

**A PSYCHOLINGUISTIC STUDY
ON COMMUNICATION IMPAIRMENTS
BY AN AUTISTIC CHILD WITH PDD-NOS
AT SLB MUHAMMADIYAH SIDAYU GRESIK**

THESIS

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ABSTRACT

Fimawati, Yuli. 2013, **A Psycholinguistic Study on Communication Impairments by an autistic Child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik.** Study Program of English, Department of Language and Literatures, Faculty of Cultural Studies, *Universitas Brawijaya*. Supervisor: Fatimah; Co-supervisor: Wuliatmi Sri Handayani.

Keywords: Psycholinguistics, Communication impairments, Pervasive developmental disorder-not otherwise specified, *Sekolah Luar Biasa Muhammadiyah* Sidayu Gresik.

Every person needs language to express something from someone to someone else, which is communication. Communication will be successful if the speakers and the hearers are successfully producing and comprehending the speech. In this case, an autistic child is unable to communicate successfully because he has difficulty in understanding speech. This research aims to investigate about: (1) the types of communication impairments and (2) the patterns of nonverbal communication done by an autistic child with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik.

The writer obtained the data through on observation and video recordings of interactions by the autistic student and his teacher at school. The participant was a student at grade three of *SDLB* with PDD-NOS. NIDCD (2010) is the theory that used to analyze the types of communication impairments, and the theory of Ambady and Rosenthal (1998) is used to analyze the types of Non-Verbal communication.

The result of this study shows that the student has communication impairments and difficulty in nonverbal communication. In communication impairments the student had four types of communication impairments namely repetitive or rigid language, narrow interests, uneven language development, and poor nonverbal language. The dominant communication impairments appeared was repetitive or rigid language with 30 occurrences. Moreover, the student has poor nonverbal communication since there were 32 situations in which he did not use nonverbal language in his communication.

In conclusion, the student has difficulties to use and understand the context of the communication. There are four types of communication impairments with 46 occurrences, 32 situations with three of nonverbal communication are by the participant. He had difficulties to use and understand the meaning of the communication. So, it will be better to use simple instructions and sentences to communicate with children with PDD-NOS. Besides, the next researcher may investigate the way people with PDD-NOS product and comprehend the language as normal people do.

ABSTRAK

Fimawati, Yuli. 2013, **Studi tentang Psikolinguistik pada Ketidakseimbangan Komunikasi oleh Anak Autis dengan PDD-NOS at SLB Muhammadiyah Sidayu Gresik.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya Universitas Brawijaya. Pembimbing (1): Fatimah; Pembimbing (II): Wuliatmi Sri Handayani.

Kata kunci: Psikolinguistik, Ketidakseimbangan Bahasa, *Pervasive developmental disorder-not otherwise specified*, Sekolah Luar Biasa Muhammadiyah Sidayu Gresik.

Orang-orang membutuhkan bahasa untuk mengekspresikan sesuatu kepada orang lain, hal ini disebut komunikasi. Komunikasi yang sukses apabila pembicara dan pendengar berhasil memproduksi dan memahami tentang pembicaraannya. Anak autis merupakan salah satu orang yang tidak bisa berkomunikasi dengan baik dikarenakan dia memiliki kesulitan untuk memahami pembicaraan. Penelitian ini dimaksudkan untuk menjabarkan (1) tipe-tipe ketidakseimbangan komunikasi dan (2) pola bahasa nonverbal oleh anak autis dengan PDD-NOS di Sekolah Luar Biasa Muhammadiyah Sidayu Gresik.

Penelitian ini berdasarkan observasi dan pengambilan video tentang percakapan seorang siswa dan Guru. Peserta pada observasi ini adalah seorang murid di kelas tiga SDLB dengan PDD-NOS. teori dari NIDCD (2010) digunakan untuk menganalisi tipe-tipe ketidakseimbangan komunikasi, dan teori dari Ambady dan Rosenthal digunakan untuk menganalisis tipe-tipe bahasa nonverbal.

Hasil penemuan menunjukkan bahwa siswa tersebut memiliki ketidakseimbangan bahasa dan sulit dalam berbahasa nonverbal. Dia memiliki empat tipe ketidakseimbangan, yakni *repetitive or rigid language, narrow interest and exceptional abilities, uneven language developmental, and poor nonverbal language.* *Repetitive or rigid language* adalah yang paling sering terlihat dari keempat tipe tersebut, yakni 30 kejadian. Dia juga menunjukkan 32 situasi dengan tidak menggunakan bahasa nonverbal pada komunikasinya.

Kesimpulannya, siswa memiliki kesulitan dalam menggunakan serta memahami konteks pembicaraan. Penelitian ini menemukan empat tipe dengan 46 kejadian pada ketidakseimbangan bahasa dan 32 pola pada bahasa nonverbal oleh siswa tersebut. Oleh karena itu, akan lebih baik jika anak dengan PDD-NOS diberi instruksi-instruksi yang pendek dan jelas. Disamping itu, peneliti berikutnya dapat menganalisa bagaimana proses anak autis dengan PDD-NOS memproduksi dan memahami bahasa seperti orang normal.

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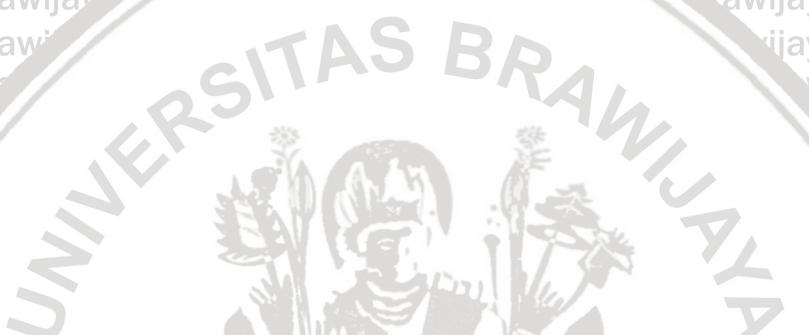
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APPENDICES