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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya versitas ABSTRACT Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Sri Hartuti. 2014. A Psycholinguistic Study on Communication Impairment Found Blas Brawijaya Univing the Character a "Whitney" in Maverick Novel. Study Program of English, sit as Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-Supervisor: Ismarita Ida R. Universitas Brawijaya Universitas B Uni Keywords: Psycholinguistics, Communication Impairment, Speech and Languages as Brawijaya Universitas Bra Impairment, Maverick Novel. Universitas Brawijaya Universitas Brawijaya People need language to express or deliver messages to others. The process of conveying the messages is called communication. Communication is not successful Unliwhen people's speech and language are impaired, which is then called communications it as Brawijaya Unimpairment. It is a condition when someone cannot use speech and language well. The sitas Brawijava example of this impairment is depicted in Maverick novel which its main characters as Brawii average and the state of the named Whitney suffers from this impairment. Based on this background, there are 3 problems appear: (1) what are the referral characteristics of speech and language impairment suffered by Whitney?, (2) what are the types of communication impairment Uni suffered by the character" Whitney" in Maverick novel?, (3) What does the nonverbalsities Br Uni communication used by the character "Whitney" in Maverick novel to communicate and Br with others?. This study belongs to qualitative research since it focuses on dialogues rather than numbers. In obtaining the data, the writer did some steps: reading the novel, taking unnotes of the dialogues, and making list. Meanwhile, there are five theories used in this research to answer the problems, they are ADE: Special Education Unit (2014), Lanier (1963), NICHCY (2011), Pearson et al (2006), and DeVito (2005). The result of this study reveals that Whitney suffers from communication impairment. Intellectually, he cannot respond environment with ease. Academically, his Univeriting skill is below expected level. Behaviorally, he prefers to gaze hanging toys than sit as Brawijaya playing with them. Moreover, his communicative ability is weak particularly his itas speaking ability, and physically, his hearing ability is not very good. In addition, he experiences speech disorder; his articulation is impaired, he repeats the same word many times, and his voice sounds monotonous. Meanwhile, language disorder plays Universignificant role, he cannot follow verbal instruction and even he uses the wrong word insides Brawijaya Uni speech. Nevertheless, he still communicates through nonverbal communication by using sit as Brawijaya his body movement: gesture and facial expression. As the conclusion, with these symptoms Whitney suffers from communication impairment. By here, the writer gives suggestions to the readers to be aware of the characteristics of communication impairment and to those who have children to developsitas Brawijaya Un their language ability particularly receptive and expressive. Moreover, it is hoped the next researchers who are willing to conduct in the same field to use this study as the reference. The last, they can find other theories (Morrisey, 2010 or Guralnick, 2002) so that the result can be various. Universitas Brawijaya Universitas Brawijaya Universitas Brawıjaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas ABSTRAK Sri Hartuti. 2014. Kajian Psikolinguistik pada Gangguan Komunikasi yang terdapat pada Karakter Utama "Whitney" dalam Novel Maverick. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I): Fatimah; Pembimbing (II): Ismarita Ida . Kata Kunci: Psikolinguistik, Gangguan Komunikasi, Gangguan Berbicara Universitas BravBahasa, Novel Maverick rawijaya Universitas Manusia membutuhkan bahasa untuk mengekspresikan atau menyampaikan informasi kepada yang lainnya. Proses menyampaikan informasi disebut komunikasi. Komunikasi tidak akan sukses jika bahasa mereka terganggu, yang kemudian disebut gangguan komunikasi. Gangguan komunikasi merupakan sebuah kondisi dimana Uni seseorang tidak bisa berbahasa dan berbicara dengan baik. Contoh dari gangguan ini sitas B tergambar dalam novel Maverick yang mana karakter utamanya bernama Whitney menderita gangguan ini. Berdasarkan latar belakang ini, ada 3 masalah yang muncul: (1) Sifat-sifat bawaan gangguan komunikasi apa saja yang dialami oleh Whitney dalam novel Maverick?, (2) Jenis-jenis gangguan komunikasi apa saja yang diderita oleh Whitney dalam novel Maverick?, (3) Bagaimanakah karakter Whitney di dalam novel Maverick berkomunikasi dengan yang lainnya?. Penelitian ini merupakan penelitian kualitatif karena ia berfokus pada dialogdialog daripada angka-angka. Dalam usaha memperoleh data, penulis melakukan beberapa langkah termasuk; membaca novel, menandai dialog, dan membuat daftar dialog. Sementara itu, ada lima teori yang digunakan dalam penelitian ini, yaitu; ADE: Special Education Unit (2014), Lanier (1963), NICHCY (2011), Pearson dkk. (2006), dan DeVito (2005). Hasil penelitian ini menyatakan bahwa Whitney mengalami gangguan komunikasi. Secara intelektual, dia tidak bisa merespon lingkungan dengan baik. Secara Uni akademik, kemampuan menulisnya masih ditingkat yang rendah. Perilakunya, dia lebih sitas B suka memandang mainan yang digantung daripada bermain dengan mereka, dan secara fisik, kemampuan mendengarnya tidak begitu baik. Sebagai tambahan, dia mengalami gangguan berbicara; artikulasinya terganggu, dia mengulang kata yang sama beberapa kali, dan suaranya terdengar sengau. Sementara itu, gangguan bahasa memainkan peran yang signifikan, dia tidak bisa mengikuti instruksi verbal dan bahkan menggunakan katasitas Uni yang salah ketika berbicara. Walaupun demikian, dia masih berkomunikasi melalui sitas bahasa isyarat dengan menggunakan bahasa tubuhnya: gerak-isyarat dan ekspresi wajah. dengan semua gejala ini, Whitney menderita gangguan Sebagai kesimpulan, komunikasi. Dengan ini, penulis juga ingin menyampaikan saran kepada pembaca untuk mengetahui ciri-ciri gangguan berkomunikasi dan bagi orang tua yang memiliki anakanak untuk meningkatkan kemampuan bahasa; reseptif dan ekspresif. Selain itu, untuk peneliti selanjutnya yang ingin membuat penelitian yang sama untuk menjadikan penelitian ini sebagai referensi. Terakhir, mereka bisa menemukan teori lainnya (Morrisey 2010, atau Guralnick, 2002) sehingga hasil penelitian lebih bervariasi.

Universitas Brawijaya Univ ACKNOWLEDGEMENTS sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita First of all the writer would deliver his greatest attitude to the Lord for all thesitas Brawijava versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univerblessing and guidance so the writer is able to finish the thesis entitled a versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University of Communication Impairment found in the Character Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universi who help the writer conduct this thesis. First, the writer would thank Fatimah, Uni M.Appl.Ling as her supervisor who helps the writer to conduct a fine thesis particularly it as Bruniversitas B Universalitation. Moreover, the writer would thank Dra. Ismarita Ida Rahmiati, M.Pd as her sitas Brawijaya Uni co-supervisor who has given the writer guidance during the writing process.sitas Brawijaya Furthermore, the writer would like to thank Yana Shanti Manipuspika, M.Appl.Ling as Uni the examiner who has given the writer invaluable suggestion and corrections concerningsitas Brawijaya the thesis. Second, the writer would like to express her best gratitude for the writer's parents who give the writer powerful support. The big thank is also given to writer's Brawijaya Unifriends who always give the best spirit especially to their contribution during the writing strass Brawijaya process of this thesis. In addition, the writer would thank Mrs. Jelly and Yoyon, S.Pd Uni who always give great suggestion in accomplishing this thesis. Last, the writer hopessitas Brawijaya Universitas Brawijaya Universitas Brawijaya that this thesis may give contribution to parents, readers, and for the next researchers who want to conduct in the same field, communication impairment. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya, Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universita People cannot live without depending on others. They should share and interactsitas I	
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rawijaya rawijaya	essential part in people's life to socialize with others as social creatures. According to	3rawijay 3rawijay
Irawijaya Irawijaya	Universi University Un	
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Irawijaya Irawijaya	other, from the personal to international relationship can have as much an influence on	Brawijay Brawijay
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rawijaya	Uni However, socialization is not enough to have good relationship, so that people must sites	
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rawijaya	Universitas Bra communication is the process to exchange information with others and it includes the	Brawijay
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rawijaya	Univability to produce and comprehend messages. So, it means that in the process of itas	
rawijaya	Universitas Brawijaya Universitas B	Brawijay
rawijaya	Uni communication, everyone has a chance to understand and to be understood whether they sitas	
rawijaya	Universitas Brawijaya	Brawijay
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rawijaya	Universita There are two types of communication which are generally well defined by sitas	
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rawijaya	communication. According to Pearson et al. (2006, p.80), nonverbal communication is	
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Universitas Brawijaya defined as the process of using message that are not words to generate meaning. It includes nonword vocalization such as inflection and non-word sound such as "ah" or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Uni "hmm." It turns out that nonverbal communication is more complex, because people aresit as Bra demanded to understand language without words. This becomes more prevalent when Uni facing people with disabilities. According to Seiler and Beall (2008, p. 119) nonverbal B Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Braw facial expressions and eye contact. Nonverbal communication is communication Uni without words, which mean you use your gesture, smile or frown, and even widen your sitas Universitas Bruniversitas Bruniversitas (Devito, 2007). For example, a deaf person will use non-verbal sitas Universities
Unive Universi In contrary, verbal communication mainly deals with language where peoplesitas Br associate specific words with specific meaning (Seiler & Beall, 2008). According to UnivTubbs and Moss (1996, p. 8), they define that verbal communication is all types of oral Sitas Bl communication which use one word or more. Another definition is also given by Fajar (2009, p. 110), he defines verbal communication as oral declaration between human by using words and common symbols which are agreed individually, group, and country. Words are the essential part of verbal communication which absolutely used by people Uni to interact with others. As the conclusion, words are the basic of verbal communication. Sitas Universita Besides communication, we also need a language as the tool to deliver the message. According to Robert and Karin (2012, p. 360), language is the use of organized means of combining words in order to communicate with those around us. It means that everyone, children or adults should comprehend language as well so that the communication process occurs. If someone cannot master language well, sitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya communication cannot be well reached. In fact, we know that human being cannot live separately from other people as social creature. For example, we need farmers to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Uni produce rice and a designer to make clothes. Similarly, human and language do the sitas Br Unicommunicate, indeed, without human, language is useless. Sitas Brawijaya Universitas Brawijaya Universitas Pura Universitas Brawijaya Universit Not all of people can use verbal and nonverbal language well. Many of them undergo problems relating to verbal and nonverbal communication or language. When Uni people cannot communicate verbally and nonverbally, so they are considered as having versitas Br communication impairment. According to ASHA (1993), communication impairment is an impairment in the ability to receive, send, process, and comprehend concepts or Univerbal, nonverbal and graphic symbol systems. It may be evident in the processes of hearing, language, and/or speech. Communication impairment may range in severity Uni from mild to profound. Moreover, According to NICHCY (2011), the forms of speech sites and language impairment include stuttering, impair articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. If children are diagnosed with these problems, they will undergo the difficulties in communication. For example, children who have difficulty in articulating certain sound will produce wabbit instead of rabbit (Lanier, 1963). There ayare Umanysitas Braw factors which affect communication impairment to occur. According to Widodo (2010) in his article entitled Penyebab Keterlambatan Bicara pada Anak, there are some In factors affecting children with communication impairment, such as genetic, hearing loss, mental retardation, environment deprivation, and anomaly organ speech. These Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya problems then give big impact to the language development in children. Some of them Universitas Brawijaya Universita Speech and language impairment is chosen since this topic discusses intensivelysitas Bi how people acquire and undergo problems related to language use as has been Universemented in Whitney. This is because speech and language are the essential part of the B Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universi speech and language impairment and also the symptoms, in order that they can Un anticipate these. Besides the reason above, it is chosen since speech and language versitas Br impairment are the essential part of human communication, so it is necessary to be informed to people. By these considerations, it is highly expected that people will realize function of speech and language. There are many people suffering from speech and language impairment, one of Unithem is depicted in the main character in Maverick novel named Whitney. Hesitas experiences the hardest thing in his childhood. In his early childhood life, he cannot speak until he is 3 years old. He cannot communicate and respond stimulation verbally. He does not react if someone is talking to him and sometimes, if he gets angry about something he will bite himself or even collide. He cannot express his ideas, feelings Uni and needs. These are some of his difficulties which he suffers. This novel is chosens it as because it indicates problem of speech and language. In details, it tells about Whitney's language development which is impaired and he is treated differently by others. By the Unlexplanation above, the main character represents speech and language impairments Universitas Brawijava research under speech and language impairment. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In this study, the writer uses types of communication impairment especially in speech and language impairment which are proposed by two organizations and two Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universets, they are National Dissemination Center for Children with Disabilities it as Unifor examining the characteristics as indications of speech or language impairment, Sitas Universitas Brawijaya Universitas Puniversitas Brawijaya Universitas Universitas Brawijaya Uni (2005) who gives broad explanation about facial expression. These chosen theories are Uni considered reasonable, because NICHCY is an organization which provides information and resources to the nation on disabilities in children and youth for many decades. The published resources are highly qualified and credible particularly in children with disabilities. Second, ADE: Special Education Unit is also an organization which concerns in children with disabilities by means of improving their ability to be normal Uni children in their educational result. Moreover, Lanier's book is chosen since the books gives extensive explanation to the case especially speech disorder as a part of communication impairment. So, the writer convinces that those theories are reliant as the main theories of this research. Furthermore, the reasons why this research is conducted are Uni psycholinguistic research is rare and has not been much explored. Second, the writers it as wants this research to be the reference for the next researchers because of the first reason. In addition, the reasons why Maverick novel is chosen as the object of the Universitas Brawijaya Universitas Brawijaya Uni research are, first, Maverick novel is one of the stories which is related to the problem in psycholinguistic field particularly in speech and language impairment which should be analyzed. Second, the background of the novel writer is pathologist and she is also a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	director of the brain clinic of Ohio State University College of Medicine ar	nd Publicsitas	Brawijay
rawijaya	Health. So, the writer of this research is sure that the writer of Maverick novel	Universitas	Brawijay
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rawijaya	communication impairment so, it can improve their knowledge. The res	search is itas	Brawijay
rawijaya	expected to give insight as additional resource for the next researchers when	Universitas they are	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Uni going to conduct research in this area. The result of this study is expected to e		
rawijaya	Universitas Br	Universitas	Brawijay
rawijaya	collection of researches as reference and alternative information for those	Universitas	Brawijay
rawijaya	Universited in communication impairment phenomenon specifically for students	of Study <sup>Sitas</sup>	Brawijay
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rawijaya	Program of English, Faculty of Cultural Studies, Universitas Brawijaya. The		
rawijaya 	research is expected to give valuable information for parents to know whet	ther their	Brawijay
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rawijaya	Unichild suffers from speech and language impairment by observing its sy	T	
rawijaya	Universita Therefore, based on the reasons, the writer is interested in conduction of the conduction o	Universitas cting the	Brawijay
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rawijaya Irawijaya	research entitled "A Psycholinguistic Study on Communication Impairment for Universities"	und in the Universitas	Brawijay
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rawijaya	2. What are the types of communication impairment suffered by the	character Brawijay
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rawijaya	Uni 3. What does the nonverbal communication used by the character i "Whi	itheyivansitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Uni 1.3 Objectives of the Study ersitas Brawijaya	Universitas Brawijay
rawijaya	Universita Related to the problems of the study, the objectives are: Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Unid. To find out the referral characteristics of speech and language impairment	
rawijaya	Universitas Brz	Universitas Brawijay
rawijaya	Universitas Whitney.	Universitas Brawijay
rawijaya	2. To find out the types of communication impairment experienced by the	Character Sitas Brawijay
rawijaya	Universit	niversitas Brawijay
rawijaya	Univer"Whitney" in Maverick novel.	niversitas Brawijay
rawijaya	University 3. To find out the ways in which the character "Whitney" in Maverida	niversitas Brawijay
rawijaya	Universit	hiversitas Brawijay
rawijaya	Univercommunicates with others.	niversitas Brawijay
rawijaya	Universita	<b>J</b> niversitas Brawijay
rawijaya	Universitat	Universitas Brawijay
rawijaya	1.4 Definition of the Key Terms	Universitas Brawijay
rawijaya	Universitas E	Universitas Brawijay
rawijaya	UniversitaHere, the writer uses some terms in order to avoid misundersta	nding <sub>/</sub> insitas Brawijay
rawijaya	Universities Brainterpreting them and also to keep this study being specific, the key terms are; Universities Brainterpreting them and also to keep this study being specific, the key terms are; Universities Brainterpreting them and also to keep this study being specific, the key terms are;	Universitas Brawijay
rawijaya	Universitas Braw Jaya	Universitas Brawijay
rawijaya	Uning Psycholinguistics: Psycholinguistics examines the psychology of language,	
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Universitas Brawijayaacquire, understand, produce, and remember a language	
rawijaya	Universitas Brawijaya than called psychological process. (Harley, 2005) Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Univa. Communication: Communication is the process used to exchange informa	
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijayato produce and comprehend messages. (Guralnick, 2002)	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas CHAPTER II Universitas Brawijava Universitas Brawijaya REVIEW OF RELATED LITERATURE Brawijaya Universitas Brawijaya rawijaya Unifollowing section: psycholinguistic, communication, speech and language impairment, sitas Brawijaya Universitas Brawijaya rawijaya Maverick novel, and previous studies. s.
AS BRAN **Universitas Bra** Universitas Brawijaya 2.1 Theoretical Framework Universit In this section, the writer presents some theories which are used to answer the sitas Brawijaya Uni problems of the study. There are 3 main theories, the first theory talks about the possible stas Brawijaya rawijaya referral characteristic which divides into 5 types, intellectually, academically, rawijaya rawijaya Univbehavioral, communicative ability, and physical (ADE:Special Education Unit, 2014).sitas Brawijaya Second theory explains about types of speech and language impairment (Lanier, 1963 rawijaya and NICHCY, 2011), and the last theory describes about gesture and facial expression Sitas Brawijaya as the way that Whitney does to communicate with others (Guralnick, 2002). 2.1.1 Psycholinguistics University Human brain is like a CPU (Central Processing Unit). It controls the activities of Sitas Brawijaya a computer system. As the same way with brain, it governs all human activities such as Universitas Brawijaya rawijaya Unjunderstanding and producing language. It also controls body movement of people, sit as Brawijaya where they want to walk and even talk. The relationship between language and brain is uni studied under the psycholinguistic field According to Harley (2005) psycholinguistics Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	universation the psychology of language, how we acquire, understand, produce, and Brawijay
rawijaya	remember a language which is then called psychological process. Based on this
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Uni definition, the relation between language and brain is crucial. People use all system of sitas Brawijay
rawijaya	psycholinguistics to acquire language in their life which has been mentioned above.
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Uni Another definition is given by Gleason and Ratner (1998, p.3) who state that it as Brawijay
rawijaya	Universitas Brawijaya
rawijaya 	
rawijaya 	by which human acquire and use language. Human being should keep and develop his
rawijaya 	Universitas Brawijaya Universitas Brawijaya
Irawijaya Irawijaya	Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya	diagnosed with communication impairment since psycholinguistics and communication
rawijaya rawijaya	
Irawijaya Irawijaya	Universitas Brawijay Universitas Brawijay
rawijaya Brawijaya	Universi People use language to communicate and interact with others. However, before sitas Brawijay
rawijaya	Universit
rawijaya	communication occurs, they must master language first. Language mastery determines
rawijaya	Universely ability through communication process, for example face to facesitas Brawijay
rawijaya	Universita Iniversitas Brawijay
rawijaya	communication. If language is not properly acquired, people cannot communicate Brawijay
rawijaya	univappropriately with their interlocutors. They will experience difficulties such as they do sitas Brawijay
rawijaya	Universitas B Universitas Brawijay
rawijaya	Univnot understand what others say. If this problem is not recovered, it will cause what is Brawijay
rawijaya	Universitas Brawijay called as communication impairment. Therefore, it will be necessary to detect indication Universitas Brawijay Universitas Brawijay
rawijaya	
rawijaya	Univof communication impairment earlier then to heal it. One of activities which help peoples it as Brawijay
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Universitas Brawijaya 2-1-2 Communication Universitas Brawijaya Universitas Brawijaya According to Guralnick (2002) communication is the process to exchange ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Uni information with others and it includes the ability to produce and comprehends as Brawijay messages. Communication includes the transmission of all types of messages, including information related to needs, feelings, desires, perception, ideas, and knowledge. Based B Universitas Brawijaya message or speech from their interlocutor in order to be accepted verbally and non-Univerbally. According to Scovel (1998, p. 27), in producing speech, people will typically it as yersitas Br go through four stages namely conceptualization, formulation, articulation, and selfmonitoring. First, people would think about what they are going to say to others, this is Uni called as conceptualization. Second, in formulation stages, people would organize orgitals formulate their utterances. After the formulation is formed, then they will produce the Universely or words called as articulation stages or in other word, they produce sound. The last stage is self-monitoring where people try to control their utterances when they speak or write. However, when the information is delivered sometimes it cannot be well reached whether from the speaker or the hearer because of two factors. According to Hassanah Uni (2014) in her article entitled Hambatan Komunikasi, the factors which affects tas Br communication are from the internal factor and external factor. The internal factor comes from the speaker himself related to physical and psychological condition. For Unlexample, there is a hearing problem or he/she gets stressed and etc. Second factor, is external factor caused from social/cultural environment. For example, noisy voice or the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universita These factors can affect someone's ability to comprehend lang	uage Insitas Brawija
rawijaya	communication, not all people can easily deliver message, many of them ar	- Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Uni problem such as articulation, fluency, voice. So, it can be concluded that peop	le cannotsitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	easily communicate with others if they are having those problems.	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Univ2.1.3 Speech and Language Impairment versitas Brawijaya	Universitas Brawijay
rawijaya	University According to Arkansas Department of Education (ADE): Special Educa	Universitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Uni (2014), speech and language impairment are communication disorders,	
rawijaya	Universities By	Universitas Brawijay
rawijaya	stuttering, impaired articulation, a language impairment, or voice impairment	Universitas Brawijay
rawijaya	adversely affects a child's educational performance. Speech and language im-	ipairmentsitas Brawijay
rawijaya	University	Miversitas Brawijay
rawijaya	Un includes demonstration of impairments in the areas of language, articulation,	
rawijaya	University fluency. So, if people have those problems they might see difficulties concern University.	I hiversitas Brawijay
rawijaya	48. '625 W/ 6 5 ' / 5 V / 6 8	
rawijaya	Un communication process especially in speech and language. There are some	1
rawijaya	Université	Universitas Brawijay
rawijaya		
rawijaya rawijaya	ADE: Special Education Unit (2014), there are five forms of possible Universities	Universitas Brawijay
rawijaya rawijaya	Un characteristics: they are intellectual, academic, behavioral, communicative ab	
rawijaya Brawijaya		Universitas Brawijas
rawijaya Brawijaya	Universitas Bra physical. Universitas Braw	Universitas Brawijay
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rawijaya		
rawijaya	Children with communication impairment will obviously have proble	Universitas Brawija
rawijaya	Un differs them from common children. The problem that they might be faced can	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	form of Intellectual functioning is not as strong an indicator as are other	r referral Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
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Universitas Brawijaya characteristics. So, their ability to comprehend something is below standard. For example, they cannot speak fluently in fact, they are four-year. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University According to American Psychiatry Association (2013), there are three domains it as Brawijava where intellectual disability can occur, they are the conceptual domain includes skills in rawijaya rawijaya Unilanguage, reading, writing, math, reasoning, knowledge, and memory. The social Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya domain refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities. The practical domain Uni centers on self-management in areas such as personal care, job responsibilities, moneysitas B management, recreation, and organizing school and work tasks. These are the problem which might be encountered by people with communication impairment. **2.1.3.2** Academic rawijaya Universit According to Arkansas Department of Education (ADE): Special Education Unitsitas Brawijaya (2014), academically, people with communication impairment will face difficulties as rawijaya Uni\follow: Uni 1. Overall achievement may be below expectancy in relation to chronological age, sitas Brawijaya mental age, or both. Uni 2. Achievement in reading, spelling, written composition, grammatical usage or Universitas Brawijaya math processes may be below expected levels, often with delay or difficult in Universitas Brawijaya rawijaya Uni 3. Word knowledge may be below expectancy, va Universitas Brawijaya Universitas Brawijava University of the University of University of the University of the University of Univer Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya 2.1.3.3 Behavioral Universitas Brawijaya Universitas Brawijaya There are some difficulties which differentiate people with communication Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni impairment. According to Arkansas Department of Education (ADE): Special Educations it as Brawijava rawijaya Unit (2014), there are 17 characteristics as the indication. But, the writer only takes rawijaya rawijaya Uni some of the symptoms because not all of the symptoms are experienced by Whitney. Versitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya 1. Hesitates or refuses to participate in verbal activities. Universitas Brawijaya 2. Is inattentive, distractible; exhibits poor concentration; has difficulty "tuning in" to Univertasks or switching tasks. Universitas Brawijaya Universitas Br 3. Displays refusal behavior and/or low frustration tolerance. 4. Perseverates verbally and/or motorically. 5. Has difficulty following directions; must be "shown" what to do. rawijaya University 6. Has trouble analyzing/integrating information from what is seen, heard or felt. rawijaya rawijaya Univariates difficulty interpreting emotions, attitudes and intentions to others and sitas Brawijaya rawijaya communicate through nonverbal aspects of communication (facial expressions and rawijaya University language). 8. Responds inappropriately to subtle nonverbal social cues, often Ugivingsitas Brawijaya inappropriate social responses 9. May not establish or maintain eye contact. 10. Is slow to respond during verbal interaction or following verbal cues. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni 12. Has difficulty remembering and finding specific words to use during conversation or sitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya when answering a question. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya 2.1.3.4 Communicative Abilitysitas Brawijaya Universitas Brawijaya There are some indications which are shown by people with communication Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni impairment in their ability to communicate. According to Arkansas Department of Sitas Brawijaya Education (ADE): Special Education Unit (2014), there are 28 symptoms. But, the rawijaya Uni writer only takes some of symptoms which are close to Whitney's difficulties. Universitas Brawijaya Universitas Brawijaya 1. Asks questions and/or responds to questions inappropriately (especially "why" and Univers "how" question forms.) Uni 2. Has difficulty discriminating likenesses and differences. 3. Has difficulty comprehending and using linguistically complex sentences. **Universitas Brawijaya** Uni 4. Has problems acquiring and using grammatical rules and patterns for word and sitas Brawijaya Universentence formation. 5. Has difficulty interpreting or formulating (oral or written) compound or complex rawijaya Universentences, and/or sentences which compare and contrast ideas or show cause-effects it as Brawijaya relationships. rawijaya 6. Has difficulty analyzing and solving math reading problems of various complexity Brawijaya (one or multiple step), including those involving probability. 7. Has problems interpreting and/or using vocal pitch, intensity, and timing for Univer purposes of communicating subtle distinctions in emotion and intention./a 9. Does not use appropriate vocal control, particularly in regulating speaking volume Universities Brawijaya rawijaya Univers(unusually loud or soft) iversitas Brawijaya Universitas Brawijaya 10. Has breathy, harsh, husky or monotone voice. Univ11. Continually sounds congested (denasal). IJaya Universitas Brawijaya rawijaya

rawijaya Universitas Brawijaya Uni 12. Sounds unusually nasal; voice has a "whining" quality. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ14. Frequently prolongs or repeats sounds, words, phrases and/or sentences duringsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni 15. Has unintelligible (cannot be understood) or indistinct speech. Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya 16. Has difficulty articulating sounds within words. ersitas Brawijaya Uni 2.1.3.5 Physical Universitas Br University According to Arkansas Department of Education (ADE): Special Education Unit (2014), the last is physical difficulties. They are explained as follow; Univ1. Conditions are indicated in the student's medical/developmental history, such as clefts as Brawijaya University lip and/or palate, deviant palatal-pharyngeal structure, cerebral palsy, muscular rawijaya University dystrophy, brain injury, aphasia, vocal nodules or other pathology of the vocal sitas Brawijaya rawijaya mechanism, hearing loss, myringotomy or other aural surgery, orofacial rawijaya abnormalities, congenital disorders. 2. Has continuous allergy problems or frequent colds 3. Has deviant dental structure 4. Has oral muscular coordination slower than normal University As conclusion, people with speech and language impairment will typically face stars Brawijaya many difficulties in communication process as has been mentioned above, intellectually, Universitias Brawijaya rawijaya Uni academically, behaviorally, and even physically which make them not comprehends as Brawijaya easily something they learn. These theories are used to see the symptoms of Whitney's Unilanguage development by checking his inability in which part he was impaired, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya language or speech or even both. The suitable characteristic will be taken as the data of Universitas Brawijaya Universitas Brawijaya this research. Universitas Brawijaya Universitas Brawijaya 2.1.4 Type of Speech and Language Impairment rawijaya Universita There some types of speech and language disorder. According to Lanier (1963, Sitas Brawijay) Universitas Brawijaya Universitas Brawijaya p.8), he divides 3 types of speech disorder, they are articulation disorder, fluency disorder, and voice disorder. Besides, NICHCY (2011 p. 3) divides 2 types of language Uni disorder, they are expressive language disorder (difficulty in expressing ideas or needs), sites and receptive language disorder (difficulty in understanding what others are saying) The broad explanation is given below. 2.1.4.1 Speech Disorder Universit When people are unable to speak fluently during a long period of time, then they sit as Brawijaya have a speech disorder. Usually, people with speech disorder are aware of what they would like to say but are unable to articulate their thoughts (Kahn, 2012). This opinion is also supported by Lanier (1963 p. 9) who defines speech disorders as follow. Universities Br "Speech disorder affect the way a person talks. A person with a speech disorder usually knows exactly what they want to say and what is appropriate for the Universitasituation, but they have trouble producing the sounds to communicate itsitas Brawijaya Universitaeffectively. Speech disorders include a variety of conditions that affect childrensitas Brawijaya University and adults alike. They can range from trouble pronouncing a specific letter or sound to the inability to produce any understandable speech.' Universita Based on this explanation, people who suffer from speech disorder will be sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya obviously hard to say what they think in their mind. They cannot easily express ideas and feelings through others and be able to interact successfully even if the Universitas Brawijaya Universitas Brawijaya Unicircumstances hare a precise. Moreover, hithey sound for hwords hare appronounced sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya inappropriately which cannot be comprehended because of trouble pronouncing. Based on Lanier (1963), there are 3 types of speech disorder, articulation disorder, fluency Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unidisorder, and voice disorder. The following is the detail explanation for each of the types which are proposed by Lanier (1963). rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P University According to Lanier (1963 p.12), a person with an articulation disorder typically Uni has trouble pronouncing sounds or makes errors in the way these sounds are strung Universities Brung together. One sound might be substituted for another ("wabbit" for "rabbit"), omitted altogether ("and" for "hand"), or distorted by mispronouncing it ("ship" for "sip"). The Uni most common error sounds include "s," "l," and "r." In other word, articulation disorder in a Riversian Riversia is speech impairments where the child produces sounds. According to NICHCY (2011 Uni p.1), when a child has an articulation disorder; he or she has difficulties making certains it as sounds. These sounds may be left off, added, changed, or distorted, which makes them hard for people to understand the child. Leaving out or changing certain sounds is Un common when young children are learning to talk, of course. The incorrect articulation is not necessarily a cause for concern unless it continues past the age where children are Unlexpected to produce such sounds correctly. Universita There are some types of articulation disorder among children such as substitutions, distortions, additions, and omissions. Substitutions occur when an Universities Brawijaya Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Brawijaya Brawijaya University Brawijaya Braw Un individual literally substitutes one sound for another, for example pronouncing a "w"sit Universitas Brawijava tries so hard to pronounce a sound correctly that he or she ends up actually distorting the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya sound, such as by working too hard to produce a "w" and actually producing a whistling sound instead. Additions are articulation disorders in which the individual routinely Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Uni pronounces an extra sound or syllable, for example saying "assemembly" instead of sitas Brawijava assembly." The last, omissions are type of articulation disorder in which the individual Uniomits or does not pronounce particular sound, such as dropping the "s" or "ch" sounds it as Br Universitas Brawijaya Universitas Bruniout of their words (Morrisey, 2013). So, children with articulation disorder will sitas Br typically be identified to those, substitutions, distortions, additions, and omissions. Universitas Br Uni 2.1,4.1.2 Fluency Disorder Universit According to Lanier (1963 p. 10) fluency disorders are related to the smoothness Brawijaya Uni or rhythm of speech. A person with a fluency disorder may hesitate, repeat words, orsitas Braw prolong certain sounds, syllables, words, or phrases. These happen continuously even if Uni the age of developing language has been past. Beside, NICHCY (2011 p. 3) also gives sitas Brawijaya definition of fluency disorder as speech disorder where a child's flow of speech is disrupted by sounds, syllables, and words that are repeated, prolonged, or avoided and states Uni where there may be silent blocks or inappropriate inhalation, exhalation, or phonation versitas Bra patterns. It has also some characteristics such as disrupting the rhythmic and forward Uni flow of speech—usually, a stutter. As a result, the child's speech contains an "abnormal sitas Bra number of repetitions, hesitations, prolongations, or disturbances. Tension may also be seen in the face, neck, shoulders, or fists. So, as conclusion, fluency disorder is a Uni disorder which impacts someone's ability in using language when he or she talks. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Sometimes, fluency disorder is often called with stuttering where someone undergoes Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya ivelsitas Voice Disorder niversitas Brawijaya Universitas Brawijaya Universita According to Lanier (1963 p. 10), a person with a voice disorder has a problem Strawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni producing the sounds of speech. In some cases voice pitch may be monotonous or toositas Brawijava high or too low for a person's age or gender. Sometimes listeners are startled by the rawijaya Uni harshness, hoarseness, or nasal quality of a person's voice. Occasionally, the sheer it as Brawijaya Universitas Brawijaya speaks. Another definition is also given by NICHCY (2011 p. 1) that voice disorder is Uni speech disorder where the child's voice has an abnormal quality to its pitch, resonance, sitas or loudness. The voice may be hoarse, raspy, or harsh. For some, it may sound quite nasal; others might seem as if they are "stuffed up." People with voice problems often Uni notice changes in pitch, loss of voice, loss of endurance, and sometimes a sharp or dulls tas Brawijaya pain associated with voice use. Causes of voice disorder are vary, they can be in the rawijaya Uniform of routinely breathing dry polluted air, allowing the body become dehydrated, sitas Brawijaya talking too much, talking too loudly, screaming/smoking can all cause stress on the vocal chords and result in voice disorder. In other words, voice disorder is related to stars Brawijaya sound of speech when produced by people. Universitas Braw 2.1.4.2 Language Disorder University According to NICHCY (2011 p. 2), language disorder is language impairments it as where the child has problems expressing needs, ideas, or information, and/or in ersitas Brawijaya universitas Brawijaya Unjunderstanding what others say. There are 5 characteristics of language disorders las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya include: iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ1. Improper use of words and their meanings, laya Universitas Brawijaya rawijaya

Universitas Brawijaya Uni 4. Reduced vocabulary, and versitas Brawijaya Universitas Brawijaya rawijaya Universita Children may hear or see a word but not be able to understand its meaning. They also Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya may have trouble getting others to understand what they are trying to communicate. So, children with language disorder cannot deliver their needs and ideas easily as normal Uni people who can speak normally. Language disorder is divided into 2 categories assitas Brawijaya AMUNI follow. Universitas Brawijaya 2.1.4.2.1 Receptive Language Disorder Receptive language disorder is associated with difficulty in expressing ideas or Univneeds (NICHCY, 2011). Another definition is also given by the article Receptivesitas Brawijaya Language Disorder (2014), it means the child has difficulties with understanding what is said to them. The symptoms vary between children but, generally, problem with sitas Brawijaya Uni language comprehension usually begin before the age of four. There is no standard set and Brown and Brown are the standard set and Brown are the standa of symptoms that indicates receptive language disorder, since it varies from one child to the next. However, the symptoms may include: 2. Appearing to lack interest when storybooks are read to them rawijaya Uni 3. Inability to understand complicated sentences a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. Inability to follow verbal instructions

Universitas Brawijaya Universitas Brawijaya 5. Parroting words or phrases of things that are said to them (echolalia) Universitas Brawijaya rawijaya

Universitas Brawijaya 6. Language skills below the expected level for their age. Brawijaya University Besides the symptoms above, there are causes of receptive language disorder Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni such as the child genetic susceptibility, the child's exposure to language, and child's sitas Brawijava general developmental and cognitive (thought and understanding) abilities. Generally, rawijaya Unichildren with receptive language disorder are often associated with the difficulties las Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya understanding spoken, and sometimes written language. These are referred to as learning disabilities, and they are related to an individual's inability to efficiently BRAW Uni process language (Morrisey, 2012). **Universitas B** 2.1.4.2.2 Expressive Language Disorder Universi Expressive language disorder is often related with difficulty in understanding sitas what others are saying (NICHCY, 2011). Another definition is given by Morales Uni (2014), children with expressive language delays often do not talk much or often, sitas Brawijaya although they generally understand language addressed to them. For example, a 2 year old may be able to follow 2-step commands, but he/she cannot name body parts. A 4 strass year old may understand stories read to him/her, but he/she may not be able to describe the story even in a simple narrative. Universita Imaginative play and social uses of language (i.e. manners, conversation) may sit as Brawijaya also be impaired by expressive language limitations, causing difficulty in playing with peers. These are children who may have a lot to say, but are unable to retrieve the words Un they need. Some children may have no problem in simple expression, but have tas Universitas Brawijaya Universitas Brawijaya Universitas difficulties retrieving and organizing words and sentences when expressing more complicated thoughts and ideas. This may occur when they are trying to describe, Stas Br Universitas Brawijaya rawijava

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rawijaya	define, or explain information or retell an event or activity. In school-aged	children, sitas	Brawijaya
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rawijaya	Un have difficulties with spelling, using words correctly, composing sentences, pe		
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rawijaya	Universita In addition, they may express frustration because they recognize that the	ey cannot sitas	Brawijaya
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rawijaya	express the idea they wish to communicate. Here, such individuals often have	e trouble sitas	Brawijaya
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rawijaya 	Universitas Br Universitas Br Universitas Br Universitas Br Universitas Br Universitas Br Universitas Br Universitas Br Universitas Br Universitas Company (Morrisey, 2010). There are some sympton	Universitas ms. which	
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Irawijaya	University districts. According to the article Receptive Language Disorder (2013), the s		
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rawijaya	Un difficulties in producing and using language. They cannot freely convey what		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as a result of not retrieving and organizing words or even sentences as well	Universitas	Brawijaya
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rawijaya	using these theories, it is expected to find symptoms quickly to those who are d		
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Universitas Brawijaya with speech and language impairment particularly to the main character, Whitney. Expressive language disorder theory is used to check the characteristics of Whitney's Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni difficulties as the main character who suffers from speech and language impairment. versitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Communication is not only done by spoken language but it can be in the form of nonverbal communication. Nonverbal Communication is information that Units communicated without using words (Hybels & Weaver II, 2004). Nonverbal communication can be gesture and facial expression. The broad explanation is given as follow. hiversitas Brawijaya 2.1.5.1 Gesture Universit Gestures are defined as a significant movement of the body that expresses asitas Brawijaya message to a receiver (Dobkin & Pace, 2006). Moving your hand to pointing something or nodding your head to say 'yes' or 'no' is kind of gesture (Iverson & Braddock, Sitas Brawijaya Uni 2011). The functions of gesture are varied. According to Dobkin & Pace (2006) there are are 3 functions of gesture: regulate information (raise your hand to speak), adjust or Uni adapt (blowing on your hands when it is cold), and illustrate something (point at a sitas Brawijaya parking lot while telling a friend, "I am parked over there") sitas Brawijaya Universitas Brawijaya Universitation, there are 5 types of gesture. According to Pearson et al (2006), they Universitation and the state of types of gesture. Uni are emblems (movements that substitute for words and phrases for example, 'V' forsitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava victory), illustrators (movements that accompany or reinforce verbal messages for example, nodding your head when you say yes), affect displays (movement of the face Br Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and body to show emotion for example, listen to the door slam shut when an angry are Brawijaya person leaves the room), regulators (nonverbal moves that control the flow or pace of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni communication for example, looking away when you are not interested), and the last sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya adaptors (movements that you might perform fully in private or only partially in public Universitas Brawijaya Universitas Brawijaya rawijaya Uni for example, rubbing your nose). Moreover, Guralnick (2002) states that gesture is it as Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universi used to certain purposes for example release tension and express emotion (ECG, 2003). Universitas Brawijaya
Universitas Brawijaya Uni Facial expression can be in the form of smiling face, frown face, or tired face (Grana & Sitas Brawijaya Beristain, 2007). Besides, forms of facial expression can be anger. Facial expression is rawijaya rawijaya Uni closely related to emotion and also feeling. Usually, when people are happy, they willsitas Brawijaya smile brightly and in contrary, when people do not like something, they try to rawijaya rawijaya communicate it by frown face. Other definition is also given by DeVito (2005) who sitas Brawijaya Uni states that throughout interpersonal interactions, face communicates many things, sit as Brawijaya especially emotions. In fact, facial movements alone seem to communicate the degree of Uni pleasantness, agreement, and sympathy. Moreover, Guralnick (2002) delivers that sitas Brawijaya facial expression is an example of nonlinguistic process since it does not use language sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya iv<mark>2.2 Synopsis of Mayerick Novel</mark>itas Brawijaya Universitas Brawijaya Uni Gazzaniga which tells about a mother's struggle to heal her deaf son namely Whitney.sitas Brawijava Physically, he is a normal son like others; he does not suffer any diseases and has rawijaya Uni healthy body. But, after years during his development, he shows queer symptoms. Forsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya example, he does not react through voice stimulation. This condition gets worse everyday. His behavior is uncontrollable; getting angry without reason, gazing object by Uni hours, hitting himself, and even biting. His intelligence is below standard as normalsitas B child which has similar age. When he is three years old, he cannot speak as normal Univchild. Only a few of words can be spoken, sometimes having no meaning. Based on Sitas Brawijaya Uni these reason, his mother tries to send him to school and be a participant in his school. Sometimes, she becomes a teacher in his son's school. Moreover, she helps school to Unimake a new system by means of increasing Whitney's ability (behave, speak, and sitas express his ideas or feeling). 2.3 Previous Studies Universities Brawijaya
The previous study which the writer uses as comparison was conducted by Uni Fimawati (2013) entitled "A Psycholinguistic Study on Communication Impairment bysitas Brawijaya an Autistic Child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik." In this stas Brawijaya research, Fimawati used some theories, they are the theory of the diagnostics of Universitas Brawijaya Universitas Brawijaya rawijaya Uniqualitative impairment in communication used in ICD-10 (WHO, 1992) and DSM-IVsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya (APA, 1994) by Bogdashina (2010). Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya This study found all types of communication impairment; they were repetitive or rigid language (33 occurrences), narrow interest and exceptional abilities (4 Universitas Brawijaya Universita Univoccurrences), wineven Llanguage development (1) occurrence), and anon-verbal conversation skill (12 occurrences) by NIDCH, 2010. This study has similarity and Unidifferences with this previous study. The similarity is both of the writers use the same states Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Univer first the writer of this study uses theory by NICHCY (2011) and Lanier (1963) to Uni analyze communication impairment and Fimawati uses NIDCD (2010) and Bogdashina (2010). Second, in term of object, the writes uses book as the object of study, while Fimawati's object is real autistic child. These are the differences which differentiate the writer of this research and Fimawati's Thesis. Second previous was conducted by Jana M. Iverson and Barbara A. Braddock Uni (2011), entitled "Gesture and Motor Skill in Relation to Language in Children with Sitas Language Impairment." They examined 11 children with language impairment (LI) and also 16 typically developing (TD) children of similar chronological ages completed 2 pictures narration tasks and their language and also gestures. They found that relative to TD peers, children with LI used gestures at a higher rate and produced greater Universitas Brawijay

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Universitas Brawijay versitas Brawijay Universitas added unique information to co-occurring language. However, they performed more sitas poorly on measures of fine and gross motor ability. Regression analyses indicated that within the LI but not the TD group, the more frequent gesture production was resulted Iniversities Brawijaya Universities Brawijaya study by means of finding the similarities and also differences. Both of writers choose Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni communication impairment field particularly in children. Nevertheless, there are some sitas Brawijaya differences which differ this study and Iverson and Braddock. First, in term of object; Study and Iverson and Braddock. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni this study uses novel to dig the phenomenon of communication impairment which issitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya divided in to two, speech and language whereas Iverson and Braddock use humans as Universitas Brawijaya rawijaya rawijaya rawijaya their object. Second, this study did not examine motor skill to measure someone's leas Brawllay Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Brawijaya rawijaya ability in using language. Third, this study did not use picture narration tasks as a tool to sitas Brawijaya gain data because this study observes novel not living things. These are the differences which differ this study and second previous study. rawijaya Universitas Br Universitas Brawijaya Universitas These are the previous studies which the writer uses as the comparison to Brawijaya rawijaya University conduct this research and also as the guideline how to make relevant content. So, these sitas Brawijaya rawijaya Uni two previous studies are helpful for the writer. rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawija Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

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rawijaya	This chapter covers research design, data source, data collection, and data analysis.	ersitas Brawijay
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	According to Creswell (1998, p. 14), the writer of qualitative research agrees that o	
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Irawijaya I	of the data collection who gathers words or pictures, analyzes them inductively, focus	ersitas Brawijay
	Universi  On the meaning of participants, and describes a process that is expressive and persuasi	ersitas Brawijay
		ersitas Brawijay ersitas Brawijay
Irawijaya I Irawijaya I	in language. Based on this definition, this study is categorized as qualitative resear	ch ersitas Brawijay
	Unisince the data form is taken from words and this study attempts to describe the process.	
rowijovo	University	ersitas Brawijay
rawijaya I	of communication experienced by "Whitney"	ersitas Brawijay
	Universita This study attempted to achieve at a rich description of the main charac	
rawijaya 🛚	Universitas E. \ Univ	ersitas Brawijay
rawijaya 🏻	"Whitney" in Maverick Novel. Qualitative research attempts to achieve at ri	<mark>e</mark> hsitas Brawijay
rawijaya	Universitas Bradescription of the people, objects, events, places, conversation, and so on. Universitas Bradescription of the people, objects, events, places, conversation, and so on. Universitas Bradescription of the people, objects, events, places, conversation, and so on.	ersitas Brawijay
rawijaya I	Universitas Braw Jaya Univ	ersitas Brawijay
		ersitas Brawijay
	Universitas Brawijay Univ	ersitas Brawijay
rawijaya l		ersitas Brawijay
rawijaya l	The data source of this research is the Maverick novel written by Chuniversitas Brawijaya	ersitas Brawijay
	L.Florance, Ph.D and Marin Gazzaniga. This novel involves eighteen chapters, but or	-
rawijaya ( Irawijaya (	Chapters one to thirteen are chosen because not all of the chapters describe Whitney	y S Y Seitae Brawijay
rawijaya I	difficulties in speech and language. S 30 them explain his mother and his sibling	ersitas Brawijay ersitas Brawijay
		gs, sitas Brawijay ersitas Brawijay
		ersitas Brawijay
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	Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya   Univ	ersitas Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya brother and sister's (William and Vanessa) struggling to support his ability to acquire Brawijaya and use language. In addition, the data are taken from the dialogues which indicate Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Uni communication impairment, speech and language impairment produced by the mainsitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya character "Whitney." Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** 3.3 Data Collection **Universitas Brawijaya** Universita For the data collection, the writer collected the data by herself using the Unifollowing steps: Universitas Br Universitas Brawijaya 1. Reading the Maverick novel. Uni 2. Taking note of the dialogues or marking the dialogues that are produced by the main Sitas Brawijaya Univercharacter "Whitney" which indicates communication impairment especially insitas Brawijaya rawijaya rawijaya speech and language impairment. rawijaya Uni 3. Making list of dialogues that show communication impairment especially in speech sitas Brawijaya rawijaya and language impairment. rawijaya Uni 3.4 Data Analysis Universitas Bra The writer analyzed the data through the following procedures: Univir. Making table for each type of communication impairment. There are 4 tablessitas Brawijaya **Universitas Brawijaya** Unive representing: Table 3.1 describes the referral characteristic, Table 3.2 describes are Brawijaya speech disorder, Table 3.3 describes language disorder, and the last, Table 3.4 rawijaya rawijaya Univerdescribes gesture and facial expression, wilaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijav
rawijaya	Table 3.1 Sample Table of the Referral Characteristics of Communication	Universitas	Brawijay
rawijaya	Impairment Suffered by the Main Character "Whitney" in	Universitas	
rawijaya	Universitas Brawija a Universitas Brawijaya	Universitas	
rawijaya	University Rrawijava University Rrawijavof Communication Impairment	Universitas	
rawijaya	Universitas Brawijava - Universitas Brawijava - Universitas Brawijava -	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya		Universitas	
rawijaya		Universitas	
rawijaya			
rawijaya	Table 3.1 explains the referral characteristic of communication impairment	suffered	Brawijay
rawijaya	Unively Whitney based on the theory proposed by ADE: Special Education Unit		_
rawijaya	Universitas Br	Universitas	
rawijaya	There are 5 forms which were marked by number, 1 (Intellectual), 2 (Acade	: - \ 2	Brawijay
rawijaya	University		Brawijay
rawijaya	(Behavior), 4 (Communicative Ability), and 5(Physical). This table is used to University	answer	Brawijav
rawijaya	Univerpollems of study number 1.	niversitas	
rawijaya	Universit	hiversitas	
rawijaya	Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluence Table 3.2 Sample 3.2 Sample Table 3.2 Sample 3.2 Sample Table 3.2 Sample 3.	CW	Brawijay
rawijaya	Disorder, and Voice disorder Suffered by Whitney  Types of Speech Disorder	niversitas	Brawijay
rawijaya	No. Dialogue Page Characteristic Articulation Fluency Voice	Iniversitas	Brawijay
rawijaya	Universitas	Universitas	
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Unive Table 3.2 is used to describe Whitney's type of speech disorder based on the	e theorysitas	Brawijay
rawijaya	Universities R proposed by Lanier (1963). This table is used to answer problem of study no	Universitas	Brawijay
rawijaya	Universitas Bra	Universitas	Brawijay
rawijaya	Unive(speech disorder). jaya	Universitas	Brawijay
rawijaya	Universitas Brawija wijaya	Universitas	
rawijaya	Table 3.3 Sample Table of Language Disorder: Expressive and Receptive Suffered by Whitney	Universitas	
rawijaya	Types of Language Disorder	Universitas	
rawijaya	No. Dialogue Page Characteristic Receptive Expressive	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Table 3.3 is used to describe Whitney's type of language disorder based on t	la a 41a a a v	Brawijay
rawijaya	proposed by NICHCY (2011). This table is used to answer problem of study		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Unive(language disorder). Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Table 3.4 Sample Table of Gesture and Facial Expression Performed by	Universitas	
rawijaya	Whitney to Communicate with Others  Types of Nonverbal Cues	Universitas	
rawijaya	No. Dialogue Page Types of Nonverbal Cues Gesture Facial Expression	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya Brawijaya	Universitas Brawijaya	Universitas	
rawijaya	Table 3.4 describes nonverbal communication that Whitney extensively	used to sitas	
rawijaya			
rawijaya	Universities by Communicate through others based on the theory proposed by Pearson et al (2)	2006) and Colors Universitas	Brawijay
rawijaya	Unive DeVito (2005). This table is used to answer the last problem of study.	Universitas	
rawijaya	Universita	Universitas	Brawijay
rawijaya	Univ. Identifying the possible referral characteristics of speech and language im	ipairment Versitas	Brawijay
rawijaya	University done by Whitney by using the theory of ADE: Special Education Unit (2014)	in a walter	
rawijaya	Universi	hiversitas	
rawijaya	Uni 3. Identifying the types of communication impairment suffered by the main	charactersitas	Brawijay
rawijaya	University 22 in the Mark 1 and 1 an	niversitas	Brawijay
rawijaya	"Whitney" in the <i>Maverick</i> novel and analyzing it with the theories of Universite	Iniversitas	Brawijay
rawijaya	Univerdisorder proposed Lanier (1963) and language disorder by NICHCY (2011).	Universitas	Brawijay
rawijaya	Universitas	Universitas	Brawijay
rawijaya	4. Examining how the character "Whitney" in Maverick novel communicates	s through Universitas	Brawijay
rawijaya	University nonverbal communication in the form of gesture (theory proposed by Pear	son et al, sitas	Brawijay
rawijaya	Universitas Bra	Universitas	Brawijay
rawijaya	Unive 2006) and facial expression proposed by DeVito (2005).	Universitas	Brawijay
rawijaya	Universitas Brawii Universitas Brawiia Universitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya FINDING AND DISCUSSION ITAS Brawijaya rawijaya Universitas Brawijaya rawijaya Uni elaborates the finding and discussion. The discussion covers the data analysis that is it as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya established based on the theoretical framework and also previous studies. 4.1 Finding aw ijaya Univers
ersitas Br
ersi Univ4.1 Finding aw University Communication impairment found in the character "Whitney" in Maverick Novel. There Sitas Brawijaya Uni were 50 data which described Whitney's difficulties dealing with possible referralsitas Brawijaya rawijaya rawijaya characteristic, speech and language impairment, and also gesture and facial expression rawijaya Unito communicate with others. The data presentations below were taken from the sitas Brawijaya rawijaya dialogues of Whitney as the object. The analysis of the data was explained after rawijaya displaying the data. 4.1.1 The Overall Result of Communication Impairment Universitas Brawijaya Universit in this vection, the writer displays the overall result of communications it as Brawijaya Uni impairment. Here, a the writer found 26 referral characteristic (intellectually, sit as Brawijaya academically, behaviorally, communicative ability, and physically) of communication rawijaya Unimpairment. Meanwhile, there were 4 data found related to speech disorder: 2 data were sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya included into articulation, 1 datum was included into fluency, and 1 datum was included rawijaya Uni into voice disorder. In addition, the writer found 12 symptoms which were related to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** language disorder: 6 data were included into receptive language disorder and 6 data were included into expressive language disorder. Moreover, the writer found 8 data Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universal communication as a way for Whitney to interact with others: 2 datasitas Brawijaya were included into facial expression and 6 data were included into gesture. In the rawijaya Uni analysis, the writer only presented some of the data to be taken and analyzed and the sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rest of the data could be seen on the appendix. **Universitas Brawija** Uni 4.1.2 Analysis of the Referral Characteristics of Speech and Language Va Universi Impairment The possible referral characteristics of speech and language impairment is Universities and analyzed clearly in this section based on the theory proposed by Arkansas it as Department of Education (ADE): Special Education unit (2014). There are 5 forms of possible referral characteristics including intellectual, academic, communicative ability, and physical. Uni 4.1.2.1 Intellectual Intellectually, children with speech and language impairment will have some difficulties including inability to speak or delays in oral language, their IQ is low, and Uni sometimes, they learn more slowly than normal child and also have problem with socialsitas Brawijaya versitias Brawijava Universitias Brawijava Brawijava Universitias Brawijava Universitias Brawijava Universitias Brawijava Universitias Brawijava Universitias Brawijava Brawijava Brawijava Universitias Brawijava game which were proposed by National Dissemination Center for Children with Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Disabilities (NICHCY, 2011), and inability to respond environment well. On the other hand, APA (2013) proposed three domains of intellectual disability; conceptual, social, Universitas Brawijaya Universitas Brawijaya uni and practical. Another form of intellectual disability was behavior problem. The Brawijay Universitas Brawijaya rawijaya

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rawijaya			niversitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya Univer	sitas Brawijava U	niversitas Brawijava	Universitas Brawijava
rawijaya	following descriptions are the	explanation from the	data which the writer for	and from sitas Brawijay
rawijaya			niversitas Brawijaya	Universitas Brawijaya
rawijaya	the hovel.		niversitas Brawijaya	Universitas Brawijaya
rawijaya	Universities 4.1 raThery Example:			
rawijaya	Universitas Br Communication	Impairment Suffer	red by the Main C	haracter buniversitas Brawijaya
rawijaya Brawijaya	"Whitney" in <i>Ma</i>	verick Novel.	wiwaraitaa Brandiana	Universitas Brawijaya
	Universitas Brawijaya Universitas Brawijaya Universitas		Referral Characteristics of Communication	
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		Impairment	Universitas Brawijaya -Universitas Brawijaya
rawijaya rawijaya	om ordina Brannjaya om o	Sitals	1 2 3 4 5	
rawijaya rawijaya	Namun, Whitney tidak Nonsisten dalam	in a h 2124 4 3	versitas Brawijaya	Universitas Brawijaya
rawijaya rawijaya	merespon lingkungan.	inability to make and retain	as Brawijaya	Universitas Brawijaya
rawijaya	Universi Jika anda menepukkan tangan keras-keras, dia	friendships	✓ rawijaya	Universitas Brawijaya
rawijaya rawijaya	tidak selalu menoleh.	JAD BA	vijaya	Universitas Brawijaya
Irawijaya Irawijaya	4. Dia tampak tak berfokus pada wajah			Universitas Brawijaya
rawijaya rawijaya	orang lain, termasuk	Lack of interpersonal		Universitas Brawijaya
Irawijaya	Universi padaku. Dia tidak menangis atau tertawa	communication		Iniversitas Brawijaya
rawijaya	atau mengoceh seperti	skill, language	Se Y	niversitas Brawijaya
rawijaya 	universi anak-anak yang lain.			hiversitas Brawijaya
rawijaya 	IQ Whitney dari sesi tes itu bernilai 50			hiversitas Brawijaya
rawijaya 	Universit untuk verbal dan 46	2 TO D. 11		hiversitas Brawijaya
rawijaya	Universi untuk kinerja, dengan rata-rata 100, tepat di	3 IQ Problem		niversitas Brawijaya
rawijaya	Universitabawah persentil	SIE SIE		Iniversitas Brawijaya
rawijaya	Universi pertama.  7. Kali lain, tanpa alasan 80-	81 Behavior Problem		Universitas Brawijaya
rawijaya	Universi nyata, tiba-tiba saja			Universitas Brawijaya
rawijaya	Universi dia melarikan diri, membantingkan diri			Universitas Brawijaya
rawijaya	ke tanah atau		a	Universitas Brawijaya
rawijaya	Universi menendang.	4 4	T J Jaya	_Universitas Brawijaya
rawijaya	Universitas Braw Note:		ljaya	Universitas Brawijaya
rawijaya	The types of referral character	istics of communicati	on impairment were mar	ked bye1sitas Brawijaya
rawijaya	(Intellectual), 2 (Academic), 3 (			hysical) isitas Brawijaya
rawijaya			mversitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya Univer		niversitas Brawijaya	Universitas Brawijaya
rawijaya			niversitas Brawijaya	Universitas Brawijaya
rawijaya	Universichapterawijaya Iniversica	O		Universitas Brawijaya
rawijaya	Univers Indonesian ijaya: Namun,	Whitney tidak konsist	ten dalam merespon aya	Universitas Brawijaya
rawijaya	Universitas Brawijaya lingkun	gan. Jika anda men dalu menoleh	epukkan tangan keras-ke	eras, i diasitas Brawijaya
rawijaya			niversitas Brawijaya	Universitas Brawijaya
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10,111,01,01	SINTOIDICAS BIANTIJAJO. SINTOIDICAS BIANTIJAJO. SINTOIDICAS BIANTIJAJO.	eminorolidae brannjay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Univers English However, Whitney is not consistent in re	esponding Sitas Brawijay
rawijaya	environment. If you clap your hands roughly, he always turn his head.	does not Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Univers Note: All English translation has been checked by Supervisor:	Fatimah, sitas Brawijay
rawijaya	Universitas M.Appl.Ling., and Co-Supervisor: Dra. Ismarita Ida Rahmiati, M.P	<sup>'d</sup> Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Univanalysis Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	University Here, Whitney was 6 weeks old. His mother occasionally brought h	
rawijaya	office and tried to involve him in any activities. But, he could not perceive wh	
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Uni did to him particularly inability to respond what was surrounding him in dat	umrlivHesitas Brawijay
rawijaya	Universitas Br	Universitas Brawijay
rawijaya	Unided not react if someone was trying to make him produce sound like "aha" or j	ust smile. Universitas Brawijay
rawijaya	Uni In common development, generally, a baby would produce sounds even if t	they were sitas Brawijay
rawijaya	Universit	<b>Miversitas Brawijay</b>
rawijaya	Un meaningless. He would move his body attractively to the right or left. He wo	
rawijaya	University toward touches and sounds or just replayed you by cute face or a laugh by muniversity	hiversitas Brawijay
rawijaya	Universit	hiversitas Brawijay
rawijaya	Unihand. However, Whitney did not do this thing, he seldom moved his bo	ody whensitas Brawijay
rawijaya	Universita someone held him or made a contact. It proved that Whitney did not have para	Iniversitas Brawijay
rawijaya	someone held him or made a contact. It proved that Whitney did not have para	
rawijaya	Univability such as affective (emotional) effect (Guralnick, 2002). He could not fee	I emotion sitas Brawijay
rawijaya	Universitas I	Universitas Brawijay
rawijaya	Unitoward something like others; happiness or sadness.	Universitas Brawijay
rawijaya	Universitas Bra Universitas Braw	Universitas Brawijay
rawijaya 		Universitas Brawijay
rawijaya	Univers Chapter Wijs : 1 Page : 36 Wijaya	Universitas Brawijay
rawijaya Irawijaya	Univers Indonesia vijay : Dia (Whitney) tampak tidak berfokus pada wajah or Universitas Brawijaya termasuk padaku (ibunya). Dia tidak menangis atau tert	tang tuth,51ta5 Brawijay tawa atausitas Brawijay
rawijaya Irawijaya		
rawijaya	English : He (Whitney) seems not focus on others' face, includin mother). He does not cry or laugh or mumble like other of	ig me (his
rawijaya	Universitas Brawijaya mother). He does not cry or laugh or mumble like other of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	children: Sitas Brawijay Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In intellectual functioning, babies revealed different level of reaction toward verbal stimulation or nonverbal stimulation such as gesture, facial expression, eye Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Uni contact, body movement which are called as nonlinguistic process. Language learningsitas Brawijava on babies as verbal process was started when they were 12-18 months by producing rawijaya Uni single-word such as "hi, bye, please, thank you" (Guralnick, 2002). But, Whitney, insides Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya this case, he did not indicate these characteristics. His ability to be aware of facial expression when someone made him to react was not common. He did not Universitas Uni spontaneously perceive stimulation; he acted just like nothing happened. In fact, we sit as Br knew that a baby would react if someone tried to be connected in making some actions as have been mentioned above. In addition, Whitney also did not mumble like other Uni children at his age, he did not produce any sound to replay or give sign to others that he sitas Brawijaya could respond stimulation. It revealed that he did not have any motoric ability to do Univsuch kind of things. Datum 3 Universi*Chapter* Page : 123 : 5 : IQ Whitney dari sesi tes itu bernilai 50 untuk verbal dan 46sitas Brawijaya Univers Indonesian untuk kinerja, dengan rata-rata 100, tepat di bawah persentil Ras Brawijaya pertama. : Whitney's IQ test was 50 for verbal and 46 for performance, by **English** the average of 100, precisely under the first percentile. Uni Analysis Brav: Universita Usually, people had IQ scored between 90 and 110. This revealed that their development in any aspect of life were good. They could interact with others, use Un language well, and use nonverbal language appropriately based on context. But, this did it as Universitas Brawijaya Universitas Brawijaya Universitas not happen to Whitney in fact he was four years, when he was given an IQ test by Chapman elementary school located in Dublin, the result was unpleasant. He only had sitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 50 for verbal and 46 for performance which meant that he was worse than 100 children being tested. It proved that Whitney would have difficulty in his development not only Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Union language but also on behavior to be able to interact with others whereas he was four sitas Brawiiav He could not use language by ease when interacting with others. In fact, we know in rawijaya building relationship, people need these skills; use language use in order to be las B Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya understood and behave appropriately based on circumstance. Furthermore, needed assistance from others especially to help him communicate. Uni\Datum 4 Chapter : Kali lain, tanpa alasan nyata, tiba-tiba saja dia melarikan diri, Indonesian membantingkan diri ke tanah, atau menendang-nendang. Univers English : On other occasion, without any reason, suddenly he escaped it as Brawijaya himself, threw his body to the ground, or even kicked. Analysis One of the examples of people suffered from intellectual disability was behavior problem such as in datum 4. In this case, his age was three, he without being interrupted by others, suddenly acted as if he was disturbed by something. He acted very violently. rawijaya Uni This behavior was not designated by common children; it was only shown for those sitals who were involved in intellectual disability like Whitney. He could not control his behavior, what he thought and did. He did not have ability to be aware of things he did Uniwhether it was good or bad. He only reacted towards himself because he was not it as Brawijay sensitive to the things surrounding him or could not feel it. Universitas Brawijaya Universitas Brawijaya 4.1.2.2 Academic Universitas Brawijaya Universitas Brawijaya those who experienced communication impairment would have Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unisome disabilities such as achievement in reading, writing, spelling may be belows as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

ramjaya	Omroioitao Diamijaja Omi	orontao brannjaya	ominorona bramjaja	Omitoloitae Brain	707
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	expectancy. Here, there were	difficulties suffered	by Whitney in his academic	life The Braw	ijay
rawijaya	explanation is given below.	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	UniveTables 4.2 wThe a Examp	oles of sthe Acade	mic Referral Character		_
rawijaya			uffered by the Main C	haracter Braw	ijay
rawijaya	"Whitney" in Universitas Brawijava Univ	Maverick Novel.	Referral Characteristics	Universitas Braw	, ,
rawijaya		age the Characteristic	Unive of Communication va	Universitas Braw	
rawijaya	S	ovels tas	Impairment 2 3 4 5	Universitas Braw	
rawijaya		197 Written	Arsitas Brawijaya	Universitas Braw	
rawijaya	memintanya menulis	composition may	as Brawijaya	Universitas Braw	
rawijaya	alphabet, mereka	be below expected levels.	rawijaya	Universitas Braw	
rawijaya	apa yang dia tulis;	TASE	vijava	Universitas Braw	
rawijaya	tulisannya tampak seperti benang kusut.	31140 0	R a	Universitas Braw	
rawijaya	9. Tulisan dan ejaannya	302 Overall	4年	Universitas Braw	_
rawijaya	Universit masih setingkah anak kelas dua, padahal dia	achievement may be below		Universitas Braw	
rawijaya	Universi sudah kelas empat.	expectancy in		niversitas Braw	
rawijaya	Universi	relation to chronological age	7 % 4	niversitas Braw	
rawijaya		350 Written		hiversitas Braw	
rawijaya	Universit payah, dia melakukan banyak kesalahan	be below expected		<b>I</b> niversitas Braw	ijay
rawijaya	Universit ejaan, serta ada	levels.		niversitas Braw	
rawijaya	Universit alanya masih sulit untuk mengikuti hal			Iniversitas Braw	iiav
rawijaya	Universityang dia bicarakan.			Universitas Braw	
rawijaya	Universitas \		NET	Universitas Braw	
rawijaya	Unive The types of referral chara	cteristics of commun	ication impairment were mai		-
rawijaya	Unive(Intellectual), 2 (Academ	ic), 3 (Behavior),	4 (Communicative Ability)	, Lande5sitas Braw	ijay
rawijaya	Unive(Physical).	4 1 1 2	aya	Universitas Braw	
rawijaya	Universitas Braw	49 80	Ajaya	Universitas Braw	
rawijaya	Univoatiim 5 Brawija		wijaya	Universitas Braw	
rawijaya	Universitas Brawijay		rawijaya	Universitas Braw	
rawijaya	Univers Chapterawijaya: 9 niv	Page : 197	<b>Omversitas Brawijaya</b>	Universitas Braw	ijay
rawijaya	Universitas Brawijaya : jika i	mereka memintanya 1	nenulis alphabet, mereka tid	ak dapat Line isitas Braw	ijay
rawijaya	Universitas Brawijaya kusut.	ica nuruf yang aia tu Tersitas Brawijaya	lis; tulisannya tampak seper	universitas Brawi	ijay
rawijaya			te alphabet, they could not	read thesitas Braw	ijay
rawijaya		he wrote. His writing	seemed rumpled yarn. Jaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	<b>Universitas Braw</b>	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
rawijaya			Universitas Brawijaya	Universitas Braw	
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas Brawijaya	Universitas Braw	ijay
			Universitas Brawijaya	Universitas Braw	
rawijaya					

Universitas Brawijaya The ability to write was the essential part for children during their development. When this phase was blocked, children's ability to read has also blocked because Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni writing and reading were connected. This disability was represented by Whitney; hissitas Brawijava writing was very chaotic just like someone who was not taught to write whereas he was rawijaya Unisix years old. This was resulted because his motoric function did not work properly as Ital Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya normal children, so it gave impact toward Whitney's movement in holding his pen. He could not point his pen to write what was on his mind so that his friends could not Unjunderstand what he tried to write, even his teacher. In fact, in this datum his age was it as six. In addition, he needed this competency more than other children so that he could compete not only in school but in real life to support his job later. Uni Datum 6 Page : 302 Univers Indonesian : tulisan dan ejaannya masih setingkat anak kelas dua, padahal dia sudah kelas 4. Univers English : his writing and spelling skill were similar to second grade students, eventhough he was on fourth grade. Analysis UniversitaWriting and spelling were at close relationship since they could not be separated sitas Brawijaya in human life. These, determined children performance especially in school which were used to measure academic ability. Generally, children started to write and spell in earlier Univage with various kinds of method taught by parents and teachers at school. It was hoped sitas Brawijay by having this ability they could communicate well. In contrary, Whitney did not have such kind of ability so that his performance was different from common children. His Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas writing skill was below expectancy; in fact we knew clearly that when children were at the same of the fourth grade, they could write and spell the words well. In other words, this ability had Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	been completed. So, it could be concluded that Whitney's writing and spel	ling were sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Chapter : 14 Page : 350 (last paragraph)	Universitas Brawijay
rawijaya	Chapter : 14 Page : 350 (last paragraph) Indonesian : Tulisan tangannya payah, dia melakukan banyak h	Universitas Brawijay
rawijaya	Universitas Brawijaya ejaan, serta ada kalanya masih sulit untuk mengikuti hal	
rawijaya	Universitas Brawijava bicarakan itas Para Universitas Brawijava	Universitas Brawijay
rawijaya	Univers English wijaya: His hand writing was bad, he did wrong spel	ling, iand Brawijay
rawijaya	Univariation Sometimes, people could not follow what he spoke.  **Sometimes, people could not follow what he spoke.**  **The spoke is a specific property of the spoke is a specific property of the spoke.**  **The spoke is a specific property of the specifi	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	UniversitaOne of important things during studying was writing ability. Writing	ngUabilitysitas Brawijay
rawijaya	Universitas Br	Universitas Brawijay
rawijaya	filled a half of activity in school regulation. But, Whitney in this case w	vas really Universitas Brawijay
rawijaya	Unidifficult to write, even if his teacher has helped him to write well. His ability t	to process Brawijay
rawijaya	Universit	<b>Miversitas Brawijay</b>
rawijaya	Uni what was being asked to write by his teacher was dull. In fact, in writing pu	ırposes, itsitas Brawijay
rawijaya	University had to be comprehended by people who red it, so it was understandable. In add	hiversitas Brawijay
rawijaya	Universit	Thiversitas Brawijay
rawijaya	Uni ability to deliver speech or sounds was also apprehensive. His sentences cou	
rawijaya	Universita  understood by others whereas he was in the fifth grade. It could be concluded	Iniversitas Brawijay
rawijaya	understood by others whereas he was in the fifth grade. It could be concluded	
rawijaya	meaning were queer. This might be resulted from his incompetent in conv	eying his Brawijay
rawijaya	Universitas I	Universitas Brawijay
rawijaya	Unideas to others because his thinking was different with normal people. Fur	
rawijaya	Universitas Brau another possibility might come from his visual ability which made him Universitas Brau	Universitas Brawijay
rawijaya		
rawijaya rawijaya	Univinformation in different way.	Universitas Brawijay Universitas Brawijay
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya Irawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	University People with disability would have encountered many problems	
rawijaya		
rawijaya	Universities Brawiiaya Universities Brawiiaya Universities Brawiiaya intellectual function and academic, but also behavioral one. They would show	behaviors Brawiiay
rawijaya	which were in opposite compared to common people, for example refuse to p	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
awijaya	oniversitas brawijaya oniversitas brawijaya oniversitas brawijaya	omiversitas brawijay

ra rrija ja	ominorona brannjaja o		<del> </del>	emrerenae bramjaya	ominoronao biamjaj
rawijaya	Universitas Brawijaya U	niversita	as Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya U	niversita	as Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya U	niversita	as Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya U	Iniversita	as Brawijava	Universitas Brawijava	Universitas Brawijay
rawijaya	in verbal activities, have	difficultie	es in interpreting	g emotions, distractible, an	d also do <sub>sitas Brawija</sub> y
rawijaya					
rawijaya	universitas Brawijaya	eye conta	act through othe	ers. In addition, they show	deviated Brawijay Universitas Brawijay
rawijaya	Uni behaviors which are diffe				
rawijaya	Universitas Brawijaya The real example of thes Universitas Brawijaya	e behavior	s was reflected	in Whitney. The following	Universitas Brawijay were the
rawijaya					
rawijaya	r			Universitas Brawijaya	
rawijaya		niversita		Universitas Brawijaya al Referral <sub>E</sub> Character	
rawijaya 	Communica	ation Im	nairment Suff	Gered by the Main C	haracter
rawijaya	Universitas Brawhitney"	in <i>Maveri</i>	ck Novel.	as Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	Page		Referral Characteristics of Communication	Universitas Brawijay
rawijaya	Universities Br Dialogue	of the	Characteristic	Impairment	Universitas Brawijay
rawijaya	Universitas Br	novel		1 2 3 4 5	Universitas Brawijay
rawijaya	Mereka sangat lucu dengan pakaian setelar	32	Hesitate or refuse to participate in		Universitas Brawijay
rawijaya	dan celemek bayi,	72	verbal activities.		Universitas Brawijay
rawijaya	Universi berusaha menunjukkar kehadiran mereka	1		TO THE TOTAL OF THE PARTY OF TH	niversitas Brawijay
rawijaya	kepada adik bayi		1000		niversitas Brawijay
rawijaya	Universi mereka. Kuperhatikan Whitney tidak				niversitas Brawijay
rawijaya	memandang mereka				hiversitas Brawijay
rawijaya	Universit berdua, juga tidak	Til		T	niversitas Brawijay
rawijaya	University terkejut. Tak ada yang membuat Whitney	1	STATE	4.3	Iniversitas Brawijay
rawijaya	Universit bereaksi.	40			Universitas Brawijay
rawijaya	Jika bereaksi terhadap mobil-mobilan atau	48	Hesitates or refuses to		Universitas Brawijay
rawijaya	Universit mainan gantungan lain	0.7.5	participate in		Universitas Brawijay
rawijaya	University yang kami pegang, dia lebih banyak	· N	verbal activities.	a	Universitas Brawijay
rawijaya	Universit memandanginya -		4 5	✓ / Aya	Universitas Brawijay
rawijaya	Universi daripada memainkan, menyodok, atau		46 84	/ / / / / / / / / / / / / / / / / / /	Universitas Brawijay
rawijaya	Universit menggapai-gapai dan			vijaya	Universitas Brawijay
rawijaya	mencoba menyentuh mainan itu.			rawijaya	Universitas Brawijay
rawijaya	I I si la va ida a Divavvilla va U	nive54 re	Distractible	unversitas Brawijaya	Universitas Brawijay
rawijaya	sekeliling dan melihat	niversita	as Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Whitney di pojok ruangan. Dia sedang	niversita	as Brawijaya	Universit <mark>as Brawija</mark> ya	Universitas Brawijay
rawijaya	I megibas-ngibaskan	Iniversita		Universitas Brawijaya	Universitas Brawijay
rawijaya	tanganya dengan penu ketakutan, seolah-olah	h		Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit sedang melepaskan dir	_		Universitas Brawijaya	Universitas Brawijay
rawijaya	dari perasaan tidak Universi enak rawijaya U			Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
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rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya U	niversita	as brawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>

rawijaya	Universitas Brawijaya Universita	as Brawijaya as Brawijaya	Universitas Brawijaya	Universitas	Rrawijay
rawijaya Brawijaya			Universitas Brawijaya	Universitas	
rawijaya	3 3		Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
Irawijaya			Universitas Brawijaya	Universitas	
rawijaya	Uni Continuation of Table 4.3 niversita	as Brawijaya	Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universita	ns Brawijaya	Referral Characteristics	Universitas	
	Universitas Braviliana Universitas Universitas Braviliana Universitas Page	S Characteristic	Unive of Communication	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya	as Brawijaya	Impairment 1 2 3 4 5	Universites	
rawijaya	13. Whitney menyukai 208	Hesitates or Va	Universitas Brawijaya	Universitas	
rawijaya	University video-video itu, tetapi	refuses to	Universitas Brawijaya	Universitas	
rawijaya	dia tidak akan ikut serta dalam banyak lagu dan	participate in verbal activities		Universitas	
rawijaya	Universitari kami.	as Page	Universitas Brawijava	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya		ersitas Brawijaya	Universitas	
rawijaya	Universe types of referral characteristic	ics of communi			
rawijaya	Unive(Intellectual), 12 (Academic), 3				
rawijaya	Unive (Physical).	AS R	ijaya	Universitas	
rawijaya	Universitas Bra	IVA D	Ya Va	Universitas	
rawijaya	Universitas		变 1/1	Universitas	Brawijay
rawijaya		: 48	Ra V	Universitas	Brawijay
rawijaya			bil-mobilan atau mainan g		Brawijay
rawijaya			dia lebih banyak meman yodok, atau menggapai-g		Brawijay
rawijaya		nyentuh mainan		hiversitas	Brawijay
rawijaya	Univers English : if he reacts	s to car toys or	other hanging toys that we	holdyhesitas	Brawijay
rawijaya	Universit prefers to ga toys.	ze them than to	thrust, or pick and try to to	uch those sitas	Brawijay
rawijaya	University :	STAIL		Iniversitas	
rawijaya	Universitat			Universitas	
rawijaya	UniversitaAs had been mentioned at	pove, one of the	e problems related to beha		
rawijaya	Universitas L refuse to participate in verbal act	ivity. Whitney	indicated this problem: he	Universitas was not	Brawijay
rawijaya					
rawijaya	interested or refused to communication	ate directly by ta			
rawijaya	Universitas Braw Unithan saying "thank you" whereas	his age was one	Jaya  According to Guralnick	Universitas	Brawijay
rawijaya					
rawijaya rawijaya	this age, a child could understand p	protests; pushed	object away or move away	. Usually,	Brawijay
rawijaya Irawijaya					
rawijaya	Universitas Brawijaya Universita	-		-	
rawijaya	play the toys cheerfully by moving	ng them to the	left and right. They would	d not let	Brawijay
rawijaya	someone disturb or take their toys.				
rawijaya	Universitas Brawijaya Universita	In contrary, Was Brawijaya	Initney did the opposite, he Universitas Brawiiava	preterred Universitas	Brawijay
rawijaya	Uni to gaze the toys than played with th				
rawijaya			Universitas Brawijaya	Universitas	
Irawijaya			Universitas Brawijaya	Universitas	
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10111110110	- emirerenae Diamijaya - emirerenae Diamijaya emirerenae Diamijaya - emirerenae Diamija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawija
rawijaya	Uni as verbal activity with his brother and sister. Verbal activity seemed not interesting to sitas Brawija
rawijaya	
rawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya
rawijaya	Indonesian : mereka sangat lucu dengan pakaian setelan dan celemek bayi,
rawijaya 	Universitas Brawijaya berusahas menunjukkan kehadiran mereka kepada adik bayisitas Brawija
rawijaya 	Universitas Brawijaya mereka. Kuperhatikan, Whitney tidak memandang merekasitas Brawija
rawijaya	Universitas Brawijaya berdua, tidak juga terkejut. Tidak ada yang membuat Whitney bereaksi.
rawijaya	English : They (Vannesa and William) are co cute with those clothes and
rawijaya	Universitas Brawijay babies apron, they try to show their appearance to him. I think, sitas Brawija
rawijaya	Universitas Brawi Whitney does not watch them, not even surprised. No one cansitas Brawija
rawijaya	Universitas Br make him react. va Universitas Brawija
rawijaya	Universitas Brawija
rawijaya	Universit Common children usually liked verbal contact such as voices. They would Brawija
rawijaya	University iversitas Brawija
rawijaya	University of the sound of the
rawijaya	University the form of answering the question, laughing, or asking the same question. But, University Brawija
rawijaya	University the question, laughing, of asking the same question but, inversitas Brawija
rawijaya	Uni Whitney did not do these, he was busy to himself. Whitney preferred to keep silencesitas Brawija
rawijaya	Universita Universitas Brawija
rawijaya	than paying attention to his brother and sister even if they had tried to make him feel the Brawija
rawijaya	University circumstance when his family visited him and giving him presents. He was not sensitive Brawija
rawijaya	Universitas L. Universitas Brawija
rawijaya	Uni for what surrounding him; it might be the reason why he was not surprised because his itas Brawija
rawijaya	Universitas Bra
rawijaya	Universitas Brawija sensitivity phase was different compared to those who were normal. Moreover, Verbal Universitas Brawija
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rawijaya	Univers Indonesian 1979: aku memandang sekeliling dan melihat Whitney di pojok itas Brawija
rawijaya	Universitas Brawijaya ruangan. Dia sedang mengibas-ngibaskan tanganya dengansitas Brawija
rawijaya	Universitas Brawijaya penuh ketakutan, seolah-olah sedang melepaskan diri dari tas Brawija
rawijaya	University perasaan tidak enak. English : I look around and find Whitney in the corner. He is flicking his
rawijaya	hand frighteningly, as if he tries to escape from bad feeling.
rawijaya	Univanalysis Braveijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Some of people with communication disability would be distractible or being destructive in action. They would do things which were considered strange and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Uni unpleasant to others such as Whitney's. He did not act naturally as human beingsitas Brawijava because this behavior was done by those who were not common; flicking hand. The rawijaya context of this was Whitney wrecked Christmas's present and then he was frightened. Slas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Brawijaya This was really peculiar since someone was very happy when he or she got present and even asked for more. But, Whitney, in contrary, did the opposite. Wrecking and then got Uni frightened through something good were not proper to common person. In this phase, sites B Whitney's age was one and a half. In fact, they would extremely be happy for it. Surely, people would consider Whitney was not at his age development and moreover, he fulfilled the second point of behavior problem being stated in theory proposed by ADE; Special Education Unit (2014) that someone with behavior problem would be inattentive, distractible, and exhibits poor concentration. Datum 11 Universi*Chapter* Page : 208 : Whitney menyukai video-video itu, tetapi dia tidak akan ikut itas Brawijaya Univers Indonesian serta dalam banyak aktivitas lagu dan tari kami. : Whitney likes those videos, but he will not take a part in many English activities such as our song and dance. Analysis Bray University As had been mentioned before that one of problems of behavior was avoiding it as Brawijaya verbal cues, Whitney refused directly to participate when his family sang a song. The context of this was his mother and his siblings were singing some songs when they were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya at home or in a car. They sang loudly and even screamed by means of attracting Whitney to do that activity. Yet, Whitney was less interested to follow their songs. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Since he was so visual, he just liked the video being watched and then observed on how as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Unive(Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 sites	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:
rawijaya	Universitas Brawijaya : 1 Page : 254	Brawijay:
rawijaya	Univers Indonesian   20   25   25   25   25   26   27   27   27   27   27   27   27	Brawijay:
rawijaya	Universitas Braw sampai dua puluh delapan, tetapi banyak mengalami kesulitan sitas	
rawijaya	Universitas Br dan membutuhkan banyak petunjuk". va Universitas	Brawijay
rawijaya	English : "He needs to improve his mathematic ability. He counts to twenty eight, but undergoes many problems and need	
rawijaya	guidance. Iniversitas	Brawijaya
rawijaya 	121111111111111111111111111111111111111	Brawijaya
rawijaya 	TT (1 ) ( C (1 ) ) ( TT (1 ) 1 ) 1 ;	Brawijay
rawijaya		Brawijay
rawijaya	teacher to count. During the counting process, he only counted until twenty eight but	Brawijay
rawijaya	Unineeded guidance from his teacher. For example, after 28 then what number should be sites	Brawijaya
rawijaya		
rawijaya rawijaya	Universitas produced. Here, he could not formulate the formula to count. For example, after 20, we universitas	Drawijay
rawijaya Irawijaya		
rawijaya Brawijaya	Universities B. Universities B	
rawijaya	Whitney did not have this ability. He should be demonstrated the formulation how to	Rrawijay
rawijaya	count then, he could continue counting the number. The term 'must be shown' was	
rawijaya	Universitas Brawija Universitas	Brawijay
rawijaya	Universely for him to accomplish the task even when he had learnt much. In reality, it is	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	for example counting the number or using grammatical rule to make sentences.	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay:

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Datum 13 Universitas Brawijaya : Iniversitas Brawijaya Universitas Brawijaya Univers Indonesian [aya : Whitney masih tidak banyak berusaha untuk bercakap-cakapsilas Brawijayi Universitas Brawijaya walaupun kosakatanya telah meningkat, Edan japa yang diasitas B katakan masih sulit dimengerti niversitas Brawijaya Whitney does not talk much even if his language ability has developed, and what he says is not understandable. Univanalysis Bravijaya Producing meaningless words for those who had communication impairment is natural when they are asked to speak. They would make their interlocutor talk to Uni someone strange. This might be resulted from their voice sound quite nasal and it can be in the form of not acquiring the concept of language as usual as normal people. In addition, they could not be able to produce naturally the words meaning for example, putting verbs as predicate. We know exactly that predicate was action word such as cook, buy, watch, take and so on. But, people with communication ability could not Unidifferentiate part of speech as well how to use verb or noun. That was why their stass conversation occasionally not understandable for some people. It might be experienced too by Whitney as had been explained above in fact his age was seven. | Ini Datum 14 : 292 El Indonesian : dia juga biasa menggunakan kata secara tidak tepat. Misalnya, suatu hari dia berkata kepada guru senamnya bahwa dia tidak ilas bisa ikut pelajaran karena "sapi" ("cows")-nya sakit-kamisitas akhirnya memahami bahwa maksudnya ada betis (calves)-nya : he usually put words inappropriately. For instance, one day he Universitas Brawijaya said to his teacher that he could not follow the lesson because his Brawijay "cows" was ill—we finally understood that his "cows" was his it as Brawijay calves ersitas Brawijaya Universitas Brawijaya Analysis Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universita One of difficulties in communicative ability was	, having problem in a	Quiringsitas Brawijay
rawijaya	and using the grammatical rules and patterns for word a	nd sentence formation	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Un with this problem could not put precisely part of speed	h such as in datum 14	UrHere, sitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Whitney used the wrong noun for the word 'calf.' He put	ersitas Brawijaya	Universitas Brawijay
rawijaya	Unleast by using 'cows' whereas at that time he was in third	d grade. His diction to	lexplainsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Punive	ersitas Brawijaya	Universitas Brawijay
rawijaya	what he wanted to say was weak. This happened when	his teacher asked hir	ntov <sup>do</sup> sitas Brawijay
rawijaya	physical exercise; he refused to join it by saying his 'c	ows' instead of 'calve	Ilniversitas Brawijay
rawijaya	Universitas Brawijay	rawijaya	Universitas Brawijay
rawijaya	Unisore. Of course, his teacher could not catch his meaning		
rawijaya	Universities Bround that his vocabularies and pa	ttern for word were sti	Universitas Brawijay
rawijaya	University exercise. It proved that his vocabularies and pu	ttern for word were str	
rawijaya 	and it was proven by choosing the wrong diction.		Universitas Brawijay
rawijaya 	Universi	X Y	niversitas Brawijay
rawijaya	University		niversitas Brawijay
rawijaya	4.1.2.5 Physical	Y	niversitas Brawijay
rawijaya	Offiversity (1)	1 24	hiversitas Brawijay
rawijaya	University Physical effect sometimes still influenced	people with commu	
rawijaya	Universita impairment. They could be in the form of hearing lost.	surgery, congenital d	Iniversitas Brawijay isorder, Sitas Brawijay
rawijaya rawijaya		///	Universitas Brawijay Universitas Brawijay
rawijaya rawijaya	and/or muscular coordination slower than normal.		Universitas Brawijay Universitas Brawijay
	Table 4.5 The Example of the Physical Referral Chara		
rawijaya Irawijaya	Universitas Brampairment Suffered by the Main Chara	cter "Whitney" in M	averick Universitas Brawijay
rawijaya	Novel.	aya	Universitas Brawijay
rawijaya	Page	eferral Characteristics of Communication	Universitas Brawijay
rawijaya	Universitas Brawija of the novel	Impairment	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rsitas Brawijaya	Universitas Brawijay
rawijaya	17. Ketidaktahuan mengenai Rrawijaya Universitas Rrawijaya Univers		Universitas Brawijay
rawijaya	apakan dia memanami		Universitas Brawijay
rawijaya	Universit hal Ryyang ay membuat ersitas Brawijaya Universitas	rsitas Brawijaya	Universitas Brawijay
rawijaya	frustasi, Whitney masih Universitasi saja tidak mendengar ersitasi Brawijaya Universitasi Brawijaya Brawijaya Universitasi Brawijaya Universitasi Brawijaya B	· · · · · · · · · · · · · · ·	Universitas Brawijay
rawijaya	Universit sebagaimana mestinya persitas Rrawijaya Universitas		Universitas Brawijay
rawijaya	atau mengikuti petunjuk Universi dengan cepat. ya Universitas Brawijaya Unive	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	rsitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay
	Universitas Brawijaya	ersitas Brawijaya	Universitas Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 Universitas Brawijaya Universitas Brawijaya Unive(Physical) awijaya Universitas Datum 15 Univers Chapterawijava : 10 iv Pageas: 220 wijava Universitas Brawijava Ketidaktahuan mengenai apakah dia memahami perkataanku Indonesian merupakan hal yang membuat frustasi, Whitney masih saja tidak mendengar sebagaimana mestinya atau mengikuti petunjuk dengan cepat. : The unknown for whether he understands my words were the Univers Englishawijava frustration thing. Whitney does not hear as usual or follows direction fast. Universita As had been mentioned above, that one of physical problems was hearing loss sitas Brawijaya Hearing loss was the condition when someone could not hear what others said to them even when they were close distance. Whitney in this case underdid this when he was six, he could not hear even understand the meaning of words when his mother talked to him. Here, he did not say something to make his mother knew that he understood the Uniwords. Furthermore, he could not easily follow direction when someone pointed outsitas direction. He was not able to follow it, because his ability in processing verbal cue was weak since he learnt things mostly in visual rift. 4.1.3 Analysis of the Types of Communication Impairment Performed by Whitney Here, the writer analyzed types of communication impairment based on the stass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya theory proposed by Lanier (1963) which divided speech disorder into three types: articulation, fluency, and voice disorder. Meanwhile, language disorder is divided into Unitwo categories: receptive and expressive language disorder (NICHCY, 2011). Thesitas Brawijaya explanation is given as follow.

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	As had been explained in chapter II, articulation disorder was trou	ble when	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Uni people pronounced sounds or made errors when they spoke. Articulation dis-		
rawijaya	represented in the main character, Whitney. He had difficulty when pronouncing	Universitas ng certain	Brawijay
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Table 4.6 Speech Disorder: Articulation Disorder Suffered by Whitney Page Types of Speech	Universitas	
rawijaya	No. as Braw Dialogue of the Characteristic S Disorder	Universitas	
rawijaya	Universitas Brawijay novel 1 awij 2 ya  1. Baru saja dia sampai di gedung,	<u>3</u> ⊔niversitas	
rawijaya	dia menoleh kepadaku dan 216 Substitution and	Universitas	
rawijaya 	University berteriak; "I whuwhu ooouuu, omission Mom."	Universitas	
rawijaya 	2. Whitney berseru, "Howyee 195 Addition	Universitas	
rawijaya	Universit Mama"  Universit Mama"  Addition	niversitas	
rawijaya	1 (Articulation), 2 (Fluency), 3 (Voice)	niversitas	
rawijaya	Universit	niversitas	
rawijaya	Datum 16	hiversitas	
Brawijaya	Univers Chapter : 9 Page : 216 Univers Indonesian : Baru saja dia sampai di gedung, dia menoleh kepa	hiversitas	
rawijaya	hartorial: "Inhuhya agamu Mam"	/ //	
rawijaya	berteriak: "I whuhve ooouuu, Mom."  English : He just arrived in the building, he turned his head to	o me and	Brawijay
Brawijaya Brawijaya	shouted "I whuhve ooouuu, Mom."	Tolliversitas	Diawijay
rawijaya rawijaya	Universitas L	Universitas	Dyawiiay
rawijaya rawijaya	People with articulation disorder would pronounce words differen	Universitas tly. They	Drawijay
Irawijaya Irawijaya			
rawijaya Irawijaya	would omit or substitute the words. One of the examples was depicted when Universities Braw	Universitas	
rawijaya Irawijaya	was accompanied to school by his mother and he delivered his greeting by	saying "I	Brawijay
Irawijaya			
rawijaya	Universitas Brawija, when his mother was about to go. By here, he	underdid Universitas	Brawijay
rawijaya	Univarticulation disorder such as in datum 16. There were two words of		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijav
rawijaya	articulation; the word "whuhve" and the word "ooouuu." He substituted	the word sitas	Brawijay
rawijaya	"whuhve" instead of "love." He could not say the word "love" freely. He prono	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Univil" sound into "wh", as a result the sound became queer for some people. And	other formsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya Universitas Brawijaya Universitas B	rawijay rawijay rawijay rawijay rawijay
Universitas Brawijaya	rawijay rawijay rawijay rawijay
University of addition was the word "hore." He pronounced the "hore" strass university of "howyee." Moreover, the last sound "e" he also strass of university of universit	rawijay rawijay rawijay
rawijaya Universitas Brawijaya Universitas B	rawijay rawijay
rawijaya universitas Brawijaya universitas B	rawijay
Universitas Brawijaya	
Universities Brawijaya rawijaya Universities Brawijaya Universities Brawijaya rawijaya rawija	
Universitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the individual pronounced an extra sound or syllable. As had been sitas Brundisorder in which the character into Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which was also represented in the character into Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which was also represented in the character into Brundisorder in which the word "hore." He pronounced the "hore" sitas Brundisorder in which was also represented in the character into Brundisorder in which was also represented in the character into Brundisorder in which was also represented in the character into Brundisorder in which was also represented in the character into Brundisorder in which was also represented in the character into Brundisorder in which was also represented in the character into Brundisorder in which	rawijay
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added double "ee" became "yee." As a result, he, not only underdid substitution but also sit as B Universities	
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rawijaya Univ <b>4.1.3.2 Fluency Disorder</b>	
rawijaya Universitas Brawijay Universitas Brawijaya Universitas Br	rawijay
speech's flow was disrupted by sound, syllable, and words were prolonged or repeated.	rawijay rawijay
rawijaya Uni Whitney also did this symptom which was explained below sitas Brawijaya Universitas B	
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Table 4.7 Speech Disorder: Fluency Disorder Suffered by Whitney Whitney Privary Italy Brawijay
rawijaya	Uni No. as Brawij Dialogue niversitas of the Jay Characteristic as Types of Speech Brawijay
rawijaya	Universitas Brawijava Universitas Povelvijava Universitas Brawijava 3Universitas Brawijava
rawijaya	3. Whitney membuat beberapa respon pantulan (berarti dia berkata Repeating Word or echolalia (symptom
rawijaya	Universitä "mickimackey mickeymackey itas Brawij in Behavioral points Brawijava Universitas Brawijava
rawijaya	mickeymakckey" berulang-ulang) 11, p. 15) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universichapterawijay :5 Page : 125 rawijaya Universitas Brawijay
rawijaya	Univers Indonesian : Whitney membuat beberapa respon pantulan (berarti dia iras Brawijay
rawijaya	Universitas Br berkata "mickimackey mickeymackey mickeymackey" berulang-sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	English : Whitney made some rebound responses (it meant he pronounced "mickimackey mickeymackey" many times.) —it stas Brawijay
rawijaya	Universi was written in the form of past tense because this sentence was asitas Brawijay
rawijaya	Universi report from Whitney's speech and language therapist as a result as Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universit In this example, it was obviously seen that Whitney experienced fluency disorder. Sitas Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	In datum 17, his mother red report which was delivered by speech and language Brawijay
rawijaya	Unitherapist. They found that Whitney underdid some problems such as inability to respond Sitas Brawijay
rawijaya	Universitas B Universitas Brawijay
rawijaya	Unisomething, could not follow direction, he did not do his test and repeated words manysitas Brawijay
rawijaya	Universitas Bratiley times. He repeated words many times and its number was not common. He started to
rawijaya	Universitas Braw / jaya Universitas Brawijay
rawijaya	Univerpeat the word again and again, for example "mickimackey," if the word was sitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	
rawijaya	repeated three times and he pronounced the same second syllable. He did not recognize
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya Kawijaya	Un that the word (second syllable) remained the same. It was a proof that he underdid it as Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay fluency during his language development by repeating that word in fact his age was
rawijaya rawijaya	
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rawijaya rawijaya	Universitas Brawijaya
rawijaya rawijaya	
rawijaya Srawijaya	Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	People with voice disorder would have problems producing the sounds o	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Uni The problem could be in the form of voice pitch might be monotonous or too	o bigh orsitas Brawijay
rawijaya	too low. In addition, the voice might be hoarse or raspy, and for some, it mig	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	, Universitas Brawijay
rawijaya	Uniquite nasal. People with voice problems often notice changes in pitch, loss of vo	oice, losssitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	of endurance, and sometimes a sharp or dull pain associated with voice us	se Here, sitas Brawijay
rawijaya	Whitney indicates these symptoms. The following was the explanation.	<b>Universitas Brawijay</b>
rawijaya	Universitas Brawijaya rawijaya	<b>Universitas Brawijay</b>
rawijaya	Uni Table 4.8 Speech Disorder: Voice Disorder Suffered by Whitney	Universitas Brawijay
rawijaya	Universities Br. No. Dialogue  Page of the Characteristic Disorder	Omversitas Brawijay
rawijaya 	Universitas novel 1 2 3	Universitas Brawijay
Irawijaya	terdengar seperti gaya bicara	Universitas Brawijay
Irawijaya	orang tun—suaranya agak be monotonous and	niversitas Brawijay
Irawijaya	perubahan tinggi rendah it may sound quite	niversitas Brawijay
rawijaya rawijaya	suaranya tidak selalu di bagian- Universit bagian yang lazim.	hiversitas Brawijay niversitas Brawijay
rawijaya Irawijaya	28 W/ 2 (1.27)	niversitas Brawijay
rawijaya Brawijaya	University Note:	Iniversitas Brawijay
rawijaya Brawijaya	1 (Articulation), 2 (Fluency), 3 (Voice)	Universitas Brawijay
rawijaya	Uni Datum 19	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	University Chapter : 14 Page : 351 University Chapter : 14 Page : 351 : Gaya bicaranya masih terdengar seperti gaya bicara ora	
rawijaya	Univers Indonesian : Gaya bicaranya masih terdengar seperti gaya bicara ora suaranya agak sengau serta monoton, dan perubaha	ng tun—sitas Brawijay mUtingoisitas Brawijay
rawijaya	Universitas Braw rendah suaranya tidak selalu di bagian-bagian yang lazim	I. Universitas Brawijav
rawijaya	Univers English : his speaking style sounds like the deaf one—his voice	ce seems Universitas Brawijay
rawijaya	Universitas Brawija : his speaking style sounds like the deaf one—his voic quite nasal as well as monotonous, and his pitch alter always in atypical parts.	ration is Universitas Brawijay
rawijaya	Univanalysis Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	UniversitaAs had been explained above the symptoms of voice disorder; quite r	
rawijaya	monotonous. Whitney fulfilled these; his voice seemed to be nasal and monotonous	Universitas Brawijay
rawijaya		
rawijaya	Un that the producing sound was disturbed. This might occurred because the air w	
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>

rarrijaja	Omroronae Dramjaji	л <u> </u>	<del>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</del>	THE OFFICE OF THE OFFI	a 111.ju.ju.	OTHITOTOTICAL	
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	monotonous for som	e people to hea	ar. This was the c	ause of why pe	ople some	times did <sub>sitas</sub>	Brawijaya
rawijaya	not understand what	he was trying	to say to others.	This happened	l when his	Universitas age was	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Univaround twelve.vijaya	a Universita	as Brawijaya U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	4.1.3.4 Receptive La	anguage Disor	derBrawijaya U	niversitas B	awijarece	eptiveversitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universita	as P 9 U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	language disorder w	as disorder wh	ere people could	not understand	what other	er said to sitas	Brawijaya
rawijaya	them. Symptoms	of receptive 1	anguage disorde	r were variou	is. This v	Universitas was also	
rawijaya	Universitas Brawijay				awijaya	Universitas	
rawijaya	Un experienced by Whit	ney and it was	explained below.		ijaya	Universitas	
rawijaya	Universitas Br Lini Table 4.9 Language	Disorder: Re	centive Language	e Disorder Suf	Va fered by V	Universitas Vhitney	
rawijaya 	Officersites	Pag	e	Types of Lar		rder	Brawijaya
rawijaya	Univ No.   Dialogu	ue of th		Receptive	Express	sive	Brawijaya
rawijaya	1. Mereka memint	aku untuk	(F)	73%			Brawijaya
Irawijaya	Universi berperan sebag		J. Double	14			Brawijaya
rawijaya rawijaya	(show and tell)	mereka di					Brawijaya
Irawijaya Irawijaya	Universi sekolah Wi Universi teman-tamannya	A 100 A	Not seeming to listen when they	× V		/	Brawijaya
rawijaya	berteriak "kami i	ingin donat	are spoken to.	77		Iniversitas	
rawijaya	Universit darah, kami in muntahan." Sem		SEL			Universitas	
rawijaya rawijaya	Whitney terlup	akan dari		(A)		Universitas	
rawijaya Irawijaya	semua keheboha  2. Aku membung	10.10.2			- //	Universitas Universitas	
rawijaya Brawijaya	menutup pinti	u mobil.				Universitas	
rawijaya Brawijaya	University Whitney mas pernah menutur		Inability to follow verbal		aya	Universitas	
rawijaya	belakangnya,	walaupun	instruction		ijaya	Universitas	
rawijaya	entah sudah be aku menyuruhny			. /	wijaya	Universitas	
rawijaya	Universitas Brawijay				awijaya	Universitas	
rawijaya	Universitas Brawijaya					Universitas	
rawijaya	Universitas Brawijaya		as Brawijaya U	niversitas Bı	awijaya	Universitas	
rawijaya	Univers Chapterawijaya	a:5 niv Page	as:199awijaya U	niversitas B	awijaya	Universitas	Brawijaya
rawijaya	Univers Indonesian		nintaku untuk ber				Brawijaya
rawijaya	Universitas Brawijaya	a linivareita	(Show and Tell) 1 ya pun berteriak,	INIVAREITAE KI		LINIVARCITAC	Brawijaya
rawijaya	Universitas Brawijaya		muntahan!" dan				Brawijaya
rawijaya	Universitas Brawijaya		pakan dari semua			Universitas	
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	niversitas B	ʻawijaya	Universitas	Brawijaya
rawijaya	Hadrian Brandlan			Iniversitas Ri	eveiiwe	Universites	Brawijaya
	Universitas Brawijaya	a Universita	as Brawijaya U	illiversitas bi	awijaya		
rawijaya	Universitas Brawijaya	a Universita	as Brawijaya U	Iniversitas B	awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	a Universita a Universita		Iniversitas B	awijaya	Universitas Universitas	Brawijaya Brawijaya
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	a Universita a Universita a Universita	as Brawijaya U	Iniversitas Bi Iniversitas Bi	awijaya awijaya	Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	a Universita a Universita a Universita a Universita	as Brawijaya U as Brawijaya U	niversitas Bi Iniversitas Bi Iniversitas Bi Iniversitas Bi	rawijaya rawijaya rawijaya rawijaya	Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya

Universitas Brawijaya : They ask me to be an actress, "Pertunjukan dan Cerita" (Show Univers English awijava and Tell) in their show at school..... William and his friends shouted, "We want blood doughnut, we want vomit doughnut." Universitas Brawijaya While, Whitney seemed forgotten from all furor. Vijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universit Some children would do the same thing like their friends did, for examples that Brawijaya Universitas Brawijaya Universitas Brawijaya screaming. Following their friends' behavior was common, for example shown in datum 20. The circumstance in datum 20 was William asked his mother to be an actress when Uni the show at school was started later. William and his friends were excited, they were sites talking loud, playing, and telling story. They were happy except Whitney. Unfortunately, he did not do such a thing like his brother's friends. Whitney seemed not Un to listen their conversation, even he did not react toward the noise. He was not sites interested to the activities his brother did. It could be concluded that he did not Unliunderstand what his brother and friends talked about even if he might be asked to join. Sitas Here, Whitney's age was three. Datum 21 Univers Chapter Page : 215 : Aku membungkuk dan menutup pintu mobil. Whitney masih Indonesian tidak pernah menutup pintu di belakangnya, walaupun entah sudah berapa kali aku menyuruhnya Univers Englishawija : I stoop and close the car's door. Whitney does not close the car's Brawijaya Universitas Brawijay car's door behind him, although I have asked him many times versitas Brawijaya Univ**Analysis** Braviliava One of symptoms of receptive language disorder was inability to follow verbal rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Un instruction. The form of verbal instruction was represented in datum 21. It was it as Brawijaya explained that Whitney's age was six but, he could not be able to catch his mother instruction to closing the car's door whereas he had been asked many times. It had been sleas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	normal;	if he just asked	d only once	then he forgo	t to close the c	ear's door, ev	en others sitas	Brawijaya
rawijaya	Universita	n might do the	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Unicontinu	ously, so it beca	me problem	then. Here, he	could not proc	ess the words	which hesitas	Brawijaya
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	<u>Universitas</u>	Brawijaya	Universitas	Brawijaya
rawijaya	universita	d because he cou	uld not unde Universit	erstand verbal 11	nstruction. Universitas	Brawijaya	Universitas	Brawijaya
rawijaya					Universitas		Universitas	Brawijaya
rawijaya			Universit		Universitas		Universitas	
rawijaya		<b>Expressive Lan</b>	iguage Diso	order	rersitas	Brawijaya	Universitas	
rawijaya	Universita	Generally, child	Iron with or	nracciva lanco	age disorder of	Brawijaya.		
rawijaya	Universita	s Brawijay	nen willi ex	pressive langu	age uisoidei oi	rawijaya	Universitas	Brawijaya
rawijaya	Uni they cou	uld not express l	his thoughts	and ideas whe	n they were try	ing to describ		
rawijaya	Universita	s Brz	G	MO D	RA.	va	Universitas	
rawijaya	Universitain	information, or	retell an ac	tivity. Here, W	hitney indicated	d these sympt	oms. The	Brawijaya
rawijaya	University	ng was the expla	nation.	1 4. 5	A .		Universitas	Brawijaya
rawijaya	Universi	ig was uno input				7	niversitas	Brawijaya
rawijaya	UnivTable	4.10 Language	e Disorder	: Expressive	Language D	isorder Suff	fered vbysitas	Brawijaya
rawijaya	Universit	Whitney	Pag			<b>7</b> Di	<b>L</b> iversitas	Brawijaya
rawijaya	Unive <b>n</b> 6.it	Dialogue	of t		istic	Language Diso	<del>l m</del> versitas	Brawijaya
rawijaya	University Ji	ika benar-benar f	nov		Recepti	ve Express	niversitas	Brawijaya
rawijaya			frustasi, 101 encengi	'come to poi	nt'	<b>✓</b>	niversitas	Brawijaya
rawijaya		ami. Dia akan be eluar dari gedun		of what they trying to say	No. of the last		Universitas	Brawijaya
rawijaya		ami bertahan, dia	mulai		NET .		Universitas	Brawijaya
rawijaya	UHIVEISHA	nembentur-benturka sepalanya dan bergu	16.3 Co.				Universitas	Brawijaya
rawijaya		guncang—rasanya	aku			a	Universitas	Brawijaya
rawijaya		nulai mengerti. Di pisa bilang "tinggall	a tidak		4.5	aya	Universitas	Brawijaya
rawijaya		endiri," sehingga		440 900		Ajaya	Universitas	Brawijaya
rawijaya	Universita	nengencingi ses	seorang			wijaya	Universitas	Brawijaya
Irawijaya	Universita	ang menggangguny	ra.			Tawijaya	Universitas	
rawijaya		Nggak wij ada!	Aku 42		rong versitas	Brawijaya	Universitas	
rawijaya	universita	nemanggilnya <i>'sha</i> ho'—kamu tahu,	seolah-		<sup>ch</sup> Universitas		Universitas	
rawijaya	Universita	lah dia adalag 'pho	at/niversita	as Brawijaya	Universitas	Brawijaya	Universitas	
rawijaya	Universita	<del>s Brawijaya</del>	Universit	as Brawijaya	Universitas	Brawijaya	<del>Uni</del> versitas	
rawijaya		s Brawijaya			Universitas		Universitas	
rawijaya		s Brawijaya			Universitas		Universitas	
rawijaya		s Brawijaya			Universitas		Universitas	
rawijaya		s Brawijaya			Universitas		Universitas	
rawijaya		s Brawijaya			Universitas		Universitas	
rawijaya	Universita	s Brawijaya	Universit	as Brawijaya	Universitas	Brawijaya	Universitas	
MONAGE CO.		- D	Universit	as Brawijaya	Universitas	Brawijava	Universitas	Brawijava
rawijaya	Universita	s Brawijaya	OHIVEISIG					
		s Brawijaya s Brawijaya			Universitas		Universitas	
rawijaya rawijaya rawijaya	Universita		Universit	as Brawijaya		Brawijaya		Brawijaya

Universitas Brawijaya Datum 22 yniversitas Brawijaya Universitas Brawijaya Universichapter Chapter rawijaya : jika benar-benar frustasi, dia akan mengencingi kami. Dia akan silas Brawijaya Univers Indonesian Jaya Universitas Brawijaya berusaha keluar dari gedung, jika kami bertahan, dia mulaisitas membentur-benturkan kepalanya dan berguncang-guncangrasanya aku mulai mengerti. Dia tidak bisa bilang "tinggalkan rawijaya aku sendiri," sehingga dia mengencingi seseorang yang Universitas Brawijaya *mengganggunya* Prawijaya Universitas Brawijaya : If he gets very frustrated, he will pee us. He will get out of the has Brawijava Univers Englishawijava building. If we still ride out, he will collide his head and he is unstable—I start to understand. He cannot say "leave me alone" so that he pees someone who disturbs him. Univanalysis Braveij University Expressing ideas or thoughts were absolute thing for all people. That was the sites Brawijava way communication occurred. But, in this case, Whitney whose his age was three could Uninot convey his thought that he did not want to be disturbed. He could not express his sit thoughts with ease; he would deliver them rudely by colliding his head. He did not know how to express feeling in good way even if he had been learnt by his families. It might be concluded that Whitney's inability to express thoughts was influenced by his language development. Datum 23 Page : 422 Chapter Indonesian : "Nggak ada! Aku memanggilnya 'shack' dan 'ho'—kamu tahu, seolah-olah dia adalah 'phat.' : "no, I call her 'shack' and 'ho'—you know, as if she was 'phat' sitas Brawijaya Univers Englishawija Univ**Analysis** Brav: Using the wrong words in speech was one of example of the symptoms of expressive language disorder. In this context, Whitney learnt the words 'skack' and 'ho's least Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas from television and he used the words without checking its meaning, for example asking his sister. These words' meaning were not good, they meant something bad, bitch, even Universitas Brawijaya Universitas Brawijaya if when people used them, they did not directly come to point 'bitch.' Because of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

	om on the Brannia and of the order		011110101000			
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	unknown meaning, Whitney freely pu	it them into l	nis speech and	that was made	e him be sitas	Brawijay
rawijaya	slapped. As a result, Whitney was still	ll lack of und	erstanding the	word meaning	Universitas even if	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Uni his language ability had developed eve	eryday.ijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	4.1.4 Analysis of Nonverbal Co	Pravile die	Universitas	Gesture and	Upiversitas	Brawijay
rawijaya	Universit Expression ya Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	P	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universit There were some ways to do co	mmunication	. According to	Guralnick	Universitas	Brawijay
rawijaya	(2002), there were 3 processes that	influence on	individual's	Riawijava.	Universitas	Brawijay
rawijaya	Universitas Brawijay	minucile all	marvidual 8 a	rawijaya	Universitas	Brawijaya
rawijaya	Un with others; they were nonlinguistic p	processes inc	luding gesture,	, facial express	sion, and sitas	Brawijaya
rawijaya	Universitas Bra	NO D	RA.	va	Universitas	
rawijaya	Univeye contact; verbal communication, a	nd paralingui	stic processes.	. But, in this th	nesis, the	Brawijaya
rawijaya	Universities would only choose nonlinguis	stic processes	s since the ma	ain character:	Whitneysitas	Brawijaya
rawijaya	Universi	processes		in character,	niversitas	Brawijaya
rawijaya	Un could not interact through verbal cue	es. The follow	ving were the	explanation of	f gesturesitas	Brawijaya
rawijaya	Universit		16		hiversitas	Brawijaya
	and facial expression.	A / Tables a described				
rawijaya	Universit		7	· ·	hiversitas	Brawijaya
	Universit	ion through (	Gesture and F	Facial Express		
rawijaya	University University Performed by Whitney to	to Communi	cate with Oth	ers	sion iversitas	Brawijaya
rawijaya rawijaya	University	to Communic Page of	cate with Other	ers nverbal Cues	niversitas	Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	University University Performed by Whitney to University No. Dialogue University Univers	Page of the novel	cate with Other	ers	niversitas	Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya	University University Performed by Whitney to Dialogue University No. Dialogue University University University No. Dialogue University University University No. Dialogue University University University University University No. Dialogue University Universit	to Communic Page of	cate with Other	ers nverbal Cues	ioniversitas Iniversitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	University University Performed by Whitney to University Performed by Whitney to University Performed by Whitney to University No. Dialogue University University University University No. Dialogue University	Page of the novel	Types of Not Gesture	ers nverbal Cues	niversitas Iniversitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Universit Universit Universit Performed by Whitney to Dialogue Universit Universit No. Dialogue Universit	Page of the novel	cate with Other	ers nverbal Cues Facial Expressio	niversitas Iniversitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Performed by Whitney to Dialogue  1. Whitney juga tampak terkejut melihat sesuatu yang begitu menyenangkan terjadi di luar sebuah sekolah. Bocah itutersenyum pada Mr. Niemie, tapi terus memegangi tanganku.	Page of the novel	Types of Not Gesture	ers nverbal Cues Facial Expression  Aya	ioniversitas Iniversitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Performed by Whitney to No.  No.  Dialogue  1. Whitney juga tampak terkejut melihat sesuatu yang begitu menyenangkan terjadi di luar sebuah sekolah. Bocah itutersenyum pada Mr. Niemie, tapi terus memegangi tanganku.  2. Ketika para guru mencoba mengembalikan dia ke pelbetnya,	Page of the novel	Types of No. Gesture	ers nverbal Cues Facial Expressio	niversitas hiversitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
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Universitas Brawijaya Datum 24 UniversiChapterawijaya: 10 iv Pageas: 228 wijaya Universitas Brawijaya Indonesian : Whitney juga tampak terkejut melihat sesuatu yang begitu menyenangkan terjadi di luar sebuah sekolah. Bocah itu tersenyum pada Mr. Niemie, tapi terus memegangi tanganku. Univers English awijaya: Whitney gets shocked seeing something please outside of asitas Brawijaya Universitas Brawijava school (the situation around his school was enjoyable, there are sitas Br children play bisbol cards). He smiles to Mr. Niemie, still holds my hand. Universitas Brawijaya Universita As had been mentioned above, that one of nonverbal activities was facial sit expression. It could be in the form of smile, laugh, or sad which were resulted from good or bad feeling. These sign were normally done by those who were diagnosed having communication problem because they could not freely interact by using words. Here, since Whitney could not communicate through verbal interaction in fact his age Uniwas six, he used nonverbal cue such as smile. It would be understandable if he used lites nonverbal expression than saying words to please Mr. Niemie because of his non-fluent articulation. Mr. Niemie was the headmaster of a school located in Riverside and this was the first day for Whitney went to school. He smiled to Mr. Niemie as a sign that he was happy to meet him in school. He accepted Mr.Niemie as a person who would help Uni him during studying in school. That was the way Whitney did when he wanted to sit as Brawijaya deliver his words. Datum 25 Brawija UniversiChapterawijaya: 9 niv Pageas: 116 wijaya Universitas Brawijaya Indonesian : Ketika para guru mencoba mengembalikan dia ke pelbetnya, *dia* mulai menggigit, menyentakkan tangannya ke mana-mana, dan berputar-putar. Univers English Wild : When the teachers try to bring him back to his pelbet, Universitas Brawijaya he tries to bite, snap his hand everywhere, and turn aya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ**Analysis** Brayijava Universitas Brawijaya Universitas Brawijaya Gesture was the way that could be observed toward someone who suffered from Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni communication impairment. In this case, Whitney did gesture to communicate hissitas Brawijaya rawijaya feeling because he did not want to return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. As a result, he reacted in return to his pelbet. rawijaya rawijaya Uni uncommon way which had been in datum 25, such as biting, snapping, and turning. Its it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya could be concluded that his ability to process the verbal information was weak. He could not process the information in his brain so that he used gesture to convey his Uni feeling. As common children with normal development, this would not happen. Universitas Brawijaya Datum 26 Universi*Chapter* : serangan mendadak Whitney sangat menyedihkan untuk dilihat.sitas Brawijaya Univers Indonesia Wajahnya dengan cepat berubah merah padam, tapi tak ada air Brawijaya Universi English mata atau suara tangisan. : Whitney's bout was extremely tearful to be seen. His face turns red quickly, but there is no tear or crying. **Analysis** rawijaya One of the ways that could be analyzed for those who experienced rawijaya communication impairment to communicate was his facial expression. By observing In facial expression, it could be known whether they were happy, angry, or sad. Here, the same Brawii av context of datum 26 was Whitney whose his age was around three wanted to buy a big Uni train but his mother did not have enough money, then he was angry, his face turned red. Sitas Brawijaya He delivered his feeling by showing his angry face. He did not say any words but his sitas behavior was uncontrollable. He started to bite, kick, and slammed his body to the floor. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni This was the way when Whitney communicated his feeling when he got angry and a Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya showed his red face. Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Univ**Datum 27**Brawijaya Universitas Brawijaya : Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Indonesia Vijaya: Kami selesai menyanyi, "Waktunya makanan kecil." Mrs. Ludsitas Brawijaya Universitas Brawijaya menghampiri Whitney untuk mengalihkan perhatiannya. Bocahsitas Brawijaya itu mendorong gurunya.: We have sung. "Eating time." Mrs. Lud comes close to Whitney rawijaya to throw out his attention. He *pushes* his teacher away. Univanalysis Bravijaya Universitas Brawijaya Universitas Brawijava There were many uncommon things to respond something by people with communication impairment, such as Whitney. He used his gesture "push" to deliver if Un he did not want to be interrupted by his teacher even for eating. He did not say "No, Is" don't want to eat" but he responded in roughly in fact his age was five. This was not really polite as student to do such kind of thing. In this situation, Whitney had been situation Uni going to school but his behavior was really uncontrollable. This proved that his ability it as Brawijaya to respond in a good way was not enough. It could be concluded that even if he could University of the used the gesture destructively which could not be significantly be significantly and the section of the sect understood by his teacher and might be others. 4.2 Discussion After obtaining and analyzing the data, the writer found kinds of communication Uni impairment suffered by the main character Whitney in Maverick Novel written by Cherisitas Brawijaya L. Florance, Ph.D, and Marin Gazzaniga. Generally, Whitney fulfilled the symptom of communication impairment: speech and language impairment which then he Universities Brawijaya Universities rawijaya Universitate Brawijaya Universitate Brawijaya Universitate Brawijaya Universitas Brawijava divided 5 forms of referral characteristic in people suffered from communication Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** impairment. They were intellectual, academic, behavioral, communicative ability, and physical. Intellectually, as an example in datum 1, he could not respond his environment Universitas Brawijaya Uni easily. In other words, he could not socialize with others surrounding him: how to make sit as B comprehend environment was weak. Academically, Whitney also had this problems that Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universi course, it was not common to children who did not have communication problem. Un Behaviorally, Whitney was generally avoiding verbal interaction if someone asked him to participate. In addition, he preferred to observe something which for some people it was strange for example, gazing wall more than one hour. In communicative ability, Whitney's word meaning could not be understood. So, people who communicated with him especially his family should guess its meaning by themselves. The last was Uniphysical: hearing lost. Whitney could not hear what others said to him, he sometimes, did not react if someone was talking to him. Universita Moreover, Whitney also had speech disorder. His speech sometimes could not be comprehensible: his words had articulation disorder which could be seen in datum 16 versitas Bra and datum 17 by substituted the word "whuwhe" instead of "love" that was explained in Uni the novel. He could not produce sounds appropriately as common children. It might be it as B for some people, his articulation could not be understood with ease so that people had to guess what he was trying to say. In addition, he also had fluency disorder which Uni prolonged words many times such in datum 18. The number of repeating words was not natural but it was more than expected (e.g. more than 4 times). Moreover, Whitney also suffered from language disorders; he sometimes could not understand what others said

Universitas Brawijaya to him and could not replay when someone tried to speak with him which then called as receptive language disorder. In addition, he also suffered from expressive language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Unidisorder. He could not express his thought through others when he got angry. He reacted in an uncommon way to show if he felt distressed for example kicking or biting. These Uniwere difficulties which experienced by Whitney during his language development. IVEYSITAS Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Univer with different ways. One of the ways was by using illustrator, type of gesture (Pearson Unjet al, 2006). Illustrator was movements that accompany or reinforce verbal messages. In this case, Whitney used illustrators to describe his feeling, for example, in datum 25. Whitney used illustrator to deliver his feeling which described by his movement (biting Uni and snapping) that accompany or reinforce verbal message. Besides, facial expression also played significant role in Whitney's communication, for example, he smiled when he liked which was described in datum 24. As common people, language development had to be mastered by all people so that communication could happen because language and communication could not be separated since they were closely related. Communication needed language, and language being used to communicate. If people underdid communication problem Uni because his language development was impaired, so they suffered from communication sitas impairment. The example of communication impairment had been explained above which was represented in the main character, Whitney. Mostly, his speech and language Uni were weak: when his age was four, he could not speak as common children at his age where generally children could speak fluently at this age. In fact, according to article Language Development 4-5 years (2013) at this age (4 years) children had used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya complex sentences. In addition, He did not feel the pain when his hand was clamped. This was very confusing, how it could happen 'he did not cry.' In other words, he did Universitas Brawijaya Universitas Brawijaya Universitas Univnot have the sense of pain iversitas Brawijaya Universitas Brawijaya Universitas Bra Here, the writer made comparison to both, first previous study and also second previous study. In the first previous study conducted by Fimawati (2013), she found all Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Braw occurrences). Repetitive meant that someone with communication impairment did not Unjunderstand the meaning of their speech and just repeated. Compared to this study, sit Whitney also repeated words many times when he said 'mickimackey' which was reported by his speech and language therapist. He continuously repeated this word and Univignored people who wanted to interact. It turned out that children with communication impairment experienced the large number of repetition of word. Besides, narrow interest Uni and exceptional abilities (4 occurrences), which meant someone could not respond what sites other said in the same topic but still produce the speech, were found in Fimawati's thesis, but in this study, Whitney could not respond entirely when someone talked to Un him in his early development. In addition, Fimawati found uneven language development (1 occurrence) which meant children had a good memory of speech and Uni language but they might not comprehend what they said. In this case, Whitney did not sit as have good memory so that, his vocabularies were fragile. Moreover, Fimawati found non-verbal conversation skill (12 occurrences) which described children could not use meaningful gesture to communicate. Differently, Whitney used gestures (illustrator) to communicate his needs either to his family or to others such in datum 25. Besides gesture, facial expression played an important role in Whitney's communication. He Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas used facial expression to deliver his feeling when he was happy or angry such in datum 24. But, in Fimawati's thesis result, the use of facial expression was poor. It was Braw Universitas Brawijaya Universitas Brawijaya Universitas Braw Uni explained by Fimawati that in communication process the participant rarely used eyesitas contact and any other facial expressions such in conversation 1, 3 and 4. Universita In addition, the writer also made comparison to the second previous studys as Brawijaya Universitas Brawijaya Universitas Pura Universitas Brawijaya Universitas conducted by Iverson and Braddock (2011). They found that children with language impairment would use gesture at a higher rate and also greater proportions of gesture Uni only-communication, conventional gestures (e.g. head not "yes," shoulder shrug "Isitas Universitas Brundon't know") and gestures that showed unique information to co-occurring language sitas (e.g. shaking the head while saying "there's no frog there"). In this case, it turned out states Unithat Whitney did not use gesture by means of added unique information to co-occurring in a Br language otherwise, conventional gesture was used at a high rate to convey what he felt Uni such as pushing away his teacher in datum 4 and 5 as the examples. Then, gesture Sitas Br became an important part in Whitney's communication since his speech and language were impaired. By having this gesture, it was expected that people could obviously understand what he tried to communicate. In contrary, Iverson and Braddock found that deictic was covered over half of gesture production. UniversitaBesides, they found that children with language impairment would be poor onsitas Brawijaya Tawijaya Universitas fine (e.g. opens door by turning knob) and gross motor ability assessed balance and coordination (e.g. jumps forward on both feet). Similarly, Whitney had been poor in Uni gross motor ability. He could not balance his hand when he held his pen so that itsit influenced his writing skill. It seemed that the coordination between what he thought in his brain to be an order which became an action was not processed well. As a result, the **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

**Universitas Brawijaya** Universitas Brawijaya use of higher gesture rate impacted on poorer expressive language. Furthermore, fine motor ability particularly in writing skill, Whitney was less developed compared to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni common children. As had been explained before, his writing skill was at the seconds tas Br grade whereas he turned out at four grades. This also happened to Iverson and Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which found that children with language impairment had lower gross it as Braddock's result which is a second control of the property of th Universitas Brawijaya Universitas P Universitas Universitas Universitas Universitas D Universitas Brawijaya Universitas Universita Moreover, the writer would like to highlight the interesting part of this finding. Uni When a children had communication impairment, they would experience the sitas versitas Br backwardness in behavior, education and social skill as represented in Whitney. These things made his thinking ability were less developed than common children in his age. In addition, behavior problem put him in apprehensive condition and was expelled. This it as happened because his speech and language were impaired so he could not be able to Uniconvey his needs. One of ways which might help Whitney to improve his ability in sitas speech and language was going to speech and language pathologist. Universita Another interesting part was, 1 datum represented two categories of the referral characteristic of communication impairment: intellectual and academic. "Tulisannya termasuk bagian yang sangat memprihatikan.," this datum described that his ability to Uniwrite was not at expected level where children at his age could write well in fact, sitas BI Whitney had been a junior high school student. This fulfilled the characteristic of intellectual and academic (point 2, p. 13); writing skill may be below expected level. Uni Another example was "Dia perlu meningkatkan matematikanya. Dia menghitung Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit dampai dua puluh delapan—tetapi banyak mengalami kesulitan dan membutuhkan banyak petunjuk," similarly, this datum also represented two categories, intellectual Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya uni and communicative ability; math reading problem. He had to be shown the formulation Brawijaya Universitas Brawijaya rawijaya Universita In sum, it turned out that this study and two previous studies found at least when sit as Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya Uni apparent on language ability: they could not use language as fluent as normal children. Sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uni In addition, behavior problems might be the first indication that could be considered Brawijaya whether children suffered from communication impairment or not. It was because Brawijaya Uni indications or symptoms could be observed and compared between children who it as Brawijaya versitas Br suffered from communication impairment and children who did not. Nevertheless, sitas Brawijaya Universities with this impairment could still communicate by using gesture and facial sitas Brawijaya Uni expression. Similarly, Whitney conveyed his feelings and needs by using gesture it as Brawijaya rawijaya rawijaya (particularly illustrator) and facial expression since his speech and language were rawijaya Unimpaired. So, as the conclusion, gesture and facial expression became an interfaces it as Brawijaya rawijaya between language and communication. rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BRANIAya Universitas Brawijaya CONCLUSION AND SUGGESTIONS Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya After presenting the finding and discussion in the preceding chapter, the writer Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Uniderives to the conclusion and also provides some suggestion to the readers, especially to Silas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brawnaya Universities Universities Brawnaya Universit Universitas Brawijaw 5.1 Conclusion ijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Uni 5.1 Conclusion Uni following conclusion can be described dealing with communication impairment Sitas Brawijaya Uni suffered by the main character Whitney in Maverick novel. Based on the data takensitas Brawijaya from Maverick novel, it can be concluded that Whitney fulfilled the possible referral rawijaya Uni characteristics; intellectually, academically, behaviorally, communicative ability, and sitas Brawijaya also physical. He cannot respond environment easily, his IQ score was weak and his rawijaya rawijaya Uni hand writing cannot be written. Moreover, he also suffered from speech and language Sitas Brawijaya Uni impairment. He has articulation disorder, fluency disorder, and voice disorder, his stas Brawijava speech sometimes cannot be understood by others. Because of these problems, he Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Tawijaya Universitas Brawijaya University language disorder, and sometimes, he does not understand when especially his mother lines. asks him to do something which then called as receptive language disorder. Besides, he Uni often collides his head even kicks or bite if he gets angry, and finally he suffers from tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya hearing lost. However, He still communicates by using gesture especially illustrator and Uni facial expression for example, smiling if he is happy and pushing someone away when Sitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya the conclusion, it turns out that Whitney suffered from he disturbs. So, as Communication impairment to both speech and language because he completes all Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni symptoms of communication impairment a wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya contribution on the improvement of understanding on how people can suffered from Uni communication impairment. Here, the writer gives some suggestion to the readers and sitas versitas Br also the next researchers who want to conduct in the same field. First, the readers need University of the characteristic of communication impairment whether it was possible Brawijay Uni referral characteristic, speech or language impairment. It is hoped that by knowing it as Brawii communication impairment quickly, so people who are diagnosed can be recovered Uni soon. Second, it is very important to readers especially those who have children (3-5sitas Brawijaya years) to develop their language ability, receptive as well as expressive so that they rawijaya Universe avoided from communication impairment. Finally, for the next researchers who sitas Brawijaya Univare willing to conduct in the same field to use this study as the reference and also findsitas Bra the real object such human, so that not only book but also living thing. Moreover, they Universified other theory such as proposed by Morrisey (2010) who divided two types of sitas Brawijaya expressive language disorder; acquired and developmental type or theory proposed by Guralnick (2002) who discussed articulation and phonology. So, by having this theory, rawijaya Uni the result of research could be various. Brawijaya Universitas Brawijaya

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