes the relationships between elements within a sentence. Meanwhile, syntactic is connected with structural aspects of language (Wilkinson, 1998, p.74).

Milosevic and Vukovic (2011) divided syntactic development into two stages (51-52). The first stage occurs in the five age of children. It presents an active syntactic development when the basis of grammar structure of mother tongue is being developed. While, the second stage occurs between six and eleven age. It implies further evolving of syntactic competency. At that age, syntactic construction is being developed. The number of ungrammatical form is reduced. The number of constituent and their exponents in developed communicative sentence increased.

The explanation above refers to normal children. It is different from abnormal children, who experience syntactic disorder. In the fact, they cannot focus on one topic because they cannot associate word by word into sentences. Children with syntactic disorder such as autism show unspecified deficits in syntactic development. During conversation, children with autism cannot govern

and combine the words into sentence. Usually, they produce shorter language, less complex utterances overall and less complex noun phrases, verb phrases, questions, and negations than typically developing children.

In addition, children with autism usually use the words without linking them to the commonly used meanings (Arkhais, 2015, p.6). Sometimes, others do not understand what autism children said. Autism children do not use words in appropriate context. Commonly, they experience echolalia or imitating words, sentences or songs without knowing the meaning. Besides, they also make mistakes of grammatical error. It includes incorrect placement of nouns and verbs and the use of transitive verbs without objects and so on.

Syntactic structure consists of subject, predicate, object or complement, and adverb. In fact, the production language of children with autism is only a series of phrase classifications. Speech in the form of a phrase serves to express the responses. For them, the word is actually full sentence, because they have not been able to say more than one word. Usually, children with autism take one word from the whole sentence. It is like the word "broken" when children with autism see the clock. It means, "the clock is broken".

Syntactic is the relationship between words to form sentence. It becomes a part of linguistics branch that talk about phrases, clauses, and sentences. Phrase is defined as grammatical units in the form of a non-predictive combination of words. It is the relationship between two elements that make up not structured of subject and predicate or predicate and object. Commonly, it called by combination of words that fills one of the syntactic function in a sentence.

Clause is the form of predictive construction sequence. That is, in the construction, there are components, in the form of words or phrases, which function as predicates; and others function as subjects and objects. Besides that, sentence is a regular arrangement of words that contain a complete mind in the form of phrases, clauses, or equipped with conjunctions.

### 2.3.1.3 Pragmatic Disorder

Pragmatic refers to the use of language as the tool for communication especially how the language used in the context of social interaction. It means that pragmatic is concerned with the encoding of information structure (Edward, 2008, p.270). Information structure involves communication skills of the using language such as ability of both verbal and non-verbal in a context of social interaction. In normal children, they can use pragmatic structure so well. It can be seen like giving greetings when meeting others, using gestures when speaking, and so on.

In contrast, abnormal children, who have special needs, have difficulty in pragmatic. They experience pragmatic disorder. According to Cumming (2011), the existence of pragmatic disorder occurs to autism, schizophrenia, traumatic brain injury, and right-hemisphere damage (p.17). Hence, this research only focused on autism children. Children with autism show an inadequate or limited spoken language (Wilkinson, 1998, p.75). They have difficulty to express themselves especially in social situations. They may express their thoughts and feelings openly and explicitly.

They constrained the verbal communication. It involves turn-taking, choice of topic, and relevance of contribution to conversations (Sa'diyah, 2016, p.25). When they do communication, they do not pay attention with people around them. Therefore, their utterances cannot understand by other people. Pragmatic difficulties can also be observed in speech-based conversation such as turn taking. The difficulties in pragmatics include giving the appropriate participation in group or class discussions and social skill, which determined by the ability to engage in reciprocal interaction to others.

Children with autism exhibit significant difficulties in conversational contexts. They show impairments in their understanding of the speaker-listener relationship. It is like in pronoun reversal errors. These errors reflect difficulties in conceptualizing notions of them self and other. Usually, they communicate which do not conform to conversational rules. They cannot appropriately maintain ongoing topic of communication. They may not have the appropriate skill to develop the social relationship (Mazonne & Vitiello, 2016, p. 30).

# 2.3.2 Non-Verbal Impairment

Nonverbal communication is delivering message without spoken language or oral where the function is to convey the message (Robert et al., 2004. p.3). Nonverbal communication is particularly relevant to autism diagnosis. Sometimes, children with autism used non-verbal language because they had inability to express what they want orally. Non-verbal here includes writing.

Fajardo stated that writing is primarily about organizing information and communicating meaning (The nature of writing journal, 2010). It means that by writing, children can express their feelings, emotions, and ideas indirectly. Writing is one of expressive language skills that are used to communicate indirectly through written language. The components to note in writing are correct use of spelling, correct vocabulary selection, effective use of sentences, and good paragraph preparation. In fact, abnormal children such as autism have difficulty in writing. They cannot memorize the alphabet. Therefore, they have inability in writing.

# 2.4 Autism Spectrum Disorder

According to Azwandi (2005), autism is from the word "auto" and "ism". "Auto" means self while "ism" means isolated (14). Autism means someone who isolated on his own world. APA (1994) stated that autism or known as Autism Spectrum Disorder (ASD) is the neurodevelopmental disorder, which influences triad aspects including deficit in communication, social interaction, and repetitive behavior (p.55). Autism is one of the developmental disorder. Usually, the developmental disorder affects up to a lifetime. Autism itself is not a disorder so it is not curable symptom. However, it can be treated and handled if the treatment is done as early as possible (Hamidah, personal communication, May 2018). Hence, it can be optimal in adult.

The main cause of autism is still not found with certainty. In general, the causes are genetic factors, and environmental factors. Genetic factors is a widely

causes because many genetic mutations was in autism patients. While, environmental factors is influenced by mothers using drugs, alcohol, cigarettes, infections in pregnancy or certain medications, and so on.

Children with autism are different from normal children. It can be showed by some behavior. Children with autism disregard for human interaction. They ignore eye or face contact when they communicate. Moreover, they show little responses to others. They often do not make communication and only keep silent because they think that communication is very difficult for them. Furthermore, they have delay in language acquisition, an irrelevant speech, and failure to acquire in communicative speech. Therefore, they feel difficult to produce and express the language. It gives impact to expressive language impairment. Impairment in language is among the main characteristic of autism (Flushberg, 2014, para.6).

One of the language impairment of autism sufferer is expressive language disorder. Where, it affects to person's ability expressing themselves. Consequently, they have difficulty in communication. They have difficulty to express their wishes, feelings, and ideas both verbal and non-verbal. According to Bekaldi (2006), verbal communication of autism sufferer continues to be principally limited to the communication of influential purposes, or simple labeling (p.8).

Most of autism children used short sentences with simple vocabulary because they have limited vocabulary. Then, many of words they uttered could not be understood because of the weakness of phonological. They experience weakness in understanding the language and interpreting the language content. Sometimes, they can talk in imitating speech and echolalia. Besides that, they also cannot do interaction to other. They may not have the appropriate skill to develop the social relationship (Mazonne & Vitiello, 2016, p. 30). Thus, children with autism seem to have no interest in social interaction. Usually, they have social desires but they are unable to establish social interaction without other's help.

In fact, children with autism cannot develop and just do repetitive behavior. Recurrent behavior is the form of behavior or motor activity that is done repeatedly by them as daily routine. In this case, it involves gestures such as tapping or flapping his arms. Sometimes, their gestures or expression may not match what they are saying. In addition, their tone or intonation of voice may fail to reflect their feelings. Some of them use a high-pitched singsong or a flat like a robot. As the result, it can make difficulty for others to know what they want.

APA (1994) divided the symptoms of autism (p.66-68), such as:

- 1. Impairment in social interaction, including:
  - Failure to develop appropriate relations to other
  - Lack of spontaneous verbal to share their feeling
  - Lack of emotional and social feedback
- 2. Impairments in communication, including:
  - Delayed of the development spoken language
  - Impairment in the ability to initiate or sustain a conversation
  - Using imitating language (echolalia)

- Lack of ability to comprehend and express their self through conversation
- Weak in verbal expression and in organizing phrases and sentences
- Uncommon pronunciation or intonation, e.g. missing consonants and vowels
- 3. Impairment in restricted repetitive behavior, interests, and activities, including:
  - Repetitive behavior (e.g., hand or finger flapping or twisting, or complex whole-body movements)

Generally, there are three levels of autism sufferer. The first level is the lightest level. In this case, children can still communicate, but occasionally need to be monitored how to interact and have social communication. In addition, occasional interference behavior occurs. The second is medium level. Children can be directed but it was so hard to make eye contact. The third is heaviest level. Here, the children cannot interact at all and they have behavioral disorders. In this research, the subject, that chosen, was the first level (Hamidah, personal communication, May, 2018). He can communicate although he faces many mistakes.

#### 2.5 Previous studies

The previous studies related with the research such as the first belongs to Mahardani in 2016. The researcher focused on the communication skills of children with autism when performing social interactions at State Elementary

School of Bangunrejo. The result showed that the communication done by subject in the form of one-way communication, which was from the researcher to the subject. The subjects were able to speak but lacking in verbal and non-verbal communication. In her result, the subject was able to give the responses in communication while the interaction took place. However, the response was not compatible with the topic of communication.

The second belongs to Susanti in 2016. The researcher focused on describing the phenomenon of language disorder and the treatments given in After Thomas Movie. She analyzed the kinds of language disorder that experienced by Kyle as the main character. She used phonological disorder, syntactic disorder, semantic disorder, and pragmatic disorder to analyze her topic. In her result, Kyle could improve his language. Meanwhile, it was not fully successful after given the treatments. Although Kyle still had language difficulties after given the treatments, his utterances were longer than before.

The next review belongs to Kiswandari in 2014. In her research, she focused on the features of autistic person and the responses given by Temple Grandin. There were three kinds of responses given by Temple Grandin through her utterances in *Temple Grandin* movie. They were cognitively irrelevant responses (CI), cognitively relevant responses (CR), and cognitively disruptive and socially inappropriate responses (CDI). As the result, Temple Grandin's utterances showed that CDI was the most frequent to occur since she was getting difficult to communicate with others. She often got problems in building a good communication because of her condition as an autistic person.

The last belongs to Dewi in 2014. She focused on the language ability of autism children through expressive and receptive language. The result of her study showed that the subject ability using expressive language was in less of articulation such as l, n, m, r, t, ng, speaking with short words, having inability to provide information, and inability to write independently. Meanwhile, the receptive language was still constrained by the understanding of sentences being heard, having difficulty to understand the long sentences, and giving responses by repeating the last part of questions given.

Based on the previous studies above, the researcher analyzed the autism sufferer itself but in different object. The researcher chose the real object not from the movie or novel because she believed that the real object was the real one. It was different with the literary object, which manipulated or based on the scenario. Besides that, the difference was about the different focus. In the first, second, and fourth previous studies focused on expressive and receptive language reflected of autism sufferer, while the third previous studies focused on receptive language disorder. In this research, the researcher focused on expressive language disorder through verbal and non-verbal. In addition, how it represented in term of phonological disorder, syntactic disorder, and pragmatic disorder. Therefore, the researcher analyzed *Expressive Language Usage of Autism Sufferer*.

#### **CHAPTER III**

## RESEARCH METHOD

This chapter presents the methodology of the research, which consists of research design, instrument, data and data source, technique of data collection, and technique of data analysis.

## 3.1 Research Design

The researcher applied descriptive-qualitative method to analyze the data, in which to know how the autism sufferer did communication especially when he had inability in expressive language usage. According to Day (1993), qualitative method relates with meaning of the data (p.30). Furthermore, qualitative method deals with structure and patterns (Litosseliti, 2010, p. 52). It means that qualitative method is used to describe the data that to be studied. In this research, the communication of autism disorder used expressive language through his utterances, behaviors, and actions as well as text and images.

The researcher used this method because it analyzed the communication of autism sufferer as the data in the form of words, sentences, and images. It was not related with the numbers. In addition, the use of descriptive-qualitative method is due to the qualitative descriptive objective itself. Where, it was to analyze and describe what the researcher got in the field. Descriptive method did not manipulate or alter the variables. However, it described the condition as it is. This

study intended to identify, classify, and describe the *Expressive Language Usage* by Autism Sufferer.

#### 3.2 Instrument

Research instrument is the tool that used by the researcher to collect the data. In this research, the researcher used her own self to collect the data through deeper observation on the autism sufferer's activities and did video recording using camera DSLR. The researcher followed the subject while took a note. She observed all things around the subject involving his utterances, and his behaviors. Besides that, to make clearly the voice of the subject, the researcher used hand phone to audio recording.

In addition, this research based on the instrument of an observation and interview guidelines, that made by the researcher. The interview aimed to obtain the valid data through question and answer directly. The counselor teacher and subject's parent conducted the interview. Therefore, the instrument of this research was the researcher herself, DSLR, hand phone, pen, book, interview guideline, and observation guideline.

#### 3.3 Data and Data Source

The data of this research was taken from utterances and actions of an autism sufferer's activities when he communicated especially in using of expressive language. It involved verbal and non-verbal. The researcher chose that subject because she considered that the subject could express his feelings, ideas,

and thoughts than other students. Therefore, the researcher analyzed the autism sufferer who was in Junior High School exactly in grade seven.

Meanwhile, the data source was from the one of autism sufferer in Autism Education Mutiara Hati Sidoarjo, who had the criteria or characteristics of autism spectrum disorder based on Autism Spectrum Disorder theory. To get the valid data, the researcher did interview to the subject's parent in the house. Besides that, she also did interview to the counselor teacher of the subject.

## 3.4 Technique of Data Collection

In this element, the researcher did several steps in collecting the data, such as:

#### 1. Observation

According to Kothari (2004), observation is commonly used in studies relating to the behaviors (p.96). Therefore, the researcher considered that she got detail data through observation of the subject in his daily activities. An observation held on Autism Education of Mutiara Hati Sidaorjo in Junior High School grade seven. It is located at street Balai Desa number 22, Bluru Kidul Sidoarjo. When the researcher did observation, she took a note everything that she got.

The researcher chose to do observation in this school because this school provided the children with special needs such as autism. To collect the data, inside the use of expressive language of autism sufferer, done in June 2018

approximately one month since the start of licensing. In this case, it began from Mei 21 2018 until June 22 2018. There were approximately sixteen meetings.

#### 2. Eliciting

Eliciting is a technique used by the teacher during the lesson that involves the language learner in the process of discovering and understanding the language. The objective of eliciting is to allow the learner trying to participate in the learning process by letting them to express what in their mind is.

When the subject did not show the signs of communication, the researcher did eliciting. The goal of eliciting was to force the subject having communication in order to willing in speaking. It is done by asking, talking, commenting, showing pictures, asking to do something, and through critical thinking which could enhance the subject's communication abilities by adding to what they already knew.

## 3. Interview

The researcher used semi-structured interview because these interview involved deep interview categories. In practice, deep interview was free than structured interview. It aimed at finding problems openly. By conducting an interview, the researcher considered to get the valid data. In addition, the researcher could add some questions outside the interview guideline to express the opinions and ideas of the interviewee.

The researcher conducted interview to counselor teacher by obtaining data about the communication of autism sufferer especially when he used expressive language through verbal and non-verbal. This interview held on

Autism Mutiara Hati Sidoarjo, Bluru Sidoarjo. It was conducted when the researcher did observation of the subject. Besides that, the researcher also conducted interview with subject's parent. It held on June, 9 2018 at 11.15 am until 13.30 pm in street Kertajaya Indah Timur, Surabaya.

## 4. Video and audio recording

The researcher did the video recording to the autism sufferer, who had been chosen in Autism Education of Mutiara Hati Sidoarjo. It was done by using DSLR. In video recording, the researcher knew everything about subject's activities including behaviors and utterances. It held on when the researcher did an observation toward the subject. To make clearly the subject's voice, the researcher used audio recording by hand phone. When the researcher did interview, she only used audio recording to keep the privacy of the interviewee.

## 5. Transcribing

After doing video recording and audio recording, the researcher transcribed the whole of the data in order to get the appropriate data through some steps. Firstly, the researcher watched, heard, and payed attention the video recording and audio recording from the camera and hand phone. Then, she transcribed it. Sometimes, the researcher paused the video and audio recording when she wrote utterances that said by the subject. Secondly, after transcribing the whole of the video and audio recording, the researcher checked off the script for second until third times.

3.5 Technique of Data Analysis

After getting the data, the researcher analyzed the data as follows:

1. Identifying

After transcribing and getting the script, the researcher identified the data

by giving highlight to the script. It based on the use of expressive language

through verbal and non-verbal. Besides that, it based on the representation in term

of phonological disorder, syntactic disorder, and pragmatic disorder.

2. Classifying

The researcher classified the data dealing with the statement of problems.

It could be seen in subject's utterances in a sentence and behaviors when he used

expressive language. Thus, the researcher classified the subject's utterances and

behaviors into verbal and non-verbal. Besides that, how it represented in term of

phonological disorder, syntactic disorder, and pragmatic disorder. Furthermore,

the data, that has been given highlight, would presented by correlating them with

the proposed theories.

3. Coding

In order to make the researcher easier analyzing the data, the researcher

gave coding to the data. Where, it showed the use of expressive language disorder

of autism sufferer, such as:

V : Verbal

NV : Non-verbal

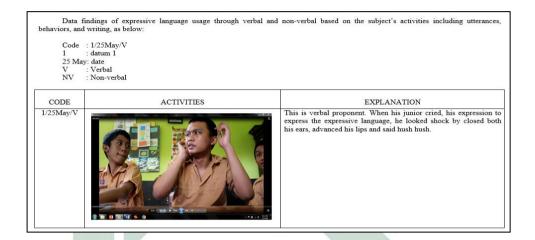
PHD : Phonological disorder

SD : Syntactic disorder

37

# PRD : Pragmatic disorder

Based on the first statement of the problems:



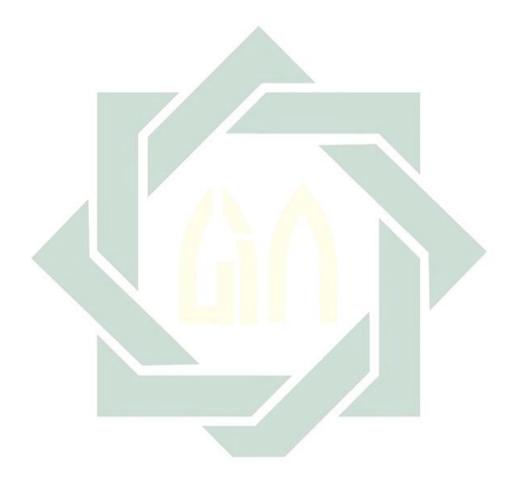
## Based on the second statement of the problems:

_						
1		Code : 10/25May/V  1 : datum 1  25 May: date PHD : Phonological disorder SD : Syntactic disorder PRD : Pragmatic disorder				
	CODE	UTTERANCES	EXPRESSIVE LANGUAGE DISORDER PHD SD PRD			EXPLANATION
	10/21May/ PHD	Teacher: Giga bahasa inggrisnya merah apa? (point to the blackboard) Giga: yellow (ello) Teacher: No, yellow itu kuning bukan merah Giga: aaammm ammmm ammm (hum) Teacher: Giga bahasa inggrisnya merah apa? Giga: ehmmm ammm emmmm Teacher: Rafi bahasa inggrisnya merah apa? (point to Giga's friend) Teacher: Giga kamu itu ya (point to Giga), kalo disuruh ditunjuk nggak mau kalo nggak ditunjuk jawab. Giga: red (ed) darah (ara)	V			The subject expressed his thought that he knew the colour of blood. However, he got impairment to say "red" becomes "ed" and the word "darah" becomes "ara".

## 4. Describing

The researcher applied and explained the expressive language disorder of autism sufferer, which showed in his utterances and behaviors using psycholinguistics theory. It involved language disorder including expressive language disorder. That theory emphasized about how autism sufferer express the language when he had difficulty in communication. It involved the use of

expressive language through verbal and non-verbal, and the expressive language usage in term of phonological disorder, syntactic disorder, and pragmatic disorder. The researcher explained it deeply and gave the result of the research.



#### **CHAPTER IV**

## FINDING AND DISCUSSION

This chapter consists of finding and discussion. The data was taken from an observation of autism sufferer through his activities including utterances and behaviors. In order side, the data was from the counselor teacher and the parent's interview. This study focuses on expressive language usage through verbal and non-verbal. Besides that, it focuses on the expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder.

#### 4.1 FINDING

The researcher got data from the observation script and the results of the interview. Researcher has classified it into some part based on statement of the problems. However, not all script can be data, because the researcher only focused on expressive language usage of autism sufferer through verbal and non-verbal. Further, it focused on the expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder. This section describes the finding of data, it can be seen as below:

# 4.1.1 Expressive language usage through verbal and non-verbal

Children with autism are not able having to express their feelings in communication (Gernsbacher, Morson, et al, 2015). They had inability to

communicate. When children have expressive language disorder, it involved inability in verbal and non-verbal.

# 4.1.1.1 Verbal Impairment

Verbal impairment is an inability to deliver messages or information through spoken language or oral. Children with autism could not express what they wanted through speaking. They had difficulty to communicate. In fact, children with autism could not combine the word and sound of the word. They could not develop their communication in how language used in context of social interaction. It can be seen as below:

1/25May/V

Teacher: kamu jam segini kok baru datang

Giga: emmamm mmm (hum)

Teacher: kenapa kok terlambat

Giga: Surabaya (urabaya) (at the sime time, his junior cried, Giga felt

uncomfortable and closed both of his ears)

Teacher: rumahnya Giga dimana?

Giga: mana (echolalia). Surabaya (urabaya)

In this case, the teacher asked to Giga why he came late. Then, he said "Surabaya". It means that he expressed his feelings, which his house was far away from his school. Maybe he got tired because of getting traffic jam. As an autism sufferer, he said "Surabaya" inappropriate context. He said it in high intonation as if he was being angry. In normal children, he said in slow intonation because it was the statements to answer teacher's question. It was not using high intonation as an interrogative sentence.

When he said "urabaya" to his teacher, his junior cried at the same time. As autism sufferer, he never liked the loud noise. He could not express it verbally. Hence, he looked shock by closed both his ears, advanced his lips and said hush hush to show. In fact, he had inability to express it verbally. He was only showed it through his body movement. He experienced verbal impairment because he could not express his feelings verbally.

It same as the interview result "tapi kalo untuk mengekspresikan seperti yang mbak bilang tadi itu dengan gerakan tubuh. Misal waktu dia marah dia biasanya menutup telinga, atau merasa nggak nyaman gitu ya nutup telinga. Lucunya kalo ada temennya nangis atau denger suara suara keras gitu dia langsung nutup telinga. Pada dasarnya anak autis nggak suka suara bising mbak. ...." (Mr. Eko, personal communication, June, 9 2018). It means that when Giga was getting angry or hearing the loud voice, he would close both of his ears as the autism sufferer". Mostly, he did repetitive behavior.

## 2/28May/V

Researcher: Giga sudah sarapan?

Giga: emmmahh (hum) (showing the angry face)

Teacher: kalo sekolah ndak boleh marah, ndak boleh apa Giga?

Giga: marah (smiling)
Teacher: tadi sarapan apa?

Giga: Sudah (emmmm emm)

Teacher: Pakek apa?

Giga: Buncis (ucis) enak (nak) ... aaa asinn.... tempe

He smiled after listening to his teacher's request that in the school should not be angry. He expressed his feelings by smiling that he has understood what his teacher's request. Therefore, he was smiling instantly. He did not express it through verbally. In normal children, most of them would say "yes" when they understood about something. In contrast, it was different from autism children. As

the autism children, Giga could not express it verbally. It caused he has limited vocabulary so sometimes he felt confused to govern and combine the word into sentences. He only showed it through his body movement because he had inability to produce sentences.

Data above described that Giga expressed his feelings. He extended to the listener what he ate in the morning, which was "buncis enak ....aaa sin.. tempe" or "stringbean delicious..aaa..salty.. tempe". The sentence was ungrammatical structure. He experienced verbal impairment including syntactic disorder. He conveyed his message to the listener in wrong structure. As the autism sufferer, he spoke where other could not understand what he talked about. Therefore, he experienced verbal impairment where he had inability to express his feelings verbally.

3/6June/V

Giga: Giga mau **Pr kasih**Teacher: kamu mau pr?
Giga: hmmmm emm emmm

Teacher: sebentar, ini ya nanti kasihkan papa minta tempelkan dirumah.

Giga: hmamammamm

Teacher: ini dikerjakan sendiri ya

Giga: ya, siap (up) (get out from class and shouting aaaa by hum)

Giga used his expressive language. He expressed his needs that he wanted to get homework as the student of that school. He asked homework to his teacher although inappropriate utterances. He had inability to govern the sentences verbally. When his teacher asked him to do homework by himself, he felt afraid. At the time, he was getting panic. It means that he did not want to do his own homework by himself and he got angry. Although he asked homework to his

teacher and he said "ya siap" or "yes", he experienced verbal impairment. However, he was getting angry about it. In fact, he could not express it verbally.

Thus, he expressed it by slammed the school gate by "aaaaaaaaa". He experienced verbal impairment. In normal children, when they got angry, they would shout as loud as possible. Here, Giga showed it in flat intonation "aaaaa". Although he was shouting, he shouted by humming like singing a song. As the autism sufferer, he had inability in phonological aspect where he could not sound word appropriately. He could not say that he was angry to other.

#### 4/7June/V

Researcher: apa hari ini Giga puasa?
Giga: just silent (did not give responses)

Researcher: Juan hari ini puasa (Giga's friends)?

Juan: iyaaaaa (screaming)

Giga: **puasa enggak** (together with juan) Researcher: jadi Giga nggak puasa?

Giga: hammm hmm cit cit cit cit (gnashing teeth) (felt uncomfortable

by showing his face expression)

Researcher: Giga kenapa nggak puasa? Researcher: besok giga harus puasa yaa?

Giga: (he suddenly got close to the researcher and pinched the

researcher's hands up to the sandbar)

The researcher did eliciting to Giga in order to Giga did not do communication. He only kept silent and could not use and expressive language verbally. However, the researcher asked to him whether he did fasting or not. Here, Giga expressed that he was not fasting at the time but it was ungrammatical structure. He had inability to communicate verbally because he had limited vocabulary.

When the researcher asked Giga continuously, Giga felt uncomfortable. As the autism sufferer, he did not like communication with new person. He could not do social interaction. Therefore, he felt uncomfortable when the researcher invited him to express his feelings. By showing his uncomfortable to the researcher's question, he got close to the researcher and pinched him until her hands getting sandbar. It means that he could not use the expressive language verbally. He expressed what his feelings through his body movement.

5/8June/V

Mr. Giant: Ga, kasihkan kuenya untuk ibuk itu

Giga: (just silent by showing the expression that he did not want it)

Mr. Giant: ayo Ga kasihkan

Giga: (showing face that he was in uncomfortable zone)

It occurred when all of students did Pondok Romadhon. He distributed zakat to the environment. As the autism sufferer, he never liked the new people or people who he did not know yet. Therefore, at the first time, Giga expressed his feelings, which he did not want to shake hands with them. He was getting panic at that time. It was same as the interview result "dia duduk dengan orang baru dan orang itu mengajaknya ngomong, dia pasti panik dan merasa ndak nyaman" (Mr. Eko, personal communication, June, 9 2018). It means that, Giga was getting panic when he met with new people who invited him getting conversation. As the autism sufferer, he could not express it verbally. He only showed it through his face expression.

## 6/21Juni/V

Teacher: Ga coba nyanyi lascar pelangi

Giga: nyanyi, lascar pelangi tak kan terikat waktu bebaskan mimpimu

..... (in flat intonation like reading the book) Teacher: nyanyi yang enak Ga, nyanyi kok gitu

Giga: (he was panic and bite his teacher's hands)

Teacher: pulang sana, nakal lagi pulang. Gurunya kok digigit. Pulang

sana! (angrily)

Giga: engga (dak), sekolah (kola), marah papa

Teacher: kalo ndak mau pulang minta maaf sama bu Pristi

Giga: maaf (aaap) (kissing bu Pristi's hands). eemmmh emmmh emm

Giga's teacher asked him to sing lascar pelangi song. As the autism sufferer, he sang it in flat intonation like someone read the book. Then, his teacher wanted him singing like the original song. There was an instrument in every song. However, Giga felt uncomfortable. Therefore, he bit his teacher's hand. Thus, his teacher was angry and told him to go home. In this case, Giga expressed his wants although he expressed it in appropriate sentences and sounds. From data above, he expressed if he went home, his father would be angry. He was scolded by his teacher because he did not obey her. Then, he expressed it by taking both of his ears and hurt his teacher by biting and pinching her.

It can be conclude that autism sufferer could not use an expressive language well verbally. He experienced verbal impairment. It means that he got phonological disorder (inability to use an appropriate sound or intonation), syntactic disorder (inability to combine the word into sentence), and pragmatic disorder (inability to develop social relation). Sometimes, children with autism had their own world. Therefore, they were lazy develop the social interaction. They had inability to focus on one topic. In addition, children with autism could

not express verbally. They only showed through their body movement to support their communication.

## 4.1.1.2 Non-verbal Impairment

Nonverbal is delivering message without spoken language or oral. One of the non-verbal language is writing. Writing is one of the expressive language through non-verbal skills that are used to communicate indirectly. The purpose of writing is to express someone's ideas, opinions, and feelings to other. The components in writing are correct use of spelling, correct vocabulary selection, effective use of sentences, and good paragraph preparation. Mostly, children with autism experience writing impairment because he had inability to memorize the alphabet. It can be seen as data below:

7/22May/NV

Writing to arrange the word

Example: bersekolah – naima – dimana - ?

Giga's writing: dimana bersekolah naima?

Data above describe that Giga had inability to govern and combine the word in writing. He could not arrange the interrogative sentence. The sequence of word was bad. He often experienced writing mistake. As the autism sufferer, he had inability in syntactic structure especially in writing. It is caused he had limited vocabulary. Sometimes, he forgot how to write the alphabet letter. It was same as the interview result "menulis juga bagus tapi kendalanya dia itu bingung huruf yang akan ditulis mbak. Keseringan begitu tapi kalo menjiplak dia sangat bagus. ..." (Mr. Eko, personal communication, June, 9 2018). It means that he was good in writing but he had difficulty in memorizing the alphabet letter".

In non-verbal impairment especially in writing, he had inability to

combine the word into subject, predicate, and object as the syntactic structure. It

can be seen data above "dimana bersekolah naima" or "where school is naima".

The sentence was ungrammatical which is not based on the syntactic structure. As

his age, he had to say "where is the naima's school" not "where school is naima".

8/28May/NV

Ex: sebutkan alat komunikasi modern!

Giga's writing: es.ms, email, whatsapp.

In this case, there was writing mistake in "es.ms" word. He could not use

the correct of spelling, and the correct of vocabulary selection. The datum "es.ms"

in the general word was "sms". Although teacher wrote "sms" in the blackboard,

he could not write it correctly. Data above explained that he expressed his

knowledge through writing, he knew the kinds of modern communication,

"es.ms" or "sms". To write, the word "es.ms", Giga need much time. At the time,

he was panic because he could not memorize the alphabet letter. However, the

teacher realized about it. Finally, the teacher helped Giga to write the word "sms".

In fact, Giga only did as he wanted until he wrote "es.ms". As the autism sufferer,

he could not govern and combine the word. He did not know the sequence of the

word correctly.

9/6June/VN

Ex: tuliskan apa saja hobimu?

Giga's writing: warna, masak mi, berenang, jalan-jalan, yoga

48

From data above, Giga could express that his hobbies were "warna, masak mi, berenang, jalan-jalan, yoga" or "coloring, cooking noodle, swimming, walking, and yoga". However, he expressed it inappropriate word. Giga could not differentiate between verb and noun "warna or color" and "mewarnai or coloring". It should be using "mewarnai or coloring" not "warna or color". In this case, he experienced non-verbal impairment involving writing, which he could not arrange the word correctly. He had inability in grammatical structure through writing.

In non-verbal data, the researcher concluded that Giga could express his feelings, ideas, wants were better in non-verbal than verbal. In non-verbal involving writing, he could arrange and combine sentence although sometimes there was a mistake.

# 4.1.2 Expressive language usage in term of phonological disorder, syntactic disorder, and pragmatic disorder

Expressive language disorder experienced of autism children. Children with autism are not able to express what their needs, wants, feelings, thoughts, and ideas in communication (Gernsbacher, Morson, et al, 2015: When children experienced expressive language disorder especially in verbal, it involved phonological disorder, syntactic disorder, and pragmatic disorder.

## 4.1.2.1 Phonological disorder

Phonological disorder is the speech sound disorder that can be defined as an inability in the use of a speech sound system (Randolph, 2017, p.20). In simply way, it is the difficulty to organize the sound needed for clear speech. It is one of the language disorder that is found in autism sufferer's speech. In this case, the researcher analyzed the data based on an orthography. Orthography is the original data in the field without changing it at all as the phonetic and phonemic.

It can be seen as below:

## 10/21May/PHD

Teacher: Giga bahasa inggrisnya merah apa? (Point to the blackboard)

Giga: yellow (ello)

Teacher: No, yellow itu kuning bukan merah Giga: aaammm ammmm ammm ammm (Hum) Teacher: Giga, bahasa inggrisnya merah apa?

Giga: ehmmm ammm emmmm

Teacher: Rafi bahasa inggrisnya merah apa? (Point to Giga's friend)

Rafi and Giga: red (ed)

Teacher: kamu itu ya (point to Giga), kalo disuruh ditunjuk nggak mau kalo

nggak ditunjuk jawab. Giga: **red (ed) darah (ara)** 

From the data above, Giga expressed his thought that he knew the color of blood, is red. However, he got impairment especially in phonological disorder to say "red" becoming "ed" and the word "darah" becoming "ara". In saying "red", he experienced inability in an initial consonant deletion, which he deleted the first consonant cluster of the word. He could not say the consonant letter "r". Therefore, he said "red" becoming "ed". Besides that, when he said "darah", he experienced inability in consonant cluster reduction also. Consonant cluster reduction is deletion of one or more consonants from two or three consonant

cluster. Giga could not say the word "darah" clearly. In fact, he said "darah" becoming "ara". As the autism sufferer, he could not sound words clearly.

## 12/21May/PHD

Researcher: rumah Giga dimana?

Giga: just silent

Teacher: Giga, papa Giga namanya siapa?

Giga: papa (apa) eko

Teacher: tadi kesini diantar siapa?

Giga: siapa (echolalia)

Teacher: tadi kesini diantar siapa?

Giga: papa antar

Teacher: naik apa tadi?

Giga: naik (aik) mobil (obil), xenia (enia)

When his teacher asked Giga some questions, he expressed his feelings that he was accompanied by his father going to school. He went to school by a car. However, he could not express it clearly, where he said "naik mobil xenia" becoming "aik obil enia". Giga experienced inability in an initial consonant deletion, which he deleted the first consonant cluster of the word. He could not say the consonant letter in the first word such as "n, m, and x". Therefore, he experienced phonological disorder.

# 13/24May/PHD

Teacher: Giga, habis hari kamis hari apa?

Giga: hari (ayi) apa?

Teacher: hari apa? Habis hari kamis hari apa? (high intonation)

Giga: selasa (elasa)

Teacher: No, sekarang hari kami besok hari?

Giga: hari (ari) jumat (umat), coklat, pramuka (pamuka)

Teacher: iya besok pake pramuka ya.

He expressed his ideas that he knew in the Friday, he worn pramuka uniform. However, to express it, he experienced phonological disorder. He could not say "hari jumat coklat pramuka" clearly. When he said "hari" becoming "ari" and "jumat" becoming "umat", he experienced inability in an initial consonant cluster deletion in the letter "h" and "j". He deleted the first consonant cluster in the word. While in saying "pramuka" becoming "pamuka", he experienced inability in cluster reduction. He could not say the letter "r" clearly in the middle of word.

## 15/25May/PHD

Teacher: kamu jam segini kok baru datang Giga: emmamm mmmm (hum)

Teacher: kenapa kok terlambat Giga: **Surabaya** (**urabaya**)

Teacher: rumahnya Giga dimana?

Giga: mana (echolalia). Surabaya (urabaya)

Data above described that Giga expressed his house in Surabaya. Therefore, he came late. May be the reason was due to traffic jam. From here, he experienced phonological disorder involving the word "Surabaya". When he tried to pronounce "Surabaya", he got inability in an initial consonant deletion. He deleted the first consonant letter "s" in the word "Surabaya". Consequently, he said "Surabaya" becoming "urabaya". As the autism sufferer, he said "Surabaya" inappropriate sounds. He said it in high intonation as if he was being angry. He should say it in slow sounds as the statements not in high intonation.

# 17/28May/PHD

Researcher: Giga sudah sarapan?

Giga: emmmahh (hum) (showing the angry face)

Teacher: kalo sekolah ndak boleh marah, ndak boleh apa Giga?

Giga: marah (ara) (smiling) Teacher: tadi sarapan apa? Giga: Sudah (emmmm emm)

Teacher: Pakek apa?

Giga: Buncis (ucis) enak (nak) ... aaa asinn.... Tempe

He expressed that he had breakfast by consuming "buncis yang enak" or

"eating a delicious stringbean". Data above described that he experienced

phonological disorder. He could not express what he felt clearly like "buncis"

becoming "ucis". He got inability in cluster reduction in the letter "b" and letter

"n". Therefore, he deleted the consonant cluster through the word "buncis"

becoming "ucis". Besides that, he also experienced phonological disorder in the

word "enak" becoming "nak". He could not say the initial vowel letter "e" and

consonant cluster "n". As the autism sufferer, he could not sound the words

clearly.

19/4June/PHD

Teacher: habis bulan November bulan apa Rafi (Giga's friend)

Rafi and Giga: November desember (esember)

Teacher: namamu rafi?

Giga: Giga

Teacher: bu faiz loh tanya rafi bukan kamu

Giga: aemmm aemmmm

Giga: desember (esembe) mama (ama) tahun

When the teacher asked to Giga what the month after November, Giga

expressed his thoughts that his mom's birthday was in December. However, he

experienced phonological disorder. He could not pronounce the word "desember

and mama" clearly. He deleted the consonant cluster including the letter "d, r, and

m". In fact, he said the word "desember" becoming "esembe" and the word

"mama" becoming "ama".

53

22/6June/PHD

Giga: Giga mau Pr kasih Teacher: kamu mau pr?

Giga: hmmmm emm emmm

Teacher: sebentar, ini ya nanti kasihkan papa minta tempelkan dirumah.

Giga: hmamammamm

Teacher: ini dikerjakan sendiri ya

Giga: ya, siap (ap)

From the data above, Giga expressed his feeling that he would like to do

his homework by himself when his teacher wanted him to do homework by

himself. Thus, Giga said "ya or yes" to his teacher. However, he experienced

phonological disorder especially in stridency deletion. He had omission of

fricative sound in the word "siap". He could not say the word "siap" clearly. He

said "siap" becoming "ap".

23/7June/PHD

Researcher: wah ini hasil karyanya siapa? (point the picture in the class)

Juan: Giga buuu

Researcher: Giga karya kamu bagus (thumbs up) Giga: ehmmm (gnashing teeth) cit cit cit cit cit

Researcher: ini gambar apa?

Giga: just silent

Researcher: nana nana (hum) Giga: hijau (ijo), green (gin)

When the researcher asked to him, Giga expressed his thoughts that the

color of the picture was green (hijau). Besides that, he also expressed that he knew

the English of "hijau" was green although the researcher did not ask about it.

From the data above, he experienced phonological disorder because he could not

say the word "hijau and green" as the normal pronunciation. He experienced

inability in vocalization which he substituted the vowel for final-position liquid

54

sound of the word "hijau" becoming "ijo". As the autism sufferer, he could not sound the words clearly.

#### 27/19Juni/PHD

Researcher: ini fotonya siapa? (point to baby picture in Giga's book)

Giga: just silent and opening wide his eyes)

Researcher: rafi, fotonya bagus ya? Ini fotonya siapa ya?

Giga: Giga, bayi (ayi)

In this case, Giga expressed his feelings that the picture was his childhood. When he said "bayi", he experienced phonological disorder. He deleted of the initial consonant in the word "bayi". He could not say the letter consonant "b" in the word "bayi". Therefore, he said "bayi" becoming "ayi". As the autism sufferer, he got inability to sound "bayi". He said it in high intonation. It was not based on the context, which it had to sound slow because it was a statement not question.

#### 29/20Juni/PHD

Teacher: ada apa Giga? Giga: apa (echolalia) Teacher: kamu cari apa? Giga: cari apa (echolalia)

Teacher: oh, kamu cari penghapus?

Giga: penghapus (apus) putih (utih), salah

Teacher: apanya yang salah? Giga: salah, tulisan (ulsan) salah

He expressed his needs to his teacher that his writing was wrong at that time. Therefore, he looked for eraser to justify it. In this case, he experienced phonological disorder because he had inability to say "penghapus" becoming "apus", and "putih" becoming "utih". He experienced unstressed syllable deletion,

which he deleted of an unstressed syllable from word containing to or more syllables. Because of that, he said "penghapus" becoming "apus". Besides that, in

the word "putih", he experienced the inability to say initial consonant.

31/20Juni/PHD

Rafi: Giga tadi sarapan apa?

Giga: Sarapan apa?

Researcher: Giga tadi makan apa? Giga bisa masak? Giga: masak (asak) nasi (asi) goreng (oeng) (smiling)

Researcher: jadi tadi pagi Giga yang masak?

Giga: hmmmamammam hamm masak (asak) masak (asak) masak (asak)

hmanmm cit cit cit

He expressed his feeling that he was happy because he could cook in the

morning. However, he could not express it clearly, because he got phonological

disorder. The data above described that Giga could not say the word "masak nasi

goreng". He experienced inability in consonant cluster. He deleted the consonant

letter such as "m, n, g, and r" even it was in an initial or middle consonant.

Therefore, he said "asak asi oeng". As the autism sufferer, he sounded it in flat

intonation. When children felt happy, they would express it in excitedly.

However, it was different from autism sufferer, which he could not express it in

the appropriate sound.

32/20Juni/PHD

Teacher: ayok Giga salim dulu sama bu Via

Giga: just silence and did not express something (innocent)

Teacher: kalo gitu, ayo rafi salim dulu sama bu Via Rafi and Giga: cup cup (kissing the researcher hands)

Giga: wangi (angi)

56

When his teacher asked him to kiss the researcher's hand, he expressed his feelings that the researcher's hand was fragrant. However, he could not say it clearly and got phonological disorder. He experienced inability in an initial consonant cluster. He deleted the letter "w" in the word "wangi". Because of that, he had inability to say "wangi" becoming "angi".

#### 34/21Juni/PHD

Teacher: pulang sana, nakal lagi pulang. Gurunya kok digigit. Pulang sana! (angrily)

Giga: engga (dak), sekolah (kola), marah papa (apa)

Teacher: kalo ndak mau pulang minta maaf sama bu Pristi

Giga: maaf (aaap) (kissing bu Pristi's hands). eemmmh emm.

From data above, Giga was scolded by his teacher because he bit his teacher's hand. After that, his teacher told him to go home and did not go to school anymore. However, Giga expressed his feelings that his father would be angry when he went to home. Thus, he did not want to go home and continued his school. When he expressed it, he got phonological disorder where the subject could not express clearly. He had inability in saying fricative letter "s" and consonant reduction. Furthermore, he could not say "engga sekolah marah papa" clearly. In fact, he said "dak kolah marah apa".

From data above, the researcher analyzed the phonological disorder data based on an orthography. Orthography is the original data in the field without changing it at all as the phonetic and phonemic. Phonological disorder is an inability in the use of speech sound system. Consequently, someone, who faced phonological disorder, could not sound something clearly such as autism. Most of children with autism faced phonological disorder. Therefore, they experienced

delay in an acquisition of consonants. Children with autism have difficulties in the production of consonant clusters (Marinis, 2011, p.7). However, it does not mean the whole of consonant. For instance, children may have difficulty with the "r" sound at the beginning of words but not at the end of words, or only in connected speech but not in isolated words.

It can be seen in the finding data, Giga as the subject above, who was autism sufferer, got many mistakes to sound the word especially in consonant letter. His articulation was not clearly. Mostly, his mistakes were when he tried to sound consonant letter in the word. According to Miss Hamidah as the teacher counselor of the subject stated that "untuk Giga sendiri seh ponologinya agak kurang. Dia itu sering ngga bisa baca konsonan diawal kalimat jadi kaya kata Surabaya gitu ya dia bilang "urabaya". Konsonal awal selalu hilang." (personal communication, May, 2018). It means that Giga experienced phonological disorder. He often could not sound consonant letter like the word "Surabaya" becoming "urabaya". The consonant cluster lost. As the autism sufferer, Giga could not sound inappropriate intonation. Sometimes, he sounded high intonation in calm condition. Meanwhile, he sounded flat intonation in angry or critical conditions.

## 4.1.1.2 Syntactic disorder

Syntactic disorder is an inability to govern and combine the words to form sentences. Children, who experienced syntactic disorder such as autism, cannot focus on one topic because they cannot associate word by word into sentences. They show unspecific deficits in syntactic development to other individuals with developmental disabilities. During conversation, children with autism produce shorter language, less complex utterances overall and less complex noun phrases, verb phrases, questions and negations than typically developing children. In addition, children with autism usually use word without linking them to the commonly used meanings (Arkhais, 2015, p.6). It can be seen as data below:

#### 14/24May/SD

Giga: hari apa?

Teacher: hari apa? Habis hari kamis hari apa? (high intonation)

Giga: selasa

Teacher: No, sekarang hari kamis besok hari?

Giga: hari jumat, coklat, pramuka Teacher: Giga, habis hari kamis hari apa? Teacher: iya besok pake pramuka ya.

From the data above, Giga expressed his thought that in Friday he worn pramuka uniform. He also told that the color of pramuka was coklat or brown. It reflected in "hari jumat, coklat, pramuka". In this case, he expressed shorter utterances. He could not govern and combine the word to form the sentences. He did not use the words in appropriate sentence. Therefore, he experienced inability in syntactic because he could not utter his utterance based on the syntactic structure. In general, the right sentences included of subject, predicate, and object. His utterances "hari jumat, coklat, pramuka or day Friday brown pramuka" were ungrammatical. It is not appropriate with syntactic structure. The right one was "hari jumat saya memakai baju pramuka berwarna coklat or in Friday, I worn a brown scout". As the autism children, he used word without linking them to the commonly used meanings. As his age, he could not produce complex sentences.

16/25May/SD

Teacher: kamu jam segini kok baru datang Giga: emmamm mmmm mmm (hum)

Teacher: kenapa kok terlambat

Giga: Surabaya

Teacher: rumahnya Giga dimana? Giga: mana (echolalia). Surabaya

When the teacher asked him why he came late, Giga expressed his ideas that his home in Surabaya. As to his age, he should combine the sentence including subject, predicate, and object as the syntactic rules. Therefore, he may not answer only "Surabaya" but "karena rumah saya di Surabaya or because my

simple word, shorter utterances. As the autism sufferer, he could not govern and

home is in Surabaya". It referred to syntactic disorder because he expressed in

combine the word to form the sentences even the simple sentences.

18/28May/SD

Researcher: Giga sudah sarapan?

Giga: emmmahh (hum) (showing the angry face)

Teacher: kalo sekolah ndak boleh marah, ndak boleh apa Giga?

Giga: marah

Teacher: tadi sarapan apa? Giga: Sudah (emmmm emm)

Teacher: Pakek apa?

Giga: Buncis enak... aaa asinn.... Tempe

Giga expressed his feelings that he cooked in the morning. However, he could not govern the word to make sentences. Therefore, he experienced syntactic disorder. As the autism sufferer, he could not express what he felt easily. He had difficult to govern and combine the word. In his utterances, "buncis enak or stringbean delicious" was ungrammatical structure. Generally, syntactic structure includes subject, predicate, and object. The sentences were better when "buncis

itu enak or the stringbean is delicious". As the autism sufferer, he used word without linking them to the commonly used meanings. He only produced the shorter utterances.

20/4June/SD

Teacher: habis bulan November bulan apa Rafi (Giga's friend)

Rafi and Giga: November desember (esember)

Teacher: namamu rafi?

Giga: Giga

Teacher: bu faiz loh tanya rafi bukan kamu

Giga: aemmm aemmmm

Giga: desember mama tahun

Teacher asked to Giga's friend what the month after November and Giga answered it. He expressed that December was his mom's birthday in appropriate sentences. In his utterance, "desember mama tahun" is not based on the syntactic structure. The right one included subject, predicate, and object so it is not "desember mama tahun or desember mother birthday". However, it should be "desember adalah ulang tahun mama or December is my mom's birthday/ my mom's birthday was in December". Therefore, he experienced syntactic disorder. He could not govern word to make sentences correctly. In this case, Giga had less complex of phrases. It is proven that autism sufferer had inability to sequence of the word.

21/6June/SD

Giga: Giga mau **Pr kasih**Teacher: kamu mau pr?
Giga: hmmmm emm emmm

Teacher: sebentar, ini ya nanti kasihkan papa minta tempelkan dirumah.

Giga: hmamammamm

Teacher: ini dikerjakan sendiri ya

Giga: ya, siap

61

Data above described that Giga expressed his wants to get homework. He asked it to his teacher. When he asked homework to his teacher, he experienced syntactic disorder to express "PR kasih". "PR kasih or homework want" proved that Giga expressed it in shorter word or utterances. Besides that, he did not express based on the sequence of word in syntactic structure. As his ages, it should be "saya mau minta pr or I want to get homework". There was subject, predicate, and object in every sentence. As the autism sufferer, he used the word without linking them to the commonly used meanings. He only used a phrases. He could not make simple sentences.

#### 25/7June/SD

Researcher: apa hari ini Giga puasa?

Giga: just silent (did not give responses)

Researcher: Juan hari ini puasa (Giga's friends)?

Juan: iyaaaaa (screaming)

Giga: puasa enggak (together with juan)

Researcher: jadi Giga nggak puasa?

Giga: hammm hmm cit cit cit cit (gnashing teeth)

When the researcher asked to Giga, Giga expressed his feelings that he did not do fasting. From here, we knew that he experienced syntactic disorder to express "puasa enggak". "Puasa enggak or fasting no" proved that Giga expressed what in his mind was in shorter words or utterances. He did not govern and combine the word correctly. Besides that, he did not express based on the sequence of word in syntactic structure. In general, it should be "saya tidak berpuasa or I did not do fasting". There is subject, predicate, object as the syntactic structure. Data above describe that he used word without linking them to the commonly used meanings.

28/19Juni/SD

Researcher: ini fotonya siapa? (point to baby picture in Giga's book)

Giga: just silent and opening wide his eyes)

Researcher: rafi, fotonya bagus ya? Ini fotonya siapa ya?

Giga: Giga, bayi (ayi)

From data above, Giga expressed his ideas that the picture was his childhood to the researcher. However, he experienced syntactic disorder where he could not govern the complex sentence. His utterances were ungrammatical structure. It is proven that he was less of vocabulary and could not combine word into sentence such as "Giga, bayi or Giga, baby". His utterances showed that he produced shorter language. It was the characteristics of autism sufferer. The right one should be "itu adalah foto bayi Giga atau bayi Giga not Giga bayi". Sometimes, "giga bayi" had different meaning in different content which Giga

30/20Juni/SD

Teacher: ada apa Giga? Giga: apa (echolalia) Teacher: kamu cari apa? Giga: cari apa (echolalia)

had a baby not Giga was childhood.

Teacher: oh, kamu cari penghapus?

Giga: penghapus (apus) putih (utih), salah

Teacher: apanya yang salah? Giga: salah, tulisan (ulsan) salah

Data above showed that Giga expressed his wants. He was getting wrong in his writing so he looked for eraser to justify it. However, he showed it in ungrammatical sentence. His utterances did not include subject, predicate, and object. It showed it in shorter sentences. It was not appropriate of his age. He was less in complex utterance. It showed that he experienced syntactic disorder. As the

autism sufferer, he used word without linking them to the commonly used meanings. His utterances only used phrase. He could not make simple sentences.

#### 35/21June/SD

Teacher: pulang sana, nakal lagi pulang. Gurunya kok digigit. Pulang sana! (angrily)

Giga: dak, sekolah, marah papa

Teacher: kalo ndak mau pulang minta maaf sama bu Pristi

Giga: maaf (aaap) (kissing bu Pristi's hands). eemmmh emmmh emm

When Giga's teacher was angry to him and told him to go home, he was afraid. He expressed his feeling to his teacher. If he went to home, his father would be angry. In fact, he expressed it in wrong sentence. His utterance was not appropriate to syntactic structure. Therefore, he experienced syntactic disorder. He could not govern and combine the word correctly. His utterances "dak sekolah marah papa" was ungrammatical. The right one is "papa marah kalau tidak sekolah or father was angry if I did not go to school". As the autism sufferer, he used the word without linking them to the commonly used meanings. He could not make simple sentences, which based on syntactic structure including subject, predicate, and object.

From data above, syntactic disorder is inability to govern and combine the words to form the sentences. Children with syntactic disorder such as autism showed unspecific deficits in syntactic development to other individuals. During conversation, children with autism produce shorter language, less complex utterances, overall and less complex noun phrases, verb phrases, questions, and negations than typically developing children.

It was proven in the findings data above, where the subject could not afford to govern and combine the word into sentence. He could not make complex sentences even simple sentences. He only used phrase when he did communication. It is same with the interview result "Memang pada dasarnya anak autis itu ngga bisa ngomong secara spontan. Mereka diajak ngomong pun terkadang nggak nyambung apalagi nggak diajak ngomong pasti diem ae. Anak autis itu sering membeo, meniru (echolalia) kalimat terakhir dari orang yang ngajak bicara." (Miss Hamidah, personal communication, May, 2018).

It means that children with autism could not speak spontaneously. Sometimes, they could not connect in social interaction even they kept silent. They often imitated to other known as echolalia of the last word from the speaker. It showed in Giga's utterances. For example: "PR kasih or homework asked not "Kasih atau minta PR or asked for homework". His utterances showed that he could not combine and govern the word into sentence. In general, he used the word without linking them to the commonly used meanings.

Giga could not make sentence appropriately, he often imitated from other. "keseringan dia membeo (meniru ucapan) kalo nggak gitu kata katanya kebalik balik. Tapi satu hal ya mbak, anak autis itu ngga bisa buat kalimat kompleks bukan ngga bisa tapi kebanyakan memang kurang mampu paling pol ya ngomong satu frasa gitu jarang pake kalimat (Miss Hamidah, personal communication, May, 2018). In fact, Giga often imitated from other (echolalia) even his utterances reversed. Children with autism could not produce the complex sentence. Mostly,

they produced phrase not sentence. As the autism sufferer, Giga had inability to sequence of the word. Therefore, he could not so communicate easily.

# 4.1.1.3 Pragmatic disorder

Pragmatic language disorder is an inability to use language in conversation to share information, such as the use of turn taking. In this case, children, with pragmatic disorder such as autism, constraints on verbal conversation such as turn-taking, choice of topic, and relevance of contributions to conversations. When they did communication, they did not pay attention with people around them. Therefore, their utterances could not understand by other. Pragmatic difficulties could be observed in speech-based conversation like turn taking. It was described as the data below:

# 11/21May/PRD

Teacher: Giga bahasa inggrisnya merah apa? (point of the blackboard)

Giga: yellow (ello)

Teacher: No, yellow itu kuning bukan merah Giga: aaammm ammm ammm ammm (hum)

Teacher: Giga, bahasa inggrisnya merah apa?

Giga: ehmmm ammm emmmm

Teacher: Rafi bahasa inggrisnya merah apa? (point to Giga's friend)

Rafi and Giga: red

Teacher: kamu itu ya (point to Giga), kalo disuruh ditunjuk nggak mau kalo

nggak ditunjuk jawab.

Giga: red darah

In this case, Giga expressed that he knew the English of the word "merah or red". However, he had inability to give contribution in conversation. When his teacher asked to him, he just kept silent but he answered when his teacher asked to his friend. It showed that Giga experienced the pragmatic disorder when he had

inability in social skill. He could not afford in turn taking of the conversation. As

the autism sufferer, he did not pay attention with people around them. He could

not decide when he should participate in communication or not. Usually, he only

imitated from people around them.

24/7June/PRD

Researcher: wah ini hasil karyanya siapa? (point the picture in the class)

Juan: Giga buuu

Researcher: Giga karya kamu bagus (thumbs up) Giga: ehmmm (gnashing teeth) cit cit cit cit cit

Researcher: ini gambar apa?

Giga: just silent

Researcher: nana nana (hum)

Giga: hijau, green

When the researcher asked to Giga about the picture, Giga expressed his

knowledge that the color of the picture was green although the researcher did not

asked about it. In this case, Giga's utterances "hijau, green" was pragmatic

disorder. Where, he gave irrelevance responses to the topic. He did not understand

what the researcher said. He had inability to participate in social interaction. He

expressed it in different context, which is not relevance to the communication at

the time.

26/7June/PRD

Researcher: apa hari ini Giga puasa?

Giga: just silent (did not give responses)
Researcher: Juan hari ini puasa (Giga's friends)?

Juan: iyaaaaa (screaming)

Giga: puasa enggak (together with juan)

Researcher: jadi Giga nggak puasa?

Giga: hammm hmm cit cit cit cit (gnashing teeth)

67

From the data above, Giga expressed his feelings which he did not do fasting. He experienced pragmatic disorder. It could be seen when researcher asked to Giga's friend and Giga answered it. Giga showed that he had inability in turn taking of the conversation. He could not afford to differentiate from when he should do conversation or not in social interaction. He could not participate or give contribution to the communication correctly.

# 33/20Juni/PRD

Teacher: ayok Giga salim dulu sama bu Via

Giga: just silence and did not express something (innocent)

Teacher: kalo gitu, ayo rafi salim dulu sama bu Via Rafi and Giga: cup cup (kissing the researcher hands)

Giga: wangi

Giga expressed his feelings that the researcher's hand was fragrant. However, when Giga's teacher asked Giga to kiss the researcher's hand, he kept silent. However, when the teacher asked Giga's friend, Giga also run it. It showed that Giga experienced pragmatic disorder when he could not determine himself when he must do conversation or not. He had inability to understand in turn taking. He only imitated his friend activity without knowing the speaker's topic.

In the finding data, the researcher found some pragmatic disorder, which is an inability to develop the social relationship. Autism children had difficulty to express him especially in social situations. He may express his thoughts and feelings openly and explicitly with little or no consideration for others in their surroundings. He has difficulty in turn-taking, choice of topic, and relevance of contributions to conversations (Sa'diyah, 2016, p.25). When he did communication, he did not pay attention with people around them.

In this case, Giga often had inability in turn taking. He could not determine when he should be give contribution in communication or not. He only imitated to his friend's utterances or activities without knowing the topic. When his teacher asked to him some questions, he kept silent. However, when his teacher asked to his friend, he answered it. Besides that, he could not give the relevance responses to other.

### 4.2 DISCUSSION

In general, normal children could express their thoughts, feelings, ideas, and needs easily. It was different from abnormal children who experienced language disorder. When they experienced language disorder, it involved with expressive language disorder. According to Fizal (2008), expressive language is an oral language including mimic, intonation and body movement can be mixed together to support the communication performed (p.3). Therefore, children, who had expressive disorder, could express their thoughts, feelings, and needs. They had inability of it through verbal and non-verbal.

In the finding, the researcher focused on the expressive language usage of autism sufferer through verbal and non-verbal. In fact, children with autism could not express themselves because he could not do communication well. Therefore, the researcher analyzed about the expressive language usage of autism sufferer and expressive language usage in term of phonological disorder, syntactic disorder, and pragmatic disorder.

To analyze it, the researcher used psycholinguistic theory about language disorder especially an expressive language disorder. In addition, the researcher also used Autism Spectrum Disorder theory to identify the autism symptoms. The result of this research was many mistakes of expressive language usage reflected in autism sufferer. Children with autism cannot afford to use expressive language through verbal and non-verbal correctly.

In verbal language, the subject could not express it verbally. Sometimes, he expressed in verbal impairment including phonological, syntactic, and pragmatic disorder. Bogdashina (2005) argued that about third to half of children with autism never speak for communication (p.80). Usually, the subject could understand language as well as the normal children. However, he was not able having to express it in communication with others. It is caused of language delays even language lost, echolalia and using strange/ unintelligible language, or using simple language.

Autism sufferer could communicate verbally. It means that he got phonological disorder (inability to use the appropriate sound or intonation), syntactic disorder (inability to combine the word into sentence), and pragmatic disorder (inability to develop social relation). Sometimes, he had their own world. Therefore, he was lazy to develop the social interaction. He had inability to focus on one topic. In addition, he only showed through his body movement to support his communications.

In fact, when other people did not understand what he wanted, he would be angry. It based on the interview result

"cara dia mengungkapkan keinginan yaa ngomong, diucapkan bendanya mbak. Kadang kita memang ngga ngerti jadi saya tanya. "Ga kamu pengen apa seh?" "coba ulangi papa nggak tau". Akhirya dia mengulang ulang sampai emosi, tensinya naik. Seringnya sih seperti itu. Makanya kalo dia pengen sesuatu, saya bilang "ayo tunjukkin ke papa". jadi kalo kita bingung dan nggak paham sama keinginannya ya pinter pinter kita untuk mendistract dia kayak menyuruhnya melakukan sesuatu sampai dia bener bener lupa dengan yang dia inginkan tadi. (Mr. Eko, personal communication, June, 9 2018).

It means that Giga had high emotional when his wants could not be fulfilled. As the autism sufferer, he showed high emotional when he could not express his desire verbally or spontaneously. Sometimes, he just imitated other known as echolalia. It is caused he had limited vocabulary and could not govern the word. In fact, he only produced the shorter language in communication.

While, in non-verbal involving writing, he could express it better than verbal because he knew the syntactic structure itself by his teacher's help. His writing was correct use of spelling, and correct vocabulary selection although it was not occur in anytime. Sometimes, they could not memorize the alphabet. Therefore, they had inability in writing. However, his writing was good to express his feelings, thoughts, and his ideas.

Besides that, the researcher focused on the expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder. In phonological disorder, the researcher analyzed the data based on an orthography. Orthography is the original data in the field without changing it at all as the phonetic and phonemic. The researcher found that the subject could not sound the word clearly. Giga had inability in the use of a speech sound system. Mostly, his mistakes could not sound the consonant word even it was in the initial consonant, in the middle

consonant, and the final consonant. He had inability to sound consonant letter. When he said the word "Surabaya", it would be "urabaya". The initial consonant "s" lost. As autism sufferer, his intonation may fail to reflect his feelings. Usually, he used high intonation or flat intonation like a robot, which is not based on the social context. Social context means the condition of the conversation itself. When he answered the question, he used in high intonation. While in critical condition, he used it in slow intonation.

In syntactic disorder, the subject could not govern and combine the word into sentence. All of the utterances showed that he produced shorter utterances. Therefore, he was less complex utterances overall and less complex noun phrases, verb, and so on. His utterance was not appropriate with his age. He could not arrange the sentences based on the syntactic structure. It included subject, predicate, and object. It can be seen in datum "desember mama tahun". Those utterances showed that he experienced syntactic disorder because he produced ungrammatical sentence. It is not based on the syntactic structure.

In pragmatic disorder, the subject showed inability having social interaction. It constrained on turn taking, choice of topic, and relevance of contributions to conversations. When he did communication, he did not pay attention with people around them. Mostly, his utterances did not appropriate in turn taking. He could not afford whether he must do conversation or not. It means that, he had an inability in social skill. When his teacher asked to him, he kept silent and did not answered anything. However, when his teacher asked to his friend, he followed

his friend or echolalia to answer the teacher's question. He could not give the well contribution in communication.

The differences from this researcher and other previous studies could be seen in different focus. The researcher chose the real object not from the movie or novel because she believed that the real object was the real one. It was different with the literary objects, which manipulated or based on the scenario. Besides that, the differences were about the different focus. In this research, the researcher focused on expressive language disorder involving phonological disorder, syntactic disorder, and pragmatic disorder.

The first belongs to Mahardani in 2016. The researcher focused on the communication skills of children with autism when performing social interactions at State Elementary School of Bangunrejo. The result showed that the communication done by subject in the form of one-way communication, which was from the researcher to the subject. The subjects were able to speak but lacking in verbal and non-verbal communication. In her result, the subject was able to give the responses in communication while the interaction took place. However, the response was not compatible with the topic of communication.

The second belongs to Susanti in 2016. The researcher focused on describing the phenomenon of language disorder and the treatments given in After Thomas Movie. She analyzed the kinds of language disorder that experienced by Kyle as the main character. She used phonological disorder, syntactic disorder, semantic disorder, and pragmatic disorder to analyze her topic. In her result, Kyle could improve his language. Meanwhile, it was not fully successful after given the

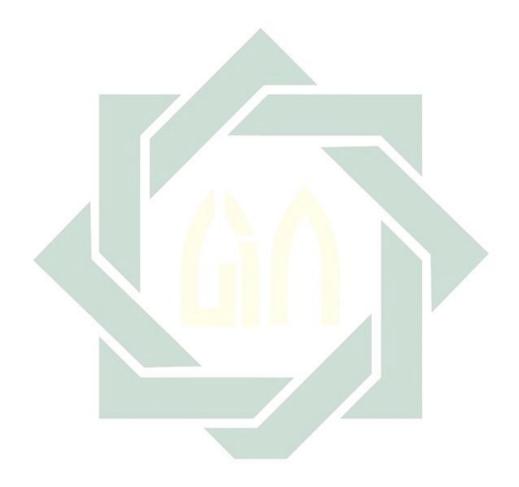
treatments. Although Kyle still had language difficulties after given the treatments, his utterances were longer than before.

The next review belongs to Kiswandari in 2014. She focused on the features of autistic person and the responses given by Temple Gradin. There were three kinds of responses given by Temple Grandin through her utterances in *Temple Grandin* movie. They were cognitively irrelevant responses (CI), cognitively relevant responses (CR), and cognitively disruptive and socially inappropriate responses (CDI). As the result, Temple Grandin's utterances showed that CDI was the most frequent to occur since she was getting difficult to communicate. She often got problems in building a good communication because of her condition as an autistic person.

The last belongs to Dewi in 2014. She focused on the language ability of autism children through expressive and receptive language. The result of her study showed that the subject's ability using expressive language was in less of articulation such as l, n, m, r, t, ng, speaking with short words, having inability to provide information, and inability to write independently. Meanwhile, the receptive language was still constrained by the understanding of sentences being heard, having difficulty to understand the long sentences, and giving responses by repeating the last part of questions given.

The significance of this study is to enrich knowledge about psycholinguistic study, especially in expressive language usage of autism sufferer. The reader would know how the autism used expressive language when he did

communication. Besides that, the expressive language usage is in term of phonological disorder, syntactic disorder, and pragmatic disorder.



#### **CHAPTER V**

### CONCLUSION AND SUGGESTION

After presenting the finding and discussion in the previous chapter, this study arrives at conclusion and it provides some suggestions to the readers, especially to the people who concern in psycholinguistic theory especially in expressive language usage.

### 5.1 CONCLUSION

The researcher focused on the expressive language usage of autism sufferer through verbal and non-verbal. Besides that, she focused on the expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder. The data was taken from an observation of autism sufferer and the interview of counselor teacher and subject's parent. In this research, the researcher used descriptive-qualitative method, which is to describe the expressive language usage used by autism sufferer in his utterances and actions as well as text and images.

The result of this study, the researcher found that the subject could not express his feelings, needs, and thoughts verbally. He experienced verbal impairment. When he did communication, he could not say spontaneously. Sometimes, he only imitated to other known as echolalia. He had inability of phonological disorder, syntactic disorder, and pragmatic disorder. While, in non-verbal is better than verbal. In non-verbal, he could express his feelings, thoughts, and ideas through writing. Sometimes, he could not memorize the alphabet letter

but by the teacher's help, he could do it well. In verbal, he got phonological disorder, syntactic disorder, and pragmatic disorder. In non-verbal, he only got syntactic disorder.

In addition, the researcher found the pattern of expressive language in term of phonological disorder, syntactic disorder, and pragmatic disorder. In phonological disorder, the researcher analyzed the data based on an orthography. Orthography is the original data in the field without changing it at all as the phonetic and phonemic. She found the patterns of the autism sufferer. The subject had an inability to sound the consonant cluster. Mostly, he could not sound the initial consonant letter clearly. For example: he said "red" becoming "ed". It means that he could not say the consonant letter "r" in the word "red".

In syntactic disorder, the subject could not afford to govern and combine the words into sentences. In fact, he produced shorter language. Sometimes, other, who had communication with him, could not understand what he talked about because he expressed using ungrammatical sentence. Usually, he used unsuitable structure, which was not based on the syntactic structure. Syntactic structure included subject, predicate, object, and complement. It could be seen in datum "puasa enggak". Based on his age, he must govern and combine the structure appropriately. In fact, he had inability of it. He could not make complex sentences even simple sentence. Mostly, he used phrase.

In pragmatic disorder, the subject had inability in turn taking. He could not determine when he must speak or not. When his teacher asked to him some questions, he kept silent. However, when his teacher asked to his friend, he

answered it. Besides that, he could not give the relevance responses to other. He exhibits the significant difficulties in conversational contexts. He showed impairments in their understanding of the speaker-listener relationship.

# **5.2 SUGGESTION**

Based on the result of this study, the researcher suggests that the students, who wanted to know more about expressive language usage of autism. They have to continue doing research concerning the language of autistic use different approach. They have to analyze in specific aspect such as phonological disorder, syntactic disorder, pragmatic disorder itself. The goal of that is to get deeper explanation. Besides that, they had to give some treatments to decrease those language disorders that experienced by autism sufferer.

#### **REFERENCES**

- Afasic England Journal. *Language disorder: Expressive language disorder*. Retrieved from https://www.afasic.org.ukdownload1.
- APA. (1994). DSM-IV: Diagnostic and Statistic Manual of Mental Disorders (4th Ed.). Washington DC: Author.
- Arkhais. (2015). Cacat Sintaksis Keluaran Wicara pada Anak Penyandang Autis di SD Lab Pgsd Setia Budi dan SDIT Al-Mubarak Rawasari (Suatu Kajiak Neurolinguitstik). Vol 06 (01). Retrieved from <a href="http://journal.unj.ac.id/unj/index.php/arkhais/article/download/375/317/">http://journal.unj.ac.id/unj/index.php/arkhais/article/download/375/317/</a>.
- Azwandi, Y. (2005). *Mengenal dan Membantu Penyandang Autisme*. Jakarta: Departemen Pendidikan Nasional.
- Belkadi, A. (2006). Language Impairments in Autism: Evidence against Mind-Blindness. SOAS Working Papers in Linguistics, 14, 3-13.
- Bernthal, J.E. & Bankson, N.W. (1998). *Articulation and Phonological Disorders*. Needham Heights, MA: Viacom.
- Bogdashina, O. (2005). Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language?. London: Jessica Kingsley Publishers.
- Cannel, B. H. (2009). Language Disorder. Retrieved April 12, 2010.
- Carroll, D. W. (2008). *Psychology of Language*. Fifth Edition. California: Thomson Wadsworth.
- Cleland, J. (2010). Speech and Prosody in Developmental Disorders: Autism and Down 's Syndrome. England: Queen Margaret University.
- Cummings, L. (2011). Pragmatic disorders and their social impact. *Article in Pragmatics and Society*, 2 (1), 17–36. doi 10.1075/ps.2.1.02cum.
- Damanhuri, A. (2016). A Psycholinguistics Analysis of a Dyslexic Character in Taare Zameen Par Movie. *Language Horizon*, 04 (03), 109-117.
- Day, I. (1993). *Qualitative Data Analysis*. Canada: Routledge.

- Denham, K & Lobeck, A. (2013). *An Introduction Linguistic for Everyone*. Second edition. USA: Cengage Learning.
- Dewi, D. M.C. (2014). *Identifikasi Kemampuan Berbahasa Anak Autis di Sekolah Inklusif SD Negeri Giwangan Yogyakarta*. Yogyakarta: UNY. Thesis.
- Edward, F. (2008). *Language, Its Structure and Use*. Fifth edition. USA: Thomson Wadsworth.
- Fabus, R. (2011). Assessment of Articulation and Phonological Disorders. NY: Story Brook University.
- Fajardo, P. (2010). The Nature of Writing. Retrieved from <a href="https://www.scribd.com/document/328721266/01-THE-NATURE-OF-WRITING-pdf">https://www.scribd.com/document/328721266/01-THE-NATURE-OF-WRITING-pdf</a>.
- Fatwikiningsih, N. (2014). Peningkatan Kemampuan Berbahasa Melalui Metode Berkomunikasi dengan Gambar pada Anak dengan Ciri Gangguan Pemusatan Perhatian dan Hiperaktivitas. *Jurnal Sains dan Praktik Psikologi*, 2 (3), 226-242.
- Field, J. (2003). *Psycholinguistics: A resource Book for Students*. New York: Routledge.
- Fizal. (2008). *Meningkatkan Ketrampilan Berbahasa Indonesia*. Bandung: CV Karya Putra Darwati.
- Flusberg, H. T. (2014). Strategies for Conducting Research on Language in Autism Journal. *Journal of Autism and Developmental Disorders*, 34, 1.
- Gernsbacher, M. A., Morson, E. M., Grace, E. J. (2015). *Language Development in Autism*. USA: Chicago Press.
- Goa, L., Derung, T. N. (2017). Komunikasi Ekspresif dengan Metode PECS bagi Anak dengan Autis. *Jurnal Nomosleca*, 3 (2), 627.
- Griffin, C. L., Bone, J. E. (2015). *Invitation to Human Communication*. Second Edition. USA: Cengage Learning.
- Hartanto, F., Selina, H., Zuhriah., Fitra, S. (2011). Pengaruh Perkembangan Bahasa Terhadap Perkembangan Kognitif Anak Usia 1-3 Tahun. Vol, 12, 387.

- Ikalyuk, L.M., Kumzmyn, O.V. (2015). Psycholinguistic Characteristics of Autists and Their Prototypes in American Cinema Discourse (Based on The Films Rain Man and The Real Rain Man. Vol. 2 (2-3), 87-93. http://jpnu.pu.if.ua.
- Kiswandari, F. N. (2014). *A Psycholinguistic Analysis of an Autistic Person's Language in Temple Grandin Movie*. Yogyakarta: Yogyakarta State University. Thesis.
- Kothari, C. R. (2004). *Research Methodology: Method and Techniques*. Second revised edition. India: University of Rajasthan.
- Litosseliti, L. (2010). *Research Method in Linguistics*. New York: Continuum International Publishing Group.
- Lubis, F., Suwandi, J. F. (2016). Autism Spectrum Disorder (ASD) pada Anak. *Lampung Majority Article*, 5 (3), 85.
- Mahardani, D. Y. (2016). Kemampuan Komunikasi dalam Berinteraksi Sosial Anak Autis di Sekolah Dasar Negeri Bangunrejo 2. Yogyakartaa: UNY. Thesis.
- Marinis, T. (2011). On the Nature and Cause of Specific Language Impairment: a View from Sentence Processing and Infant. *Research Lingua Article*, 121 (3). pp. 463475. Retrieved from httpcentaur.reading.ac.uk172551Marinis\_Lingua.
- Mazonne, L. Vitiello, B. (2016). *Psychiatric and Commorbidities in Autism Spectrum Disorder*. USA: Spinger. National Institute of Mental Health. Online Book.
- Milosevic, N., Vukovic, M. (2011). Grammar and Syntactic Deficit in Children with Specific Developmental Language Impairment. *Article in Journal of Special Education and Rehabilitation*. doi: 10.2478/v10215-011-0011-9.
- Mutdasir. Hanum, F., Yusuf, R. (2011). Treatment of Visual Receptive and Expressive Language Developments in Children Autism. *Jurnal Ilmu Keperawatan*. ISSN: 2338-6371.
- Randolph, C. C. (2017). Overview of Phonological Disorders: The Language-Based Speech Sound Disorder. *Phonetics & Audiology Journal*, 3 (1). USA: Valdosta State University.
- Roberts, J., Rice, M. L., Flusberg, H. T. (2004). Tense Marking in Children with Autism. *Applied Psycholinguistics Journal*, 25, 429–448. doi: 10.1017.S0142716404001201.

Sa'diyah, C. (2016). The Language Usage by the Sufferer of Bipolar Disorder in. Surabaya: UINSA Surabaya. Thesis.

Scovel, T. (2000). *Psycholinguistics*. New York: Oxford University Press.

Sleeper, A. A. (2007). Speech and Language. New York: Infobase.

Steinberg, D. (2001). *Psycholinguitics: Languagem Mind, and World*. Second Edition. London: Longman.

Susanti, E. (2016). Language Disorder and Its Treatments on Autistic Children Portrayed in Lindsey Hill's After Thomas Movie (2006). Surabaya: Uinsa Surabaya. Thesis.

Wardhaugh, R. (1977). *Introduction to General Linguistic*. United States of America: McGraw-Hill Bill Company.

Warren, P. (2013). *Introducing Psycholinguistics*. UK: Cambridge University Press.

Wilkinson, K. M. (1998). Profiles of Language and Communication Skills in Autism. *Journal of Mental Retardation and Developmental Disabilities*, 4, 73–79. (Hamidah, personal communication, May, 2018)

(Mr. Eko, personal communication, June, 9 2018)

http://www.betterhealth.vic.gov.au/bhcv2

 $\underline{https://nerims.wordpress.com/2013/11/11/definisi-morfologi-fonetik-fonemik$ 

https://online.pointpark.edu/business/cultural-differences-in-nonverbal-communication/.