

**PRESUPPOSITION ANALYSIS OF ASPERGER'S
SYNDROME PORTRAYED IN *PLEASE STAND BY* MOVIE**

THESIS



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PORTRAYED IN *PLEASE STAND BY* MOVIE

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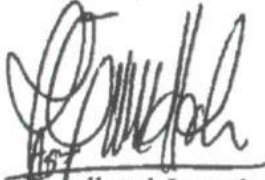
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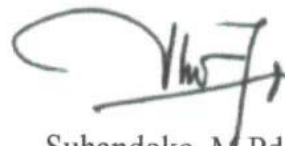
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ABSTRACT

Fajrin, F.F. (2022). *Presupposition Analysis of Asperger's Syndrome Portrayed in Please Stand By Movie*. English Department, UIN Sunan Ampel Surabaya.
Advisor: Dr. H. Mohammad Kurjum, M.Ag.

Keywords: presupposition, types of presupposition, language disorder, Asperger's syndrome, *Please Stand By* movie.

This study examined presupposition in the film *Please Stand By*. The formulation of the problem in this study: (1) What types of presupposition are used by the main character with Asperger's syndrome in *Please Stand By* movie? (2) What characteristics of speech and language of Asperger's syndrome in the main character in *Please Stand By* movie? (3) How is Asperger's syndrome affect the presupposition in the main character in *Please Stand By* movie?.

This study used a descriptive qualitative method that produced descriptive data in written words. The researcher collected data by transcribing a film entitled *Please Stand By*. Then the researcher analyzed the type of presupposition, the speech and language characteristics of the main character, and the influence of Asperger's syndrome on the presupposition of the main character. The findings were then presented in table form with explanations and ended with conclusions.

As a result, the researcher found four types of presuppositions based on Yule's (1996) theory. The researcher found 37 utterances containing existential, factive, lexical, structural, and counterfactual presuppositions. In addition, the researcher found four types of speech and language peculiarities according to the diagnostic characteristics of Asperger's syndrome by Gillberg (1991). Found 25 data showing delayed speech development, superficially perfect expressive language, odd prosody, peculiar voice characteristics, and impairment of comprehension, including misinterpretations of literal/implied meanings. Furthermore, the researcher also found no effect of Asperger's syndrome on the presupposition of the main character in the *Please Stand By* movie.

ABSTRAK

Fajrin, F.F. (2022). *Analisis Praanggapan Sindrom Asperger yang Digambarkan dalam Film Please Stand By*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. H. Mohammad Kurjum, M.Ag

Kata Kunci: praanggapan, jenis praanggapan, gangguan bahasa, sindrom asperger, film *Please Stand By*.

Penelitian ini mengkaji praanggapan dalam film *Please Stand By*. Rumusan masalah dalam penelitian ini: (1) Jenis praanggapan apa yang digunakan oleh tokoh utama dengan sindrom Asperger dalam film *Please Stand By*? (2) Apa karakteristik bicara dan bahasa sindrom Asperger pada tokoh utama dalam film *Please Stand By*? (3) Bagaimana sindrom Asperger mempengaruhi praanggapan tokoh utama dalam film *Please Stand By*?

Penelitian ini menggunakan metode deskriptif kualitatif yang menghasilkan data deskriptif berupa kata-kata tertulis. Peneliti mengumpulkan data dengan menyalin sebuah film berjudul *Please Stand By*. Kemudian peneliti menganalisis jenis praanggapan, ciri bicara dan bahasa tokoh utama, dan pengaruh sindrom Asperger terhadap praanggapan tokoh utama. Temuan tersebut kemudian disajikan dalam bentuk tabel dengan penjelasan dan diakhiri dengan kesimpulan.

Hasilnya, peneliti menemukan empat jenis praanggapan berdasarkan teori Yule (1996). Peneliti menemukan 37 ujaran yang mengandung eksistensial, faktual, leksikal, struktural, dan praanggapan kontrafaktual. Selain itu, peneliti menemukan empat jenis kekhasan bicara dan bahasa sesuai dengan karakteristik diagnostik sindrom Asperger oleh Gillberg (1991). Ditemukan 25 data yang menunjukkan perkembangan bicara yang tertunda, bahasa ekspresif yang sangat sempurna, prosodi yang aneh, karakteristik suara yang aneh, dan gangguan pemahaman termasuk salah tafsir makna literal/tersirat. Selanjutnya, peneliti juga menemukan bahwa tidak ada pengaruh sindrom Asperger terhadap praanggapan tokoh utama dalam film *Please Stand By*.

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CHAPTER I

INTRODUCTION

The first chapter consists of the background of the study, the problems of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

A presupposition is something the speaker believes to be the case prior to making an utterance (Yule, 1996, p. 25). In making an utterance, a speaker has a proposition for information before communicating to the listener. This assumption can be true or false depending on the suitability of understanding between the speaker and the listener. According to Stalnaker's statement (1999, p. 51), presuppositions correspond to a shared belief between speaker and listener or expected general knowledge. When the speaker has a presupposition of information, the speaker assumes that the information has been understood by the listener even though the information does not appear directly. Keenan (cited in Levinson, 1983, p. 177), presuppositions are the relationship between speakers and the suitability of sentences in context. In this case, the speaker must be sure that what is assumed can be well received by the listener following the speaker's intentions and goals (Simons, 2016, p. 1). Presuppositions that can be responded to appropriately by listeners will be able to facilitate the course of communication. On the other hand, listeners respond differently to presuppositions that cause communication to be hampered.

The presupposition is an interesting topic because it can make communication efficient. Stalnaker (1999, p. 49) states that the more similarities the listener and speaker can take for granted, the more efficient the communication. Presuppositions are important to be understood, not only by the speaker but also by the listener. Therefore, the main focus of this research is presupposition because analyzing presuppositions needs to be studied for efficient communication. This research also provides an understanding of presuppositions because to create smooth communication, there must be an understanding of the interlocutor in harmony with the speaker's presuppositions. Thus, this study examines the types of presuppositions using Yule's theory (1996). Yule (1996, p. 27) divides presuppositions into six types, namely existential presuppositions, factive presuppositions, lexical presuppositions, structural presuppositions, non-factive presuppositions, and counterfactual presuppositions.

Several studies related to presuppositions have been carried out in advertisements, debates, and films. The researcher analyzed the film entitled *Please Stand By* as the research subject in this study. *Please Stand By* is a film directed by Michael Golamco, and released in 2017. *Please Stand By* movie tells the story of the main character, Wendy's journey with Asperger's Syndrome to collect scripts in a Star Trek writing competition. The reason for choosing this film is that apart from analyzing the presuppositions of the main character, the researcher also wants to analyze the characteristics of a person's speech and language in Asperger's syndrome and the effect of Asperger's syndrome on the presuppositions.

In this study, the researcher chose the research subject, namely the main character in *Please Stand By* movie with Asperger's syndrome. People with Asperger's syndrome are intelligent and proficient in the language but lack social understanding and have limited ability to engage in reciprocal conversation (Attwood, 2007, p.12). The researcher focused on Asperger's syndrome because a person with Asperger's syndrome can still speak the language well but is often considered disconnected by the interlocutor. The researcher wants to know how presupposition people with this syndrome facilitate communication with the interlocutor. In this study, the researcher used two different theories. The researcher used Gillberg's diagnostic criteria (1991) to identify the speech and language characteristics of Asperger's syndrome. Besides that. The researcher also used the theory of Yule (1996) to identify the types of presupposition in a person with Asperger's syndrome.

Several researchers analyzed presuppositions using Yule's theory and research data using films (Aditya, 2014) and debates (Nopembri, 2015). The study analyzed the characteristics of Asperger's syndrome from novels (Anggreini & Manugeran, 2019) and films (Wirandana, 2013). As well as research on ASD's understanding of presupposition triggers (Cheung, Rong, Chen, Leung, & Tang, 2019), presupposition in preschool children with and without ASD (An, Bill, & Yang, 2020), and pragmatic disorders in Asperger's Syndrome. (Zuhriyah, 2021).

Aditya (2014) examined the presupposition of the main character in the film *Hotel Transylvania*. This research used presupposition theory from Yule and context theory from Holmes. As a result, the researcher obtained 40

presuppositions for the film *Hotel Transylvania's* main character: five existential presuppositions, six factual presuppositions, two non-factive presuppositions, eight lexical presuppositions, and eight structural and eleven types counterfactual presuppositions. And the context of the conversation is obtained through four factors: the participant, the setting or social context of the interaction, the topic of the conversation, and the function of the conversation.

Further research was carried out by Nopembri (2015) by identifying and analyzing conversations between Barack Obama and Mitt Romney at the 2012 American Presidential debate to find presuppositions that emerged from the debate using Yule's theory. As a result, the researcher found that presuppositions arise when speakers have assumptions about certain issues in their minds. The presuppositions are then classified into several types, namely three factual presuppositions, eight lexical presuppositions, one structural presupposition, and three counterfactual presuppositions.

Anggreini and Manugeran (2019) analyzed the character of Asperger's syndrome in the novel *The Curious Incident Of The Dog In The Night*. This research used the theory of autism and found significant characteristics of Asperger's syndrome possessed by the characters in the novel: the lack of social activity, the ability to interpret objects, and the ability to regulate routine patterns.

Wirandana (2013) analyzed communication impairments and illocutionary acts in Asperger's syndrome in the *Mozart and Whale* movie. As a result, the researcher revealed two findings. First, the researcher only found seven types of communication impairments that appear in the film, namely limited use of

gestures, clumsy/gauche body language, inappropriate facial expressions, limited facial expressions, superficially perfect expressive language, and impaired comprehension, including misinterpretations of literal/implied meaning, and a peculiarities stiff gaze. Second, the types of illocutionary acts in the film are representative and directive.

Cheung, Rong, Chen, Leung, and Tang (2019) analyzed the understanding of seven presupposition triggers: definite descriptions, factive predicates, change of state verbs, implicative verbs, iterative, temporal clauses, and counterfactual conditionals in children with and without autism spectrum disorders (ASD). This study found that children with ASD performed significantly worse than chronologically matched typically developing (TD) children in understanding the seven types of conditional triggers but performed similarly to language ability matched TD children.

An, Bill, and Yang (2020) analyzed understanding presupposition triggers *Ye* "Also" in Mandarin-speaking preschoolers with ASD and their normally developing (TD) peers. This study found that Mandarin-speaking preschoolers with ASD performed significantly worse than their TD peers concerning their understanding of presuppositions triggers *Ye* "Also." In addition, this study also found that TD preschoolers' understanding of triggers presupposes *Ye* "Also" is found like an adult.

In addition, research on pragmatic disorders in Asperger's syndrome was also carried out by Zuhriyah (2021). This study analyzed the main character's speech with Asperger's syndrome in the film *The Night Clerk*, which has the

potential to violate pragmatic rules by using the theory from Baron-Cohen (1999) about Extreme Male Brain (EMB). As a result, the researcher found five types of disturbances that can be found in this film. Among them are one kind of speech act (constative), eight kinds of a maxim of relevance, one kind of maxim of manner, two kinds of a maxim of quality, and four kinds of a maxim of quantity. The researcher also found problems in the film, including often rambling while speaking, saying things that are not relevant to the topic, and lying.

After reading several previous studies, the researcher has not found a study that analyzed the presuppositions of a speaker with Asperger's Syndrome. Therefore, this research is different from previous research. This study analyzed the presupposition of Asperger's syndrome in *Please Stand By* movie with the story's theme following what the current research wants to analyze, namely the presupposition and characteristics of speech and language in Asperger's syndrome. The importance of this research is that it can help understand presuppositions and how to communicate with people with Asperger's syndrome so as not to cause misunderstandings when interacting with that person because people with Asperger's syndrome have difficulty in communication and are often considered disconnected by their interlocutors. This research is also important to help a deeper understanding of the role of presuppositions in helping facilitate communication between other people and minimize the occurrence of misunderstandings between communicants and communicators, especially for people with Asperger's syndrome.

1.2 Problems of the Study

1. What types of presupposition are used by the main character with Asperger's syndrome in *Please Stand By* movie?
2. What characteristics of speech and language of Asperger's syndrome in the main character in *Please Stand By* movie?
3. How is Asperger's syndrome affect the presupposition in the main character in *Please Stand By* movie?

1.3 Significance of the Study

Theoretically, this research has provided knowledge to understand linguistic studies, especially in pragmatics and psycholinguistics. Using Yule's theory, research has also explained the types of presuppositions in Asperger's syndrome. This study also described the speech and language characteristics of Asperger's syndrome using the diagnostic criteria for Asperger's syndrome by Gillberg.

In addition, this research has contributed as a source of information and reference for English literature students to conduct the same research with a different point of view in the future.

While practically, this research is expected to be a more in-depth study of how to understand the speech of people with Asperger's syndrome and provide opportunities for them to practice interacting with other people comfortably. Considering that there is still a stigma that people with autism are of them Asperger's who are considered unable to communicate properly.

1.4 Scope and Limitation

This research used a pragmatic and psycholinguistics approach. In this study, the researcher focused on the presupposition and speech and language characteristics of the main character in *Please Stand By* movie with Asperger's syndrome. Based on Yule's presupposition theory (1996, p. 27), there are six types of presupposition: existential presupposition, factive presupposition, non-factive presupposition, lexical presupposition, structural presupposition, and counterfactual presupposition. In addition, this study also used diagnostic criteria for Asperger's syndrome by Gillberg (1991), namely delayed speech development, superficially perfect expressive language, formal pedantic language, odd prosody (peculiar voice characteristics), and impairment of comprehension, including misinterpretations of literal/implied meanings.

This research limited the research subject only to the main character in *Please Stand By* movie, namely Wendy. The study limited research subjects to focus on the presupposition and characteristics of speech and language in Asperger's syndrome.

In collecting data on types of presuppositions, the researcher only took data that showed existential presupposition by using possessive characteristics. The researcher did not take existential presupposition data with definitive words. That's because there would be too many utterances indicating this type of presupposition.

1.5 Definition of Key Terms

Presupposition: shared belief between speaker and listener about speaker's utterance.

Language Disorder: difficulty pronouncing certain letters or sounds to the inability to produce intelligible speech.

Asperger's Syndrome: a neurological disorder that belongs to the autism spectrum disorder.

***Please Stand By* movie:** a 2017 film about a girl with Asperger's syndrome.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research to answer the problem study. The theory related to this research is the presupposition and characteristics of speech and language of Asperger's syndrome.

2.1 Presupposition

According to Yule (1996, p.27), presuppositions have been associated with using a large number of words, phrases, and structures to analyze how speakers' assumptions are usually expressed. A presupposition is a knowledge where the speaker and listener already know what the speaker needs. Presuppositions help listeners understand the meaning and context of a statement.

2.1.1 Types of Presupposition

Yule (1996) states that there are six types of presuppositions, namely existential presupposition, factive presupposition, non-factive presupposition, lexical presupposition, structural presupposition, and counterfactual presupposition.

2.1.1.1 Existential Presupposition

According to Yule (1996, p. 27), existential presupposition shows that the existence of a thing can be conveyed through presuppositions. It is not only assumed that there is a possessive word, such as "your mirror," which raises the listener's assumption that the speaker referred to by the speaker has a mirror.

Existential presupposition shows the referent's extension, existence, and identity expressed in definitive words.

Example:

“Teacher's marker.”

The presupposition in the speech refers to:

- (a) There is a teacher (the presence of the person referred to by the speaker)
- (b) There is a marker (the presence of the object referred to by the speaker)
- (c) The teacher has a marker (identity of the object referred to by the speaker)

In the sentence, there are three speaker presuppositions conveyed. Namely, there are facts about the existence of a teacher and a marker and the ownership that the teacher has a marker.

2.1.1.2 Factive Presupposition

Factive presuppositions have a verb (know, realize, regret, be aware, odd, glad) followed by information that can be considered fact. In factive presuppositions, certain expressions presuppose truth in the formations stated after (Yule, 1996, p. 28).

Example:

“I'm happy Dayu won first place.”

- (a) happy (verb)
- (b) Dayu won first place (information that follows the verb and can be considered as fact)

With the verb 'happy,' it can be understood that the thing that makes speakers happy is that someone named Dayu won 1st place.

2.1.1.3 Lexical Presupposition

A lexical presupposition is the use of a word form with an affirmed meaning and raises assumptions about another (unaffirmed) meaning, such as the word "stop" used when someone is or has done something. The lexical items can be marked with the word 'stop; 'start,' 'again,' 'managed,' 'tried.' In lexical presuppositions, the use of certain expressions is taken to presuppose another meaning that is not stated (Yule, 1996, p. 28).

Example:

“I started exercising regularly.”

- (a) Start exercising regularly (affirmed meaning)
- (b) Previously did not do sports regularly (other meanings that were not stated)

By understanding this presupposition, it can be seen that the word 'start' is used because, previously, the speaker did not do exercise regularly.

2.1.1.4 Structural Presupposition

According to Yule (1996, p. 28), structural presuppositions are presuppositions whose sentence structures are conveyed conventionally and regularly, assuming that part of the structure is already considered correct by the listener. Structural presuppositions are presuppositions expressed through speech whose structure is clear and immediately understood and considered true. Usually, structural presuppositions use the "wh-question" structure. What, who, where, why, and when can show the presupposition that arises from the speech.

Example:

“Where do you get free food?.”

The utterance above shows presuppositions, namely:
(a) you get free food

'Where' shows that what the speaker is asking is the truth. Namely, someone who is called 'you' by the speaker is/has been getting free food.

2.1.1.5 Non-factive Presupposition

According to Yule (1996, p. 29), non-factive presuppositions are presuppositions that are considered incorrect. Non-factive presuppositions are presuppositions that use words that are uncertain or ambiguous so that they are most likely not true or do not occur. Non-factive presuppositions can be assumed through utterances whose truth is still in doubt with the facts presented. This presupposition usually uses the verbs dream, imagine, and pretend.

Example:

“I dream of going to the moon.”

From the speech above, the presuppositions that arise are

(a) The speaker didn't go to the moon (because it was just a dream, not a fact)

The truth is that the speaker didn't go to the moon because the presupposition was just a dream.

2.1.1.6 Counterfactual Presupposition

According to Yule (1996, p. 29), counterfactual presuppositions are presuppositions that are not only untrue but the opposite of what is true. This presupposition produces an understanding that contradicts the statement.

Conditions that give rise to this kind of presupposition are marked by 'if-clause.'

The results obtained are not only contrary to previous statements or those that are considered incorrect but also contradict the facts.

Example:

“If you walk carefully, you won't fall.”

From the examples of speech above, the presuppositions that arise are:

- (a) He walks carelessly
- (b) He fell

The presupposition becomes a contradiction with the truth because of the word 'if.'

2.2 Language Areas in The Brain & Function

According to Steinberg & Sciarini (2006, p.243), some specific areas that have been proposed for processing speaking, listening, reading, and writing are as follows:

- (a) Occipital lobes are primarily involved in the processing of sensation and may be connected with the speech and auditory areas at a deeper level.
- (b) Parietal lobes are concerned with motor skills and deals with the speaking and writing process.
- (c) Wernicke's area plays an important role in speech comprehension.

Wernicke's connected with the auditory area and how we understand speech.

When hearing a word, the sound of a word moves from the ear to the listening area and then to Wernicke's area.

- (d) 'Heschl's gyri' located at the primary auditory area is the main area involved in auditory reception.

- (e) Broca's area is functions deep speech coding. Broca controls the movement of the tongue, lips, jaw, soft palate, vocal cords, etc. The speech production process will begin in Broca's area, pass through the arcuate fasciculus (in the frontal lobe) to the motor area, and from there to the speech articulator for vocalization.
- (f) The Exner center is involved in motor control of writing.
- (g) Primary auditory area, part of the left parietal region, close to the Wernicke region, is involved with manual signing control.
- (h) Primary visual area, the area behind the occipital lobe is mainly for the processing of visual stimulate.

(Steinberg & Sciarini, 2006, P. 244)

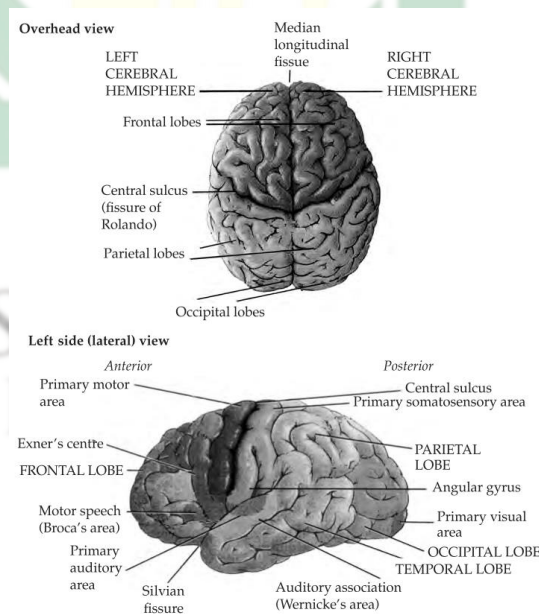


Figure 2.1 The Brain : Overhead and Side View

2.3 Speech Comprehension and Speech Production

According to Griffin & Ferreira (cited in Traxler, 2012, p. 38), speech production requires at least three types of mental operations. First, determine the

idea to say (conceptualization). Second, find a good way to express the idea by using language tools (formulations). Third, move the muscles to make sound waves that can be heard by the listener (articulation).

When learning to produce a language a person must first hear speech sounds before knowing what sound to make. A person will not be able to use a word or sentence in a meaningful way before understanding the meaning of the word or sentence first. A person observes what other people say and how it relates to objects, situations, and events in the environment or thoughts.

Steinberg and Sciarini (2006, p. 23) say that speech comprehension occurs before and is the basis of speech production. This is because after acquiring aspects of grammar for understanding, children will then try to find ways to use them in production. Therefore, the understanding and production systems do not develop separately for normal children (2). But what about children who have delays in understanding or speech production. According to Frackowiak (cited in Kiswandari, 2014, p.11), the nervous system for speech comprehension and production develops from cortical activity in the sensory and motor areas. Because speech comprehension and production involve the individual's nervous system, brain disorders will lead to language disorders.

2.4 Language Disorder

Lanier (cited in Kiswandari, 2014, p. 12) says that language disorders are communication problems that affect a person's ability to understand, form, or use words correctly. In other words, language disorders can affect a person's ability to interact or communicate with other people. Language disorders certainly do not

just happen to someone. Several things cause language disorders, including cognitive and affective factors, or physiological factors.

Field (2004, p.92) divides language disorders into several categories, namely:

- (a) Acquired vs developmental. Acquired may come from damage to the brain (especially to the left hemisphere) caused by disease, accident, or surgery. While developmental comes from abnormalities that are brought from birth, such as dyslexia, stuttering, autism, and specific language impairment (SLI).
- (b) Organic vs functional. In an organic disorder, there is a clear neurological or physiological cause. In a functional one, there are problems of psychological processing
- (c) Reception vs production. Language disorders affect reception, production, or both. With aphasia, in particular, the condition may be mainly restricted to receptive aphasia or expressive aphasia
- (d) Performance vs systems. Performance is a disorder that affects performance at the phonetic and graphic levels. While the system is a disorder that affects the underlying system (phonological, graphological, semantic, or syntactic).

Meanwhile, according to Sleeper (in Kiswandari, 2014, p.13) language disorders are divided into brain-related language disorders such as brain injury in aphasia, dysarthria, and apraxia and language-related disorders such as schizophrenia and autism.

Although there are differences of opinion in the number of categories of language disorders, the essence remains the same. Language disorders occur due to disturbances in the human brain either due to injury or congenital.

2.5 Asperger's Syndrome

2.5.1 Definition

Asperger's syndrome is a neurological or neurological disorder that belongs to the autism spectrum disorder. According to Indah (2017, p. 134), Asperger's syndrome is a condition that a person has since birth but can only be diagnosed after the child's difficulties in processing information are identified. Unlike other autism spectrum disorders, people with Asperger's syndrome have the advantage of being able to assimilate a variety of information, such as facts and figures, but they struggle to grasp others' thoughts, feelings, and communication styles. People with Asperger's syndrome also seem uncomfortable when communicating or interacting with people around them.

According to Attwood (2007, p.16), Asperger's syndrome is associated with Semantic Pragmatic Language Disorder (SPLD) because they both have a pattern of linguistic abilities with language delays and deviations, such as having reasonably strong language skills in the disciplines of syntax, vocabulary, and phonology but poor language use in social contexts, such as the art of conversation or pragmatic components of language.

2.5.2 Symptoms of Asperger's syndrome

The characteristics of children with Asperger's syndrome, according to Asperger (cited in Atwood, 2007, p.13), are as follows:

- (a) Delayed social maturity and social reasoning.
- (b) Communication and emotional control difficulties.
- (c) Strange language capabilities, such as advanced vocabulary and syntax but delayed conversational skills, unusual prosody, and a proclivity to be verbose.
- (d) The unusual intensity or focus of interest in topics.
- (e) Difficulty sustaining attention in class and unique learning challenges.
- (f) Need help with some skills Self-help and organization.
- (g) Awkward gait and coordination.
- (h) Sensitivity to certain sounds, scents, textures, or touches.

Gillberg's (1991) diagnostic criteria for Asperger's syndrome (cited in Gillberg, 2002, p. 6) :

- (a) Social impairment:
 - (1) Difficulties engaging with peers
 - (2) Ignorance of peer contact
 - (3) Difficulties detecting social signs
 - (4) Socially and emotionally unacceptable behavior
- (b) Narrow interest:
 - (1) Exclusion of other activities.
 - (2) Repetitive adherence

- (3) More rote than meaning.
- (c) The compulsive need for introducing routines and interests:
- (1) Which affects the individual's every aspect of everyday life.
 - (2) Which affect others.
- (d) Speech and language peculiarities:
- (1) Delayed speech development
 - (2) Superficially perfect expressive language
 - (3) Formal pedantic language
 - (4) Odd prosody, peculiar voice characteristics
 - (5) Impairment of comprehension, including misinterpretations of literal/implied meanings.
- (e) Non-verbal communication problems:
- (1) Limited use of gestures
 - (2) Clumsy/gauche body language.
 - (3) Limited facial expression
 - (4) Inappropriate facial expression.
 - (5) Peculiar, stiff gaze.
- (f) Motor clumsiness:
- (1) Poor performance in the neurodevelopmental tests.
- (Gillberg, 2002, p. 6)

2.6 *Please Stand By* Movie

Please Stand By is a 2017 film that has a duration of approximately 01:32:46:13. This film tells about a girl named Wendy with Asperger's syndrome.

He has been staying at the Bay Assisted Living Center for a long time to recover. Wendy likes Star Trek, and she wants to enter a competition to write a Star Trek script. When Wendy's script was finished, there was no delivery service to send the script because of the holiday. Wendy finally determined to send it directly to Paramount Pictures, which is in Los Angeles and far from the Bay Assisted Living Center. Because Wendy left without telling anyone ended up making Scottie, the caregiver at the Bay Living Assisted Center, and Audrey, Wendy's sister, who lives separately with Wendy, worried. Finally, they look for Wendy in Los Angeles. Wendy's journey to get to Paramount Picture is filled with many stories and experiences.



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CHAPTER III

RESEARCH METHODS

This chapter describes the method of the researcher in conducting research. It is classified into several sections: research design, data collection, and data analysis.

3.1 Research Design

This study used a descriptive approach with qualitative methods. The qualitative method focused on describing the words spoken by the main character in *Please Stand By* movie, namely Wendy. According to Nassaji (2015, p. 130), a descriptive approach is used to describe a phenomenon and its characteristics. A descriptive approach was used to collect and analyze Wendy's presupposition data according to Yule's theory and data on the speech and language characteristics of the main character with Asperger's syndrome using Gillberg's diagnostic criteria theory. The research also provided a table that showed the frequency of occurrence of the data to strengthen the description of the data.

3.2 Data Collection

The researcher explained the method used to collect data in this subchapter. There are research data, data sources, research subjects, instruments, and data collection techniques.

3.2.1 Research Data

The researcher analyzed the utterances spoken by the main character of the film *Please Stand By*, namely Wendy, which produced research data in the form of words, phrases, clauses, sentences, and even paragraphs containing presuppositions based on Yule's theory as well as speech and language characteristics of Asperger's syndrome according to Gillberg.

3.2.2 Data Source and Subject of the Study

The data source in this study is the 2017 film *Please Stand By*, with a film duration of 01:32:46. The research focused on the presupposition and speech and language characteristics of the main character with Asperger's syndrome. Therefore, this study only used the utterances of the main character, Wendy, who has Asperger's syndrome in *Please Stand By* movie as the research subject.

3.2.3 Instruments

The main instrument of this research is the researcher herself. The researcher is the main instrument that design, collects data, analyze, and report the findings. Therefore, the researcher collected data by paying close attention to the utterances of the main character in the film *Please Stand By* and then recording it.

3.2.4 Data Collection Techniques

The researcher used several steps in collecting data. The steps are as follows:

1. Searching the movie

The researcher looked for a movie with the title *Please Stand By* (2017) on internet sources.

2. Downloading the movie

The researcher downloaded a movie with the title *Please Stand By* (2017) to facilitate the analysis process.

3. Watching the movie

The researcher carefully watched and understood every utterance uttered by the main character by watching the movie from the beginning until the end.

4. Transcribing the conversation

To assist the research, the researcher copied transcripts from https://www.scripts.com/script/please_stand_by_15993. The researcher also made a suitable between the transcript and the movie.

5. Collecting the data

The researcher marked and highlighted Wendy's utterances containing presuppositions based on Yule's theory and speech and language characteristics of Asperger's syndrome based on the diagnostic criteria for Asperger's syndrome by Gillberg.

3.3 Data Analysis

In this section, the researcher described the process of data analysis. In analyzing the data, the researcher took the following steps:

3.3.1 Identifying

The researcher coded the data to facilitate the search for data that includes presupposition according to Yule's theory (1996) and speech and language characteristics of Asperger's syndrome according to the diagnostic criteria for Asperger's syndrome according to Gillberg (1991). The codes used are presented in the following table:

Table 3.1 Types of Presupposition Codes

Types of Presupposition	Code	Data	Total
Existential Presupposition	EP		
Factive Presupposition	FP		
Lexical Presupposition	LP		
Structural Presupposition	SP		
Non-Factive Presupposition	NP		
Counterfactual Presupposition	CP		

Table 3.2 Asperger's Syndrome Speech and Language Characteristics Codes

Speech and language peculiarities	Code	Data	Total
Delayed Speech Development	DS-D		
Superficially Perfect Expressive Language	SPE-L		
Formal Pedantic Language	FP-L		
Odd prosody, peculiar voice characteristics	OP		
Impairment of Comprehension Including Misinterpretations of Literal/implied Meanings	IoC		

3.3.2 Classifying

The researcher classified the types of presuppositions and speech and language characteristics of Asperger's syndrome by making a table. The form of data presentation in table form is as follows:

Table 3.3 Classification of Types of Presupposition

Types of Presupposition	Code	Data	Total
Existential Presupposition	EP	EP01	
Factive Presupposition	FP		
Lexical Presupposition	LP		
Structural Presupposition	SP		
Non-Factive Presupposition	NP		
Counterfactual Presupposition	CP		

Note: EP01 means Existential Presupposition (EP) type data sequence number 01

Table 3.4 Classification of Asperger's Syndrome Speech and Language Characteristics

Speech and language peculiarities	Code	Data	Total
Delayed Speech Development	DS-D	DS-D01	
Superficially Perfect Expressive Language	SPE-L		
Formal Pedantic Language	FP-L		
Odd prosody, peculiar voice characteristics	OP		
Impairment of Comprehension Including Misinterpretations of Literal/implied Meanings	IoC		

Note: DS-D01 means Delayed Speech Development (DS-D) data sequence number 01

3.3.3 Discussing

After identifying the data showing the presupposition of the main character, the researcher then analyzed the types of speech and language characteristics of Asperger's syndrome in the main character in *Please Stand By* movie. Next, the researcher described each data set to answer the research problem. The researcher then explained and described the findings.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is divided into two main sections, findings and discussion. The findings provide a detailed description of the findings of the analysis of the type of presupposition according to Yule's theory and the speech and language characteristics of Asperger's syndrome using the Gillberg diagnostic criteria.

4.1 Findings

The researcher describes the research results in this sub-chapter. The researcher answered three research questions related to this research. The first research question is about the type of presupposition used by the main character with Asperger's syndrome in *Please Stand By* movie. The second research question is what characteristics of speech and language of Asperger's syndrome in the main character in *Please Stand By* movie. The third research question is how Asperger's syndrome affects the presupposition in *Please Stand By* movie.

The findings of this study are presented in the form of words. However, tables are used to present the data and the number of occurrences to clarify each finding.

4.1.1 Types of Presupposition Used By The Main Character in *Please Stand By* Movie

Yule (1996) categorizes presupposition into six types: existential presupposition, factive presupposition, lexical presupposition, structural

presupposition, non-factive presupposition, and counterfactual presupposition. Among the six types of presupposition, according to Yule, only five types of presupposition are found in the utterances of the main character in *Please Stand By* movie, namely Wendy. There were 37 data consisting of twenty-two data containing existential presuppositions (EP), one data containing factive presuppositions (FP), four data containing lexical presuppositions (LP), nine data containing structural presuppositions (SP), and one data containing counterfactual presuppositions (CP). Meanwhile, the data that were not found were non-factive presupposition (NP). The overall data on the types of presuppositions of the main character in *Please Stand By* movie can be seen in the table below:

Table 4.1 Finding of The Types of Presupposition Used By The Main Character in *Please Stand By* Movie

Types of Presupposition	Code	Data	Total
Existential Presupposition	EP	EP01, EP02, EP03, EP04, EP05, EP06, EP07, EP08, EP09, EP10, EP11, EP12, EP13, EP14, EP15, EP16, EP17, EP18, EP19, EP20, EP21, EP22	22
Factive Presupposition	FP	FP01	1
Lexical Presupposition	LP	LP01, LP02, LP03, LP04	4
Structural Presupposition	SP	SP01, SP02, SP03, SP04, SP05, SP06	9
Non-Factive Presupposition	NP		0
Counterfactual Presupposition	CP	CP01, CP02, CP03, CP04	1

Note: EP01 means Existential Presupposition (EP) type data sequence number 01

4.1.1.1 Existential Presupposition

It is about how the existence of a thing can be conveyed by the speaker's presupposition. The speech was taken from Wendy's conversation with her interlocutor. Twenty-two data were obtained showing existential presuppositions. Examples of the findings obtained can be seen below:

Data 1:

[Scottie]: But, you know, there's no need to worry. We're gonna make sure you're very well-prepared. Okay, now, can we go over your everyday schedule?

[Wendy]: My everyday schedule. Wake up. Make bed. Get a towel and toiletries. **[EP01]**

The situation in data 1 is when Wendy has a conversation with Scottie, who is her caregiver at the Bay Assisted Living Center where Wendy lives. And it was Wendy's schedule for a consultation. Scottie tried to record Wendy's progress by conducting interviews about Wendy's daily activities. Scottie asked about Wendy's activities, from waking up to going back to sleep every day. There Wendy said "*my everyday schedule*" and started telling her daily activities starting from waking up. In the utterance, it can be seen that Wendy uses existential presuppositions because from this utterance, Scottie can tell that Wendy has a schedule of daily activities and the existence of that schedule. Another example of existential presupposition:

Data 2:

Wendy: Scottie, will you read **my movie script** for me, please?

Scottie: Sure. **[EP09]**

The situation in data 2 is when Wendy is talking to Scottie. While Scottie was relaxing and reading a book, Wendy handed him a script sheet. Wendy wanted Scottie to read the script that Wendy had written for the Star Trek script-writing contest. Wendy's utterance has an existential presupposition seen in the word "*my movie script*." The word refers to the ownership of the movie script, namely Wendy, and the existence of the movie script. There is a movie script, and

the movie script belongs to Wendy. By speaking "*my movie script*," Scottie as the other person, will understand that the movie script is none other than Wendy's.

Another example of existential presupposition:

Data 3:

[Wendy]: Excuse me, bus driver. **My friend** needs to pee.

[Bus Driver]: Restroom's broken. Tell your friend the next stop's in an hour.
[EP13]

The situation in data 3 is when Wendy wants to submit her film script to Paramount Pictures in Los Angeles. Wendy left with her dog named Pete without telling anyone at the Bay Assisted Living Center, without telling Scottie or her sister Audrey. To go to Los Angeles, Wendy must take a bus. And in the middle of the bus ride to Los Angeles, Pete wanted to pee, that dog gave a signal, and Wendy understood that Pete wanted to pee. Finally, Wendy said to the Bus Driver that her friends wanted to pee. Wendy said the word "*my friend*." In this utterance, Wendy has an existential presupposition because the word "my friend" implies that Wendy has a friend, even though the friend Wendy is referring to is a puppy. By saying "*my friend*," the bus driver will understand that Wendy has friends.

4.1.1.2 Factive Presupposition

It is about how the truth of a thing can be conveyed by the speaker's presuppositions. The data is taken from Wendy's speech when talking to her interlocutor. One data were showing Factive Presupposition. The findings can be seen below:

Data 4:

Ticket Agent]: That'll be 22 dollars.

[Ticket Agent]: That's not going to be enough money.

[Wendy]: It's \$7.52. I counted it

[Ticket Agent]: Next.

[Wendy]: But it's almost enough. I need to get to Los Angeles today because today is the contest deadline. **\$7.52 is not enough, I know**, but is there some way that... **[FP01]**

The situation in data 4 is when Wendy wants to buy a ticket to Los Angeles, but Wendy doesn't have enough money. The ticket price is 22 dollars, while Wendy's only has \$7.52. Wendy said, "*\$7.52 is not enough, I know*" the utterance has a factive presupposition. In this case, the word "*know*" means the truth that Wendy's money is not enough to buy a ticket for 22 dollars. Wendy also knows the truth.

4.1.1.3 Lexical Presupposition

It is about understanding the unasserted element in a sentence can be conveyed by the speaker's presupposition. The data is taken from Wendy's speech when having a conversation with her interlocutor. Four data are obtained that show Lexical Presupposition. The findings obtained can be seen below:

Data 5:

[Wendy]: Unless Richard is hogging the toaster. Go to work. Turn right onto Page Street. Turn right onto Buchanan Street. **And when I get to Market Street, stop.** Because I'm not allowed to cross Market Street under any circumstances. Wait for the 321 Bus to Stonestown Galleria. Remember to smile at work. While I say, "Welcome to Cinnabon! Would you like a Cinnabon?". But don't repeat the words too quickly. And make it sound different each time. "Welcome to Cinnabon. Would you like a Cinnabon?"

Welcome to Cinnabon! Would you like a Cinnabon?". Three pm, study.
[LP01]

The situation in data 5 is when Wendy is chatting with Scottie, her caregiver. A person with Asperger's syndrome, such as Wendy, usually does something routine and repetitive. As in the previous conversation, which explained that the color of the clothes Wendy was wearing was scheduled according to the day. Not only that, but Wendy also has a strong memory. This data shows that Wendy remembers very well what she shouldn't do, which is crossing the street. On data 5, Wendy said, "*..when I get to Market Street, stop.*" The word "*stop*" here is a lexical presupposition. The word "*stop*" has the presupposition that before it was spoken, Wendy was walking. Another example of lexical presuppositions:

Data 6:

[Officer Frank]: So, what happens next?

[Wendy]: Spock starts to experience the pon farr. [LP02]

The situation in data 6 is when Wendy was found by the officer in charge of looking for Wendy, who was considered missing. At that time, Wendy was brought to the office to wait for the family to pick her up. One of the officers, named Frank, is also a Star Trek fan, the same as Wendy, and made Wendy tell about the contents of the script she had written. The policeman understood what Wendy said. On these 6 data Wendy says, "*Spock starts to experience the pon farr.*" There is the word "starts," which can indicate that the sentence is a lexical presupposition because, with this word, the listener can interpret the sentence

implied in the utterance. The word "start" is pronounced because it has an implied meaning that the activity was not previously carried out. Spock had not previously experienced pon farr: a phenomenon in the fictional Star Trek universe. As part of the Vulcans' reproductive cycle (Wikipedia, 2022). Another example of lexical presupposition:

Data 7:

[Officer Frank]: On top of everything else he's going through?

[Wendy]: Yes. **And all of his emotions rise to the surface, and they start tearing him apart, and he has to figure out how to control them.**

[Officer Frank]: That's amazing. That's amazing! **[LP03]**

The situation in data 7 is a continuation of data 6. Wendy told the police about the contents of the script. After telling him that Spock did the pon farr. Then Wendy continued her story by saying, "*And all of his emotions rise to the surface, and they start tearing him apart,*" in the utterance, there is the word "start," which is a lexical presupposition. Wendy said, "*they start tearing,*" which has another meaning that is not stated in the utterance. The implied meaning is that they had not previously carried out "*tearing*" actions.

4.1.1.4 Structural Presupposition

It is about understanding the supposedly true elements in a sentence can be conveyed by the speaker's presuppositions. Structural presuppositions are usually characterized by Wh-questions. The data is taken from Wendy's speech when having a conversation with her interlocutor. Nine data were obtained that showed Structural Presupposition. The findings obtained can be seen below:

Data 8:

[Wendy]: Can I have this picture of Ruby?

[Audrey]: Yeah, I brought it for you.

[Wendy]: **When can I meet Ruby?**

[Audrey]: Soon. [SP02]

The situation in data 8 is when Audrey (Wendy's older sister) came to visit Wendy at the Bay Assisted Living Center where Wendy lives. In that situation, Audrey gave Wendy a photo of Ruby (Audrey's daughter, who is also Wendy's niece). In the conversation then, Wendy asked, "*When can I meet Ruby?*" which contains a Wh-question in the form of "*when.*" "*When*" is a structural presupposition because it shows the presupposition that states the time to meet Ruby as the reference spoken and the truth understood by the speaker that Wendy wants to meet Ruby. Another example of structural presupposition:

Data 9:

[Wendy]: Los Angeles. I'm going to enter a contest, a writing contest.

[Jules]: I hope you win. I'm gonna say a little prayer for you.

[Wendy]: **What kind of prayer?**

[Jules]: Oh, I don't know. A good one. Don't you worry? What's the matter? Here, do you wanna hold her? [SP03]

The situation in data 9 is when Wendy is chatting with a foreign woman named Jules, whom she accidentally met on the do not work restrooms bus. Wendy told Jules that she would enter a writing contest. Hearing this, Jules then said that Jules would pray for Wendy. Then Wendy asked, "*What kind of prayer?*" In the utterance, there is a Wh-question "*What,*" which is a structural presupposition where the truth is that Jules prayed for Wendy, so Wendy asked

so. "*What*" refers to prayer as the object spoken of and understood by the speaker.

Another example of structural presuppositions:

Data 10:

[Rose]: Oh, I wish my grandson could meet you. He would so get whatever it is you're talking about. It will think you were pretty cool. I'd love to see him more myself. But I'm here, and he's there.

[Wendy]: Why don't you live with him?

[Rose]: I don't wanna be anybody's burden. People have their own lives, and after a while, those lives don't include you. **[SP04]**

The situation in this data 10 is Wendy is talking to Rose on the bus. Rose also helped Wendy when Wendy was almost tricked by the shopkeeper, who gave Wendy a very high price for a packet of candy. Rose tells the grandson that Rose wants to see her grandson more often. Wendy then asked, "*Why don't you live with him?*". In this question, there is a wh-question "*Why*," which is a structural presupposition. "*Why*" refers to the truth that Rose doesn't live with her granddaughter. Therefore Wendy uses "*Why*" to ask why Rose doesn't live with her grandson.

4.1.1.5 Counterfactual Presupposition

It is about understanding elements that are not only untrue but also contradict the reality in a sentence conveyed by the speaker's presuppositions. The speech used is the story of the main character, Wendy, which is taken from her conversation with her interlocutor. One data was obtained that showed Counterfactual Presupposition. The findings obtained can be seen below:

Data 11:

[**Scottie**]: But, you know, there's no need to worry. We're gonna make sure

[**Wendy**]: Today is the last day to send it in, but I didn't want to send it in until it was absolutely ready. So, I double-checked and triple-checked, and quadruple-checked, and it's ready to go to the post office now. **So, if we mail it, it'll get there right on time.** It's ready to go. So, we can go to the post office and then I can go home with you.

[**Audrey**]: Wendy, we talked about this.

[**Wendy**]: After I win, I'll have \$100,000, and you won't have to take care of me anymore, and you won't have to sell Mom's house. [**CP01**]

The situation in data 13 is when talking with Audrey, Wendy's older sister, Wendy told Audrey that Wendy was taking part in a Star Trek script-writing contest. But he has not sent his script-writing to the post office. Therefore Wendy said, "So if we mail it, it'll get there right on time." It can be explained that the utterance is a counterfactual presupposition because there is an "If," which means that the utterance is not only untrue but contrary to reality. When saying these words, Wendy did not send the script-writing even if Wendy would not go to the post office because Audrey could not comply with Wendy's wishes.

4.1.2 Speech and Language Characteristics of Asperger's Syndrome in The Main Character in *Please Stand By* Movie

Gillberg (1991) categorizes several characteristics of Asperger's syndrome.

Among these characteristics are those related to speech and language. Gillberg calls these speech and language peculiarities. Gillberg divides the speech and language peculiarities of Asperger's syndrome into five, namely delayed speech development, superficially perfect expressive language, formal pedantic language, odd prosody (peculiar voice characteristics), and impairment of comprehension,

including misinterpretations of literal/implied meanings. Among the five types of speech and language peculiarities, according to Gillberg, only four types of speech and language peculiarities are found in the main character in *Please Stand By* movie.

This study only found four types Among the five speech and language peculiarities. The reasercher found 25 data consisting of three data showing delayed speech development (DS-D), eight data showing superficially perfect expressive language (SPE-L), ten data showing odd prosody, peculiar voice characteristics (OP), and five data showing impairment of comprehension, including misinterpretations of literal/implied meanings (IoC). Then, the data that is not found in the main character in *Please Stand By* movie is the formal pedantic language (FP-L). These data are presented in the table below:

Table 4.2 Finding of Asperger’s Syndrome Speech and Language Characteristics in The Main Character in *Please Stand By* Movie

Speech and Language Peculiarities	Code	Data	Total
Delayed Speech Development	DS-D	DS-D01, DS-D02, DS-D03	3
Superficially Perfect Expressive Language	SPE-L	SPE-L01, SPE-L02, SPE-L03, SPE-L04, SPE-L05, SPE-L06, SPE-L07, SPE-L08	8
Formal Pedantic Language	FP-L		0
Odd prosody, peculiar voice characteristics	OP	OP01, OP02, OP03, OP04, OP05, OP06, OP07, OP08, OP09, OP10	10
Impairment of Comprehension Including Misinterpretations of Literal/implied Meanings	IoC	IoC01, IoC02, IoC03, IoC04, IoC05	5

Note: DS-D01 means Delayed Speech Development (DS-D) data sequence number 01

4.1.2.1 Delayed Speech Development

Children with Asperger's syndrome can experience delayed speech development that makes them unable to say words or only able to say a few words or sentences. The example shown by Wendy in her childhood in *Please Stand By* movie. Delayed speech development appears three times. The data obtained can be seen below:

Data 12:

[Young Audrey]: Pay attention. Look. Fork goes on the left, right on top. Fork on the left. You try. Your turn. On the left. Put it on the left. Yeah, good job. And the knife. You see the knife? Wendy, look at the knife. It goes on the right. Just like that.
(Young Wendy put down the knife and was angry). [DS-D01]

Data 14 was found when Audrey (Wendy's sister) saw a video when she and Wendy were young. The video saw that Audrey was teaching Wendy to put plates, forks, and knives on the table. When Wendy managed to practice what her sister taught her, Wendy looked very happy from the expression on her face and the way Wendy clapped her hands, while in the second practice, when Audrey said the word "*knife*," Wendy's expression and the way she slammed the knife showed that Wendy didn't like it. The video never shows Wendy talking. Even Wendy doesn't say a word. She just imitates Audrey, claps, sometimes smiles, and suddenly gets angry. This shows that when I was a child. This shows that Wendy has delayed speech development because Wendy can't pronounce words. Another example of delayed speech development:

Data 13:

[Young Audrey]: Wanna try the plate? That one's easy. It goes right in the middle. You can do it. Come on.
(Young Wendy screaming)
[Young Audrey]: Mom! Stop! Mom! **[DS-D02]**

Data 15 is a continuation of data 14. After Wendy looked annoyed, Audrey continued to persuade Wendy to try putting the plate on the table. But what happened made Wendy very angry and tantrums. Wendy was screaming and banging her head. In such a state, Wendy still doesn't seem to say any words.

Other examples of delayed speech development:

Data 14:

[Young Audrey]: Hey, lio-lio-lio Hey, lio-lilee-li. You wanna try?
(Young Wendy claps happily)
[Young Audrey]: Yeah! You did it! Hey, lilee-lilee-lilee lilee-lilee lo Hey, lilee-lilee lo
Good job! **[DS-D03]**

Data 16 is still the same as the situation in data 14 and 15. This data 16 is shown in the second video that Audrey is watching. In the video, Audrey teaches Wendy to sing and play the piano. She was then followed by Wendy, who managed to imitate Audrey. Wendy looks very happy with a smiling facial expression and clapping her hands. Yet Wendy still didn't speak or utter a word. This shows that children with Asperger's syndrome have delayed speech development.

4.1.2.2 Superficially Perfect Expressive Language

Asperger's syndrome can be very quiet without saying anything and can suddenly be very fluent in speech when they have something to say or something they are interested in. In *Please Stand By* movie, Wendy shows superficially perfect expressive language eight times, especially when Wendy discusses the script for the Star Trek competition. The following is an example of data showing a superficially perfect expressive language:

Data 15:

[Nemo]: How's your script coming?

[Wendy]: **It's going excellent. I just wrote a sub-story where Spock travels to Deep Space Nine to recruit Commander Worf for battle.**

[Nemo]: That sounds awesome. Uh...By the way, I...I made you something.
[SPE-L01]

This conversation took place at the Cinnabon Bakery, where Wendy worked. In this situation, Wendy answered Nemo's question very smoothly. Wendy also explained that she had written a sub-story where Spock travels to Deep Space Nine to recruit Commander Worf for battle. Wendy spoke with words that were foreign to Nemo, as seen from Nemo's expression, which looked amazed and only gave a response, "*That sounds awesome.*" From this explanation, the researcher categorizes Wendy as a person with superficially perfect expressive. It is shown by Wendy, who talks too much to Nemo, who doesn't necessarily know whether Nemo understands what Wendy is telling about the contents of the script. Another example of superficially perfect expressive language:

Data 16:

[Wendy]: Will you read it as soon as possible, please?

[Scottie]: Are movie scripts supposed to be this long?

[Wendy]: **Yes. Because it's an epic saga, it should be long, highly detailed, thorough. In my script, Spock travels back and forth through time to save the Federation.**

[Scottie]: Wow, sounds fascinating. [SPE-L02]

This conversation took place at the Bay Assisted Living Center. In this situation, Wendy tries to get Scottie to read the movie script. Wendy answered Scottie's questions very smoothly, and Wendy also explained a little about the contents of the script. Unfortunately, from the expression on Scottie's face, it seemed that she didn't understand what Wendy meant because Wendy spoke words that were foreign to Scottie. From this explanation, the researcher categorizes Wendy as a person with superficially perfect expressive. Shown by Wendy, who talks too much to Scottie without predicting whether Scottie understands what she is saying. Another example of superficially perfect expressive language:

Data 17:

[Audrey]: Oh, wow!

[Wendy]: **Today is the last day to send it in, but I didn't want to send it in until it was absolutely ready. So, I double-checked and triple-checked, and quadruple-checked, and it's ready to go to the post office now. So, if we mail it, it'll get there right on time. It's ready to go. So, we can go to the post office and then I can go home with you.**

[Audrey]: Wendy, we talked about this.

[Wendy]: **After I win, I'll have \$100,000, and you won't have to take care of me anymore, and you won't have to sell Mom's house. [SPE-L05][SPE-L06]**

This conversation took place while Audrey was visiting Wendy at the Bay Assisted Living Center. In this conversation, Wendy tries to explain to Audrey that she is entering a Star Trek script-writing contest and that today is the last day to send the script to the post office. The researcher categorizes Wendy as a person with superficially perfect expressive. This is shown when he talks too much to Audrey, who doesn't know anything about the contest. After all of Wendy's explanations, Audrey still didn't give her any response and tried to explain that Wendy couldn't come home with her. Wendy still didn't understand what Audrey meant and continued to talk about the contest and was determined to come home with Audrey.

4.1.2.3 Odd Prosody, Peculiar Voice Characteristic

Asperger's syndrome has diagnostic criteria namely odd prosody and peculiar voice characteristics. Shown by the use of a flat tone of speech so that it is considered monotonous, or even speaking in a tone that is too loud, too slow, too fast, and has a habit of muttering so that the other person does not hear what he is saying. In *Please Stand By* movie, Wendy shows ten times the data of odd prosody and peculiar voice characteristics. Some examples of data will be described below:

Data 18:

[Scottie]: Okay. Can we try three seconds of eye contact?

(Wendy shakes head)

[Scottie]: Let's try... three seconds.

[Scottie]: Great. Three seconds of eye contact.

[Wendy]: Yay. [OP01]

This conversation took place at the Bay Assisted Living Center. In this conversation, Scottie tries to get Wendy to make eye contact for 3 seconds. A person with Asperger's syndrome tends not to have the courage to look the other person in the eye. Therefore Wendy refuses to make eye contact. Scottie tried to invite Wendy one more time until finally, Wendy managed to make 3 seconds of eye contact with Scottie and got a compliment from Scottie. Wendy said "Yey," but the words that Wendy said didn't sound like someone happy. The word was said, Wendy in a very flat tone. Because of that, the researcher categorizes Wendy as a person with odd prosody, peculiar voice characteristics. This is shown when he speaks in a flat tone and does not fit the context so that the other person will find it difficult to distinguish whether he is happy with his success in doing 3 seconds face-to-face or vice versa. Other examples of odd prosody and peculiar voice characteristics:

Data 19:

[Scottie]: So, next week your sister's coming to visit. How are you feeling about it?

[Wendy]: (mumble)

[Scottie]: Out loud thinking, please.

[Wendy]: I'm feeling somewhat a little bit nervous. **[OP02]**

In this conversation, Scottie tells Wendy that Wendy's older sister is coming to visit, then Scottie asks how Wendy is feeling right now. Wendy answered but mumbled, showing odd prosody, peculiar voice characteristics. Wendy barely heard what Wendy said. Therefore Scottie asked Wendy to repeat her answer in a loud voice. When repeating the answer in an audible voice, the

prosody remains flat with no highs or lows. Other examples of odd prosody and peculiar voice characteristics:

Data 20:

[Guy 1]: What was Dr. Leonard McCoy's daughter's name?

[Wendy]: Joanna. (whispering)

[Guy 2]: What's that?

[Guy 1]: What'd you say?

[Wendy]: Joanna. [OP04]

In this conversation, Wendy and several people at work were talking. 2 boys wanted to test how deep Wendy's knowledge of Star Trek was. Wendy's first question had been answered correctly, but they were still curious. They inquired more about Star Trek. There is strange prosody when Wendy answers questions. Wendy answers by muttering so that the other person doesn't hear Wendy's words at all. Therefore, the researcher categorizes Wendy as a person with odd prosody and peculiar voice characteristics.

4.1.2.4 Impairment of Comprehension Including Misinterpretations of Literal/Implied Meaning

Asperger's syndrome has a diagnosis that is in the form of difficulty understanding the literal or implied meaning of an utterance. Asperger's syndrome will also have difficulty understanding words that he has never heard before. In this film, Wendy shows five data impairments of comprehension, including misinterpretations of literal/implied meaning. Examples of these data will be explained below:

Data 21:

[Wendy]: When can I meet Ruby?

[Audrey]: Soon.

[Wendy]: I'm her aunt.

[Audrey]: So, Wendy, I came to visit today because there's something I need to tell you. Um, Jack has finally found a new job and...

[Wendy]: There's a Star Trek script-writing contest.

[Audrey]: Oh, okay, cool.

[Wendy]: It's a contest where they're having people write their own Star Trek movie scripts, and I wrote a script.

[Audrey]: Oh, wow!

[Wendy]: Today is the last day to send it in, but I didn't want to send it in until it was absolutely ready. So, I double-checked and triple-checked, and quadruple-checked, and it's ready to go to the post office now. So, if we mail it, it'll get there right on time. It's ready to go. **So, we can go to the post office and then I can go home with you.**

[Audrey]: Wendy, we talked about this.

[Wendy]: After I win, I'll have \$100,000, and you won't have to take care of me anymore, and you won't have to sell Mom's house.

[Audrey]: But I don't want to take you out of here when you're doing so good. It's not that I don't want to. It's that it's not a good time. Don't you like it here? **[IoC01]**

The conversation took place when Audrey visited Wendy at the Bay Assisted Living Center. Wendy thought Audrey's arrival was to take her home. When Audrey said that Wendy would meet Ruby soon, Wendy didn't want to linger with Audrey and explained about the film track Star audition, and she was ready to go home with Audrey. After all the explanations were finished, Audrey still said she couldn't bring Wendy home with her. This shows that Wendy has impairment of comprehension, including misinterpretations of literal/implied meaning, because she does not understand the meaning of the word "soon" spoken by Audrey. Another example of difficulty understanding literal or implied meaning:

Data 22:

[Bus Driver]: You need a ticket.

[Wendy]: What?

[Bus Driver]: You need a ticket to ride the bus.

[Wendy]: (writing in her notebook) You...need...

[Bus driver]: Hey! Look, Ms! Go buy a ticket! **[IoC02]**

This conversation happened when Wendy was about to take the bus to Los Angeles. At that time, the bus driver said that Wendy needed a ticket, meaning that Wendy had to buy a ticket in advance to get on the bus. However, Wendy did not understand what the bus driver said. Wendy still stood at the entrance of the bus and wrote what the bus driver said. Because the bus driver thought that Wendy did not understand what he was saying, the bus driver finally repeated what he said with the explicit meaning that Wendy was told to buy a ticket. This shows that Wendy has an impairment of comprehension, including misinterpretations of literal/implied meaning. Another example of difficulty understanding literal or implied meaning:

Data 23:

[Audrey]: Wendy, I've been thinking...And I've been trying to figure out...what Mom would have wanted for us.

[Wendy]: Well, Mom's dead. So, she doesn't want anything anymore.

[IoC05]

This conversation occurred when Wendy finally managed to collect the script at Paramount Pictures in Los Angeles through various obstacles and new experiences for her. Audrey felt proud that Wendy was able to submit the script alone. Then Audrey said that Audrey had thought about what her mother wished

for when she was alive. But Wendy interrupted Audrey's conversation and said that her mother couldn't hope because she was already dead. It showed that Wendy did not understand the implied meaning of Audrey's words.

4.1.3 The Effect of Asperger's Syndrome on The Presupposition in The Main Character in *Please Stand By* Movie

The discovery of 37 data in the form of presuppositions on the main character in *Please Stand By* movie shows that there is no effect of Asperger's syndrome on Wendy's presupposition. Wendy is still able to have a presupposition that can be understood by the other person and does not cause misunderstandings. On the other hand, from the data obtained in the first question, it was found that the most frequently found presupposition is an existential presupposition, where Wendy often makes presuppositions with the word "my" among several kinds of possessives (your, their, etc.), the word "know" for the active presupposition, the words "stop" and "start" for lexical presuppositions, wh-questions are "what, where, when, why, how" and "if" for counterfactual presuppositions.

4.2 Discussions

The researcher presents the part of the study that discusses the previous findings. In this study, the researcher focused on the types of presuppositions of the main character, the speech and language characteristics of Asperger's syndrome in the main character, and the effect of Asperger's syndrome on the presupposition of the main character in *Please Stand By* movie, namely Wendy. The researcher has answered the first question: The type of presupposition used

by the characters in the *Please Stand By* movie. In analyzing the types of presuppositions, the researcher used the theory of Yule (1996), which categorizes presuppositions into six types: existential presupposition, factive presupposition, lexical presupposition, structural presupposition, and non-factive presupposition, counterfactual presupposition. According to the research, the researcher found five out of six types of presuppositions according to Yule's theory (1996) in the utterances of the main character, Wendy, in the *Please Stand By* movie. Based on the results of the research above, the researcher found 37 types of presupposition data. Among all the types of presuppositions that have been found, the most frequently uttered by Wendy is an existential presupposition. In total, there are twenty speech data containing existential presuppositions. The data on existential presuppositions that are mostly found are used in the possessive word "my." This existential possessiveness indicates ownership of something and that something is believed to exist.

The second type of presupposition that Wendy often does is a structural presupposition. A total of nine utterances containing structural presuppositions. Structural presuppositions are characterized by wh-questions, namely "what, who, when, where, why, and how." Among the wh-questions that the researcher found were presuppositions with wh-questions "what, where, when, why, how." This presupposition is an assumption that explains a truth that happened.

The third most common type of presupposition is the lexical presupposition. A total of four utterances containing lexical presuppositions with the lexical verb "stop and start." In this type, the presupposition is intended to

understand the elements that are not emphasized or the implied meaning of an utterance. Lexical presuppositions have verbs such as stop, start, again, try, and manage.

A counterfactual presupposition is only one type found in this study. In total, there are four types of utterances that contain this type of presupposition. Counterfactual presuppositions are used in conditions that contradict facts and truth, which are usually marked with the word "if-clause."

Then the least presupposition found in this research is a factive presupposition. In total, there is only one type of utterance that contains a factive presupposition. In this presupposition, the researcher only finds the factive verb "know." A factive presupposition is an assumption that something is true and has several verbs such as "know, realize, regret, be aware, odd, and glad."

The researcher has also answered the second research question about the speech and language characteristics of Asperger's syndrome in the main character in *Please Stand By* movie. In analyzing the speech and language characteristics of the research subjects, the researcher used Gillberg's (1991) diagnostic criteria, which categorize the speech and language peculiarities of Asperger's syndrome into five types which include delayed speech development, superficially perfect expressive language, formal pedantic language, odd prosody (peculiar voice characteristics), impairment of comprehension including misinterpretations of literal/implied meanings. The findings indicate that not all types of speech and language peculiarities of Asperger's syndrome were found in the data. Only four

types with 25 occurrences of speech and language characteristics of Asperger's syndrome in the *Please Stand By* movie.

Speech and language characteristics of Asperger's syndrome that often occur based on research findings according to the diagnostic criteria by Gillberg (1991) are odd prosody, peculiar voice characteristics. A total of ten times the incidence of the research subject. Odd prosody, peculiar voice characteristics This has a flat prosody characteristic and often mumbles when saying something. The researcher found several times where the research subjects mumbled when answering a question from the interlocutor. The research subjects also showed strange prosodies several times, so it was difficult to distinguish whether the utterances indicated happiness or vice versa.

Then the second order of speech and language characteristics of Asperger's syndrome that is often found in this study is a superficially perfect expressive language with eight occurrences. People with Asperger's Syndrome are known to often have an imaginary world, and they will be great storytellers when the topics are discussed according to their interests. This is in line with the researcher's findings, where the research subjects spoke very fluently when talking about Star Trek and the film script.

Asperger's syndrome speech and language characteristics that often appear in the third-place are impairment of comprehension, including misinterpretations of literal/implied meanings. A total of five events were indicated by the research subject. This incident was found when the research subjects showed incomprehension when hearing some new terms for them.

In fourth place is delayed speech development. A total of three events appeared in the researcher's findings. Delayed speech development is characterized by the inability of a person with Asperger's to pronounce words. This was found in the research subjects' childhood videos which showed that the research subjects were only able to clap, smile, shout, and were not shown to say a word.

The third research question of this study relates to Asperger's syndrome affects the presupposition of the main character in *Please Stand By* movie. In analyzing the effect of Asperger's syndrome on Wendy's presupposition in the main character in *Please Stand By* movie, the researcher used data obtained from the first question in this study about Wendy's types of presupposition. With the discovery of these types of presupposition, the researcher did not find a significant effect of Asperger's syndrome on his presupposition, although only five types of presupposition were found out of the six types proposed by Yule (1996). By having Asperger's syndrome, the subject of this study is still able to have a presupposition that is then able to be understood by the interlocutor. On the other hand, from the data obtained in the first question, it was found that the most frequently found presupposition is an existential presupposition, where Wendy often makes presuppositions with "my." This is thought to occur because existential presuppositions explain definite descriptions which presuppose the existence of a reference to the owner of the utterance, which is easier to understand by someone with language impairment, as is the case in the current research subject. In addition, the possessive type that is more commonly found in

this existential presupposition is the word "my." This can happen because people with Asperger's syndrome, as in the research subjects, tend to focus more on themselves than their surroundings. What is in mind, including the proposition, is inclined about itself. Then the researcher did not find data that contained non-factive presupposition. That's because people with Asperger's syndrome have the advantage of processing several types of information, such as facts. In contrast, the non-factive presupposition is a presupposition that uses words that are uncertain or ambiguous so that it is most likely not true or does not happen.

Cheung, Rong, Chen, Leung, and Tang (2019) analyzed the understanding of seven presupposition triggers, namely definite descriptions, factual predicates, state change verbs, implicative verbs, iterative, temporal clauses, and contrafactual conditionals in children with and without ASD. Research findings are in line with current research. Researchers found that children with ASD performed similarly to TD children who matched language skills in understanding presupposition triggers. The current researcher also found that the research subjects were able to have presuppositions that were well understood by their interlocutors. The difference between previous research and current research is the focus. The focus of previous research was on the effect of ASD on understanding the seven triggers of presupposition, while the current study focused on the effect of Asperger's syndrome on the person's presupposition.

Study findings contradict An, Bill, and Yan (2020). Researchers found that Mandarin-speaking preschoolers with ASD performed significantly worse than their TD counterparts regarding their understanding of presupposition trigger *Ye*

"Also." Previous research used several research subjects so that one subject could be compared with another, in contrast to the current research, which only used one research subject, namely the main character in *Please Stand By* movie. So that the researcher has no material for comparison of whether the research subject performs worse or not. In addition, in previous studies, the researchers focused on understanding the presupposition trigger. In contrast, the current researcher focused on the presupposition of Asperger's syndrome.

Zuhriyah (2021) analyzes the speech of the main character, who suffers from Asperger's syndrome, which has the potential to violate pragmatic rules. The current study builds on the findings of the previous researcher. The previous researcher concluded that communication problems in people with Asperger's syndrome persist into adulthood. When compared with adults in general, adults with Asperger's Syndrome have a distinctive style of speech. Therefore, the current study describes the typical speech style of people with Asperger's syndrome by using the diagnostic criteria for Asperger's syndrome by Gillberg so that speech and language characteristics are found in the form of delayed speech development, superficially perfect expressive language, odd prosody (peculiar voice characteristics). , impairment of comprehension, including misinterpretations of literal/implied meanings.

This study aims to determine the type of presupposition in Asperger's syndrome, the effect of Asperger's syndrome on presupposition, and the speech and language characteristics of Asperger's syndrome. This finding contradicts previous studies because previous studies analyzed the types of presupposition in

normal people, the characteristics of Asperger's syndrome, and an understanding of the triggers of presupposition in Asperger's people. Thus, this research has contributed to existing theory and research. Theoretically, this study finds the types of presuppositions in Yule's theory that people with Asperger syndrome have as well as speech and language characteristics of Asperger's syndrome in Gillberg's theory.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last part of the research which consists of two parts. The first section provides a summary of the findings of this study. Then, the second part suggestion for further research related to this research.

5.1 Conclusions

This study investigates the types of presuppositions of the main character, the speech and language characteristics shown by the main character in *Please Stand By* movie Wendy, and the effect of Asperger's syndrome on the presupposition of the main character. The result is the type of presupposition based on the theory of Yule (1996). There were 37 data consisting of twenty-two data containing existential presuppositions, one data containing factive presuppositions, four data containing lexical presuppositions, nine data containing structural presuppositions, and one data containing counterfactual presuppositions. Meanwhile, the data that were not found were non-factive presupposition data

Furthermore, this study found four types among the five speech and language peculiarities. Found 25 data consisting of three data showing delayed speech development, eight data showing superficially perfect expressive language, ten data showing odd prosody, peculiar voice characteristics, and five data

showing impairment of comprehension, including misinterpretations of literal/IMPLIED meanings.

The researcher also found that there was no effect of Asperger's syndrome on the presupposition of the main character in *Please Stand By* movie. Even though she has Asperger's syndrome, Wendy is still able to have presuppositions that are then able to be understood by her interlocutor. On the other hand, it was found that the most frequently found presupposition was existential presupposition, where Wendy often made a presupposition with "my." among several kinds of possessive (your, their, etc.). This can indicate that people with Asperger's syndrome tend to focus more on themselves than their surroundings. What is in mind, including the proposition, is inclined about himself, about his. Asperger's syndrome in the main character in *Please Stand By* movie, namely, Wendy, mostly uses existential presuppositions because Asperger's syndrome is easier to understand the explicit meaning and easier to understand the implicit meaning.

This research is important to help understand the character of a person with Asperger's syndrome when communicating by studying presuppositions and characteristics of speech and language so as not to cause misunderstandings when interacting. This research is also important to do to help a deeper understanding of the role of presupposition in helping facilitate communication so that communication becomes more efficient.

5.2 Suggestions

In one's life will not be far from communication between each other. However, not everyone can communicate what is on their mind through good verbal language and is immediately understood by the interlocutor. Therefore, the study hopes that research on presupposition can be developed mainly from various subjects, such as people with depression levels, introverted or extroverted teenagers, or others. The researcher also hopes that future researchers can use all indicators in analyzing types of presuppositions for a more complete understanding.

Finally, the researcher hopes that this research can be a good reference for readers, especially students majoring in English and linguistics students.



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