rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijava Universitas Brawijaya <u>Universitas</u> Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter presents the background of the study, problems of the study, University objectives of the study, and definition of key terms. 1.1 Background of the Study Universitas Brawijaya **Universitas B** Universitas Brawijaya Universitas All human beings have language. Language is essential and human beingssitas Brawijaya use it automatically. If they do not have any language, they will lose their ability Universi as social creatures. The most basic function of language is as a means of sitas Brawijaya Universi Universi communication in society. When the members of society can not bring forth rawijava rawijaya Universit thoughts, feelings, wishes, and communicate, if there is no language to use. Universi Language is a set of expression or a symbol used by human beings to expressitas Brawijava something from someone to someone else called communication (Anonymous, Universit Psycholinguistics, 2012). Bogdashina (2005) defines language as "a structure sitas Brawijaya symbolic form of communication, consisting of the use of words in agreed way." It means that language is a system of symbol (words) and method (rules) of Universi combination of these symbols (words) used by a section or group of people (as asit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya nation or community, et cetera). Communication includes verbal and nonverbal Universit which have relationship. Nonverbal communication supports verbal to get tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi successful communication. Nonverbal communication includes facial expression, sitas Brawijava gestures, vocal intonation, and body language. Communication may not be University successful and the messages cannot be delivered to the hearer if the speaker does it as Brawliav Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive²sitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya not communicate clearly. One of the reasons is because someone has difficulties Universitor impairment in producing speech. Another reason is because he gets difficulty in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya understanding speech. tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya successfully in producing and comprehending the speech. It is also about how they use the linguistic competence, the knowledge of language speech to get the successful communication. This statement is supported by a statement taken from Universit (Anonymous, Psycholinguistics, 2012), "The human brain is able not only to Sitas Br Universitacquire and store the mental grammar, but no access that linguistic store-house to speak and understand what is spoken." This statement means that the theory Universi concerns with linguistic performance or processing, the use of linguisticsitas knowledge or competence in speech production and comprehension. According to ersi Granham (1998), psycholinguistics is the use of language and speech as a window Sitas to the nature and the structure of the human mind. In other words, psycholinguistics is the study of the psychological process involving the Universi relationship between the human mind and language. Psycholinguistics discusses sitas Br many kinds of language disorder affecting communication impairments, for example Dyslexia, Anomia Aphasia, Apraxia, Alexia, and Autism. Universitas Bravitava Autism as one of the language disorders triggering communication University impairment that can be explained as one of the conditions in which a person has Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas difficulties in communication, especially in language. This is supported by Field's statement (2003), "autism is a condition where there is a withdrawal from Universi linguistic interaction with other people." It is caused by a physical dysfunction of sitas

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive³sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit the brain. He also explains the symptom of autism seen when the children are Universitas Brawijaya Universitas Brawijaya Universi Universi between the ages of one to three years old. There is a language development delaysita in the children with autism, so there is no babbling stage. Veague (2010) suggest Universi that an autistic is delayed onset of babbling, unusual gestures, diminished sitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas responsiveness, and vocal patterns that are not synchronized with the caregiver. In Universithe second and third years, autistic children have less frequent and less diverse Universi babbling, consonants, words, and combinations; their gestures are less often integrated with words. It means that autistic children directly repeat the utterance of the people, but actually they do not understand the utterance and avoiding the ers eye contact while speaking with others. Autism can be divided into several types. According to National Institute of Neurological Disorder and Stroke (NINDS, 2009), Autism Spectrum Disorder Universit (ASD) can be ranged from mild to severe. They are Asperger disorder, Classical ASD, Rett disorder, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified or it is referred as PDD-NOS Universi In other words, the five types of disorder in autism are included to Pervasivesitas B Developmental Disorder (PDD). Universitas Brain this study the writer uses one of the types of autism, Pervasives tas Developmental Disorder-Not Otherwise Specified (PDD-NOS). The reason is Universi because a psycholinguistics topic about an autistic with PDDNOS has not been Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas much explored among the students in English Study Program at Faculty of Cultural Studies. This study observes the patterns of language use and behaviors Universi that are often found in autistic children with PDD-NOS. According to Nationalsitas Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁴sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Dissemination Center for Children with Disabilities (NICHCY, 2013), "the Universi characteristics of autism are repetitive or rigid language, narrow interests and exceptional abilities, uneven language development, and poor nonverbal University conversation skills." The writer analyzed those patterns in an autistic child in SLB stars Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Muhammadiyah Sidayu Gresik with qualitative method. As a matter of fact, the Universit writer chose a student in SLB Muhammadiyah Sidayu Gresik as the subject since Universi the school has many academic achievements, namely; achievement in sports, arts, and pramuka. The participant of this study is the student with PDD-NOS at SLB Muhammadiyah Sidayu Gresik. He is thirteen years old, and has been studying at Universi this school since 2010. He has good talents in art, especially in drawing, dancing, sitas BI and singing. He also has different game and how to play it. The writer chose one of the students in the third grade after having observed for two weeks, the writer found that there was only one student among Universi five students with PDD-NOS. The writer also discussed with the teacher aboutsitas how the student usually communicate. The characteristics are difficulties in Universit communication especially to understand the meaning of the conversation, to make sitas Universi friends with peers, focus on different games in toys, and use of languagesitas B differences. The writer used the theory of NICDC (2010) to support, this is about Universi the patterns of language use and behaviors that are often found in children with autism, the characteristics of PDD-NOS to analyze the student suffering from autism with PDD-NOS. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Unive⁵sitas Brawijaya Universitas Bravias The results of this study are expected to be useful for the readers, other Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi researchers, and family having an autistic child. For the readers, the result of this it as Brawijava rawijaya Universitas Brawijaya study can make them understand more about the patterns of language use and Universitas Brawijaya rawijaya rawijaya Universi behavior in children with autism. For other researchers, the result of this study cansitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya be used for contribution and reference to the area of psycholinguistics, related to Universitautistic children. For a family with an autistic child, the study is expected to sitas Brawijaya s Brawijaya Universitas Brawijaya Universi provide an idea on how to recognize the symptoms of autism and how tositas Brawijava Universite communicate to autistic children. Universitas Brawijaya Therefore, based on the reasons above, the writer is interested insitas Brawijaya conducting the research entitled "A Psycholinguistic Study on Communication Universi Impairments by an Autistic Child with Pervasive Developmental Disorder-Notsitas Brawijaya rawijaya Otherwise Specified at SLB Muhammadiyah Sidayu Gresik". rawijaya Universit1.2 Problems of the Study Universitas Breased on the study, the writer is interested in finding the answer of these sitas Brawijaya Universi questions: Universitian 1. What are the types of communication impairments done by an autistication Brawlay **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik? Universities 2. How is the use of Non-Verbal communication by an autistic child with rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraPDD-NOS at SLB Muhammadiyah Sidayu Gresik?s Brawijava Universitas Brawijaya 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 srawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Objectives of the Study Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Related to the problems of the study, the objectives are: versitas Brawijaya Universitas Brawi autistic child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik. ersitas Brawijaya Universitas Brawijaya Universitas Br.2. To find out the use of Non-Verbal communication by an autistic childsitas Brawijava Universitas Brawijaya with PDD-NOS at SLB Muhammadiyah Sidayu Gresik. AS BRANN Universit 1.4 Definition of Key Terms

> To avoid a misunderstanding, some key terms are defined as follow: iversitas Brawijava 1. Psycholinguistics is the use of language and speech as a window to the Sitas Brawijaya

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nature and the structure of the human mind. Granham (1998).

Autism is a disorder of neural development characterized by impaired sites Brawijaya 2. Universitas Brawijaya social interaction and communication, and by restricted and repetitivesitas Brawijava behavior.

Universitas 3. Pervasive Developmental Disorder-Not Otherwise Specified is one of sitas Brawijaya disorders of Pervasive Developmental Disorder (PDD), actually it is a Brawijava disorder of language, especially in communication and social interaction. Universitas Brawijaya Jniversitas 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 rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE** wijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit communication, autism, pervasive developmental disorder-not otherwise specified stars Brawijaya Universitas Brawijaya Universit (PDD-NOS), PDD-NOS and communication, and previous study, viava BRAW, **Universitas Brawijaya** Universit_{2.1} Psycholinguistics Universit Language is very important for human, especially in social condition, communication, and interaction. It has a relationship between the brain and mind. UniversitPsycholinguistics is a study of language and brain. It deals with how language issitas Brawijaya rawijaya rawijaya represented and produced. This assumption is supported by Harley (2005), Universit"Psycholinguistics is a study that examines the psychological of language; Sitas Brawijaya Universi psycholinguistics is the name given to the study of the psychological processitas Brawijava involved in language." The psychological process means involving how children Universitas Bra Universitacquire language, how the brain produces language, how people can understand sitas Brawijaya Universit other's saying. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language and the brain, the human brain is like the CPU (Central Processing Unit)sitas Brawijaya of the computer, so the brain governs all human activities, including the ability to understand and to produce language. If someone has difficulties to produce or to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi comprehend language, he or she cannot communicate as a normal person. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁸sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Br Communication is a media to share what people feel by transmitting and sitas Brawijava receiving some information. According to Carrol (2008), language is a very Universitimportant aspect for human life because it means that communication issitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit communication will be successful when the speakers and the hearers can produce sites Brawijaya as Brawijava Universitas Braw Universitand comprehend the speech. According to Scovel (1998), in producing speech, sitas people will go through four stages when they are producing the speech; namely Universit conceptualization, formulation, articulation, and self-monitoring (Scovel, 1998). Sitas Brawijaya Universitation Universitation of the second conceptualization stage. Second is a formulation stage where people organize the Universit formulation of utterance. Next, they produce the speech. The last stage is selfsitas Brawijaya rawijava monitoring when they correct the errors or the mistake. After completing these Universit stages, people have comprehension process of language. In the comprehension Sitas Brawijaya Universi process, people try to comprehend and to understand the meaning of the language production. Universitas Br Furthermore, another expert, Bogdashina (2010) says that, "There can besitas Brawijaya different means of communication (media for transmitting information) -linguistic and Non-linguistic ones." Linguistic means: sign language, and Universi spoken/written language.s Non-linguistic means that communication includes:sitas Brawijaya body language, facial expressions, gestures, pictures/symbols (photographs, drawings, cartoons, et cetera). National Institute on Deafness and other Universit Communication Disorder (NIDCD, 2010), found the following: wijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁹sitas Brawijaya Universitas Br"Children with autism often are self-absorbed and seem to exist in a Br private world where they are unable to successfully communicate and Un interact with others. Children with autism may have difficulty developing language skills and understanding what others say to them. ersitian Br They also may have difficulty communicating nonverbally, such as Universitas Brathrough hand gestures, eye contact, and facial expression."Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br It means that an autistic child has difficulties to understand and develop Universitanguage in the conversation. He/she also has difficulties in nonverbal communication, such as gestures, eye contact, and facial expression. He/she has Universi trouble in reading nonverbal signals and may appear indifferent to social clues. Vers All in all, Children with autism or developmental disability are difficult to understand and produce speech, especially to manifest problems both in verbal Universi and non-verbal communication. Universit2.3 Autism Human have language to get a relationship to each other. When someone wants to deliver his or her message, thought, action, et cetera, he or she can Universi produce language as a normal person, it is because he or she has difficulties or si impairments to produce or to comprehend speech. Autism is one of the common developmental disabilities. Children with autism have difficulty to understand Universi what other say to them. According to Ghaziuddin (2005), it is a severe, it as handicapped disorder of early childhood characterized by a distinct pattern of rawijava Universit social deficits, communication impairment, and rigid ritualistic. **Universitas Brawijava** Children with autism never develop functional speech or language and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language the remains nonverbal. Besides, they are poor in verbal and in nonverbal Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit (Veague, 2010). It means that they have difficulties in Universitas Brawijaya Universitas Brawijaya Universi communicate, while interacting with others and difficulty in nonverbal language, such as through hand gestures, eye contact, and facial expressions. People with rawijaya Universitatism may have limited social skills as well as difficult in understanding thesitas Bra Universitas Brawijaya Kanner to eleven autistic children. He found that autism is a condition caused by Universi genetic and environment. According to Turkington and Anan (2007), the characteristics of an autistic child are: (a). Absence or impairment of imaginative and social play. (b). Impaired ability to make friends with peers. (c). Impaired Universi ability to initiate or sustain a conversation with others. d). Stereotyped repetitive, or unusual use of language. (e). Restricted patterns of interests that are abnormal Universitin intensity or focus. (f). apparently inflexible adherence to specific routines ors rituals. (g). Preoccupation with parts of objects. Based on the above characteristics, an autistic child tries to show symptoms; namely impairments of social interaction, impairments Universi communication, and restriction of repetitive behavior. Other aspects, such assitas Brawijava typical eating, are also common but not essential for diagnosis. All in all, autism is a condition with the difficulties in social interaction. Universi communication and repetitive behavior. The symptoms of autism can be seensitas when the children are between the age of one to three years old. There is a Universi language development delay in the children with autism, so, there is no babbling strass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit stage. NIDCD (2010), another symptom in autistic children is echolalia in which children meaninglessly repeat what other people have said to them. It means that Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit children directly repeat what other people's utterances, but they do not understand sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi what the utterances mean. So, immediate echolalia occurs when the child repeats it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the words of someone. Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br Echolalia is one of the patterns of language in autistic children. Based onsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya NIDCD (2010), the patterns of language use and behaviors that are often found in Universit children with autism, are: Universitas Brawijay I. Repetitive or rigid language Based on NIDCD (2010), "Children with autism who can speak will speak but have no meaning or things and seem out of context in conversations with others. A child may repeat words he or she has heard over and over this condition is called echolalia." Children with autism willsitas Brawijaya repeat what the speaker says over and over. Narrow interests and exceptional abilities As started by NIDCD (2010), children with autism deliver in-depth Universitas Bromonologue about the topic that holds their interest, and they may not besitas Brawijaya able to carry a on two-way conversation about the same topic. It means Universitas Bratilitat, they can produce their speech, but they do not response what others Universitas Brasay even though of the same topic. Exceptional abilities are conditionssitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya when the children with autism have good talents, such as musical ability, Universitas Braainting, and dancing (NIDCD, 2010). Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijay Uneven language development is the extremely skills of autism in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra communication. Autistic children have good memories speech and itas Brawijava rawijaya Universitas Brawijava language, but not to normal abilities. For example, some children may be Universitas Brawijava rawijaya Universitas Bravable to read the words before 5 years of age, but they may notsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehend what they have read. **Universitas Brawijaya** Universitas 4. Poor nonverbal conversation skill Many children with autism become frustrated in their attempts to make their feelings understand. They have difficulties in verbal and Sit nonverbal communication. They also cannot use gestures to support their conversation, such as eye contact, miming, facial expression, and so on. This theory is also supported by Bogdashina (2010), the diagnostics of Universit qualitative impairments in communication used in ICD-10 (WHO 1992) and Sitas Brawijaya Universi DSM-IV (APA 1994), are as follows: Universitas Brawijaya Universitas B. Delay in, or total lack of, the development of spoken language, notsitas Brawijava accompanied by an attempt to compensate through alternative modes of Universitas Broommunication, due to lack of appreciation of the social usesvorsitas Brawijava Universitas Bracommunication.ers. 2. Lack of understanding that language is a tool for communication. Universitas 3. Lack of reciprocity in conversational interchange; for example, the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brainability to initiate or maintain a conversation with others. 4. Idiosyncratic language (echolalia, literal use of language, neologisms, et Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Bracetera)a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas 5. Lack of use and understanding of gesture, miming, facial expression, vocal Universitas Brawijaya Universitas Braintonation, et cetera. as tools of conveying information. awijaya Universitas Brawijava 6. Impairment in make-believe or social imitative play. Universitas Brawijava Universitas 7. Inadequate emotional reaction to verbal and non-verbal approaches bysitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawnaya Universitas P Universitas Brawijaya Universitas Brawijaya rsitas Brawijaya Universitas Brawijaya s Brawijaya Universitas Brawijaya Universitas Brain conclusion, children with autism have difficulties in social interaction, sitas Brawijaya communication, and behavior patterns. They also have difficulties in Universitunderstanding and producing the speech. Their communication or language issitas Brawijaya Universi very poor, such as in using verbal or nonverbal communication. Children with sitas Br autism will produce sounds, words or phrases to themselves just in order to get Universitsome auditory. In this case, the sounds, words or phrases have no meaning at allersitas Brawijaya rawijava In this study, the writer uses the theory of NIDCD (2010), which is Brawijaya rawijaya supported by Bogdashina's theory (2010). The writer mainly uses the theory of Sitas Brawijaya Universitas Brawijava Universi NIDCD to investigate the types of communication impairments since this theory sitas Brawijava focuses on communication impairments rather than behavior impairment. Universit Moreover, the theory of Bogdashina (2010) completes the information provided insitas Brawijaya **Universitas Braw** Universi NIDCD (2010) theory about communication impairments. Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.3.1 Types of Autism Universitas Brawijaya 2010) argued that "In this latest revision, known as the DSM-IV, five disorders" Universitare identified under the category of Pervasive Developmental Disorders, namely: rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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 Brawijava Dinversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Based on NICHCY (2013), children with autistic disorder havesitas Brawijaya difficulties in communication, socialization, and behavior problems. Universitas Brawijaya rawijaya Universitas Bra Many children with this syndrome also have mental retardation. Autistic sitas Brawijaya Universitas 2. Rett's Disorder Universitas Brawijav Rett's Disorder, also known as a Rett Syndrome, is diagnosed onlysitas Brawijava **Universitas Brav** in females. Girls with Rett's disorder have a normal development at birth until the first five months, but they will have problems between five sitas Brawijaya months and four years of age. at this age, the growth of head, motoric, and sitas Brawijava social skills will be decreased slowly (Veague, 2010). It means that girls with Rett's Disorder have an obvious loss in their abilities in speech, sitas Brawijaya rawijava reasoning, and hand use. 3 Childhood Disintegrative Disorder Childhood Disintegrative Disorder is one of the disorders that cansitas be diagnosed if the symptoms are preceded at least two years, compared to Universitas Br normal (NICHCY, 2013). The characteristic of this disorder is he or shesitas Brawijaya lives as normal development for the first two years followed by loss in Universitas Bravia interaction and communication skills. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 4.raAsperger's Disorder tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Asperger syndrome, also called Asperger's Disorder, is a type of Universitas Brawijaya Universitas Br pervasive development disorder (PDD). Asperger syndrome has autism-sitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Braike characteristics, so it is considered as the mildest type of autism Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br (Anonymous, Asperger's Syndrome, 2009). ersitas Brawijaya Universitas Brawijaya 5. Pervasive Developmental Disorder Not Otherwise Specified, or PDDNOS Universitas Brawijay Children with PDDNOS have more intact in social skills and lacksitas Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Brannely new, the characteristics cannot be found in other four disorders Br **Universitas Brawijaya** Universitas Brabove. Universitas Braw All in all, autistic disorder is more common in boys than girls who have Universitmental retardation. Rett disorder occurs only on girls. Similarly, childhood sitas Brawijaya Universi disintegrative disorder is characterized by normal development for the first two_{sitas B} years compared to normal. Asperger's disorder is considered as the mildest type Universit of autism. Finally, Pervasive Developmental Disorder-Not Otherwise Specified Sitas Br rawijava (PDD-NOS) is the characteristic that cannot be found in four disorders above. Universit2.4 Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS)ersitas Autism Spectrum Disorder (ASD) have several types of Pervasive Universi Developmental Disorder (PDD), there are; Autistic disorder, Rett's Disorder, Sitas Brawijaya Childhood disintegrative disorder, Asperger Disorder, and PDD-NOS. Children with PDD-NOS have a problem in social interaction, communication, and Universitstereotype behavior v patterns. BThey a have l'impairment B in wproducing i and sit as Brawijaya understanding the speech of others. According to NIDCDY (2013), "Individual with PDD-NOS who also has mental retardation may ever develop more than a sites Brawijaya Universi limited understanding speech." It means that children with PDD-NOS have Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijava Universit difficulties in long conversation. They are only following simple instruction. They ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitalso have impairments in verbal and nonverbal communication. Wijawa The Diagnostic of Statistical Manual of Mental Disorder (DSM-IV) rawijaya Universit suggests that the diagnostic label of PDD-NOS is used when there is a severe and sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi pervasive impairment in the development of reciprocal social interaction, verbal Universitand Bnonverbal communication skills, or the development of seemingly stars Brawijaya Universi meaningless repetitive behavior, interests, and activities, but when the criteria dositas not completely meet for a specific disorder within the category of PDD. Universi 2.4.1 Characteristics of Pervasive Developmental Disorder-Not Otherwise Specified According to PDD-NOS Fact sheet (2013), the characteristics of PDD-NOS have more intact social skills and less intellectual deficits than other Universit disorders. Children with PDD-NOS have the characteristics, namely; (a). Sitas Brawijaya Universi Difficulty in communication (e.g. using and understanding language), (b).sitas Difficulty in social behavior, (c). Difficulty with changes in routines or Universitenvironments, (d). Uneven skill development, (e). Different activities in playingsitas Brawijaya with toys and other objects, (f). Repetitive body movements or behavior patterns and (g). Unusual likes and dislikes. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brain conclusion, the characteristics of childrens with PDD-NOS aresitians difficulties in social interaction, communication, and stereotyped behavior supatterns or interest. They may have difficulties to understand and produce the sitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Speech. This theory is used to select the participant at SLB Muhammadiyah Sidayu ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Gresik in order to ensure that the participant suffer from PDD-NOS. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.4.2 reproduction and Communication ya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brabased on the characteristics of PDD-NOS, this disorder is one of the sitas Br PDD's. The children with this disorder have difficulties in social interaction, es Brawijava Universitas Bi Universit communication, and behavior. The communication is verbal and nonverbal sitas NICHCY (2013) assumed that in verbal speech they have incorrect grammar, the intonation or rhythm is monotone and brief, words of similar sound is muddle, Universi some objects is labeled, new words is coined, and the correlation of the words is sitas incorrect. Nonverbal communication is used to express and communicate Universithoughts, feelings, and emotion, to establish and maintain relationships, and tositas influence others. Ambady and Rosenthal (1998) argue that nonverbal Universit communication includes language though any behavioral or expressive channel of sitas Brawijay Universi communication such as facial expression, body movements, vocal tone and pitch, sites and many others. It means that nonverbal communication refers to communication Universitand interpretation of information. The message can be delivered through gestures, sitas Braw body movements, facial expression, eye contact, and et cetera. awijaya Universitas Bravijava In communication, children with PDD-NOS also have impairment in Universitas Bravijava Universi nonverbal communication, impairment in understanding speech, and impairmentsitas Brawijaya in speech development. First, impairment of nonverbal communication, children with PDD-NOS do not show their facial expression in communication. They may Universitas Brawijaya Universitas Brawijaya Universi develop the concrete gesture of pulling adults by the hand to the object that is

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	University wanted. Second, the impairment in understanding speech, children with PDD-sitas Brawilay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi NOS never develop more than a limited understanding speech. They just sitas Brawijay
rawijaya	Universitas Brawijaya understand the simple instructions which are given in an immediate context. So, Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universionly the comprehension of subtle or abstract meanings may be affected in their sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitanding. And the last is the impairment speech development. Children with Sitas Brawijay
rawijaya	understanding. And the last is the impairment speech development. Children with
rawijaya	Universite PDD-NOS do not have babbling stages, or in the first year they have it but in the sites Brawilay
rawijaya	Universitas Brawijaya
rawijaya	Universi next year it stops. When they develop speech, they often echolalia, and it happenssitas Brawijay
rawijaya	Universities Brawie because they have limited comprehension of the meaning. When children say
rawijaya	
rawijaya	Universit word or phrases repeatedly it just because they feel good. The problems of sitas Brawijay
rawijaya	Universita
rawijaya	Universi pronunciation are also common in young children with PDD-NOS. They developsitas Brawijay
rawijaya	Universi functional speech, they may not use it in ordinary ways. (NICHCY, 2013)
rawijaya	Universit
rawijaya	Universit This study used the NIDCD (2010) theory to analyze the types of sitas Brawijay
rawijaya	Universit communication impairments, there are four types of communication impairments, sitas Brawijay Universit
rawijaya	
rawijaya	Universit repetitive or rigid language, narrow interest and exceptional abilities, unevensitas Brawijay Universitas
rawijaya Irawijaya	Universitas Universi language and developmental, and poor nonverbal language. This study also used sitas Brawijay
rawijaya	Universitas B
rawijaya	the theory of Ambady and Rosenthal (1998) to analyze the use of Non-Verbal
Irawijaya	Universit language by the participant.
Irawijaya	Universitas Brawija universitas Brawijay
rawijaya	Universitas Br In conclusion, children with PDD-NOS cannot communicate as a normal sitas Brawijay
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rawijaya	people. They may respond and perceive language in different way because they do
rawijaya	Universitnot understand language in context.awijaya Universitas Brawijaya Universitas Brawijay
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Universitian Broken So, PDD-NOS is an interesting topic to be analyzed because it is one of the Brown and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitatism forms that is different from other types of autism. People with PDD-NOSsitas Brawijava Universitas Brawijava have difficulties to understanding and develop language in conversation. In Universitas Brawijava Universitaddition, they have trouble sin reading nonverbal signals and may appearsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

University with PDD-NOS is rarely met, so it is hoped that this study will be useful.

Universit Universit **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya**

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universi indifferent to social clues. Moreover, a psycholinguistic topic about an autistic Brawijav Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya hiversitas Brawijaya niversitas 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 Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas FCHAPTER III iversitas Brawijaya rawijaya Universit RESEARCH METHOD Sitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Portugue Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universit data analysis. Universitas Brawijas Universitas Brawijas Universitas rawijaya research. Ary et al (2002) suggest the qualitative inquire research deals with the Universi rawijaya Universi data in the form of words, rather than number and statistics. The purpose is to gainsitas Brawijaya rawijaya Universit a depth understanding of the phenomenon. In this study, the writer did not rawijaya Universit correlate between variables, indeed the writer used visual and textual data in ansitas Brawijaya Universitatistic child at SLB Muhammadiyah Sidayu Gresik. The data were analyzed sitas Brawijaya rawijaya Universitas qualitatively without using number or statistic calculation. This study attempted to Universitas Brawijaya **Universitas BI** Universitachieve at a rich description of an autistic child at SLB Muhammadiyah Sidayusitas Brawijaya **Universitas Brav** Gresik. Universitas Bra Universitas Bramba qualitative research attempts to arrive at rich description of the Universitas Brawijaya Universitas Drawijaya Universitas Brawijaya Universitas Brawijaya Universi people, objects, events, places, conversations, and so on. Qualitative researchsitas Brawijava Universitas Brawijaya refers to research procedures which produce descriptive data: people's own rawijaya Universit written or spoken words and observable behavior (Bogdan and Tailor, 1975). Thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya writer analyzed how the communication impairments, the patterns of Non-Verbal Universitas Brawijaya 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 Universitas Brawijaya

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rawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universi communication by an autistic child on data video record of conversation betweensitas Brawijaya Universi an autistic child and his teacher. Brawijava Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe data of this research are the communication impairments taken fromsitas Brawijaya s Brawijaya Universitas the video recorded of the conversation between an autistic and the teacher in ersi classroom at SLB Muhammadiyah Sidayu Gresik. According to Profile of SLB sitas Bresitas Universitas Br Universit*Muhammadiyah* Sidayu Gresik, the autism students in this school (TKLB, SDLB, sitas Brawijaya SMPLB, and SMALB) are only 3 students in different classes, there are 1 student Universi in Taman Kanak-kanak Luar Biasa (TKLB), and 2 students in Sekolah DasarSitas Brawij S Luar Biasa (SDLB). The writer chose the students in SDLB because they could sites rawijava speak more clearly than TKLB's students. There was an autistic child with Universi Asperger's Syndrome in grade 2, and an autistic child with Pervasivesitas Brawijava rawijava Developmental Disorder-Not Otherwise Specified (PDD-NOS) in grade 3. The Universit writer chose the student in grade 3 because he is an autistic with PDD-NOS. Niversitas aya Universitas Brawijaya Universitas BraThe reason was because autistic children with PDD-NOS had more intact social skills and has less intellectual deficits than others with Pervasive Universi Developmental Disorder (PDD's). PDD includes Autistic disorder, Rett'ssitas Brawljaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas disorder, childhood disintegrative disorder, Asperger disorder, and PDD-NOS. the data were in the form of the script of the conversation between the teacher and the stras Brawijaya Universi participant taken from the video recording as well as the visual data such as the sitas Br participant's gestures and body movements. The script was used to analyze the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit communication impairments by the participant. The visual data were used tositas Brawijaya Liniversi known the patterns of Non-Verbal language produced by the participant. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit3.3 Data Collection iversitas Brawijaya Universitas Brawijaya Universities Brawie and Universities Provide a Universities Brawie available In collecting the data, the writer took several steps as follows: Universitas Braselecting the participant First of all, the writer officially asked for the permission to the head master of SLB Muhammadiyah Sidayu Gresik to observe the students with PDD-NOS. Additionally, in order to find out the student who hassitas Brawijaya Universit PDDNOS, the writer discussed with the teacher about the characteristics of the student and used the theory of National Dissemination Centre of Brawijaya rawijava Children with Disabilities (NICHCY, 2013), and supported with the stas Brawijaya student academic report. Moreover, the writer used the report because it described his or her development of social interaction in which appropriatesitas Brawijaya with the characteristics of PDDNOS, such as in social communication, Br social interaction, and repetitive behavior. At one time, the writer chose Brawijaya one of the students as a participant based on the autistic disorder, which issitas Brawijava PDD-NOS. Then, the writer asked the consent form to the student's parent Br to get the permission to observe the student. The last step is the writer stars Brawijaya Br asked the permission of the teacher in grade 3 to record the conversation stars Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava^{*} Universitas 2 ravideo recordingersitas Brawijaya Universitas Brawijaya srawijaya

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 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrawijayaIt is to get the conversation data between an autistic child and thesitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B teacher. The writer used the cell phone to get video recording of the Brawijava rawijaya Universitas Broommunication impairments of the participant. The cell phone was used rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br because it was easy to be used and brought out. Before the writer took thesitas Brawijava rawijaya Universitas Brawijaya Universitas Pravijaya Universitas Brawijaya Universitas Brawijaya video recording, the writer had discussed with the teacher about how the Universitas Brawijaya Universitas Brarticipant with PDD-NOS usually communicate. The video was taken insitas Brawijaya Universitas Br six times with different context in classroom with natural setting. After the Brawling recording, the writer transferred the data to the computer and watched it several times through video player. Then, the last step was transcribing thesitas Brawijaya conversation to make it easier to analyze the types of communication impairments experienced by the participant based on the conversation on Sitas Brawijaya rawijaya the video recording. rawijaya 3. Choosing the data related to the topic of the study In this step, the writer selected and categorized the scenes and sitas Brawijaya utterances by the participant. Universit 3.4 Data Analysis vijava According to Ary et al (2002), data analysis is a process **Universitas Brawija** whereby Universit researchers systematically search and arrange the data in order to increase their sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi understanding of the data and enable them to present what they are learned tositas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brafter collecting and studying the data, the writer analyzed the data bysit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya using the following steps in order to answer the research problems, namely: Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

rawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitian 1. Examining the types of communication impairments by using the theory of sitian Brawijaya rawijaya Universitas Brawiava rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya **Universitas B** rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** srawijaya

Universitas Br First of all, after transcribing the video recording the writer analyzed how Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br many types of communication impairments done by an autism child withsitas Brawijaya Universitas Bravia PDD-NOS at SLB Muhammadiyah Sidayu Gresik based on theory of Universitas Bravijaya Universitas Br NIDCD (2010) about the characteristics of PDD-NOS rawijaya Universitas 2. Examining the pattern of Non-Verbal communication To determine the patterns of nonverbal communication of the participant, niversitas Brawijaya the writer analyzed the gestures showing the patterns of nonverbalsitas Brawijaya communication by using the theory of NIDCD (2010) in Chapter II. iversitas Brawijaya 3. Drawing the conclusion based on what had been found in the finding

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After getting the answers to the research problems, the writer concluded sitas Brawijaya

the answers based on the findings.

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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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas ECHAPTER IV iversitas Brawijaya rawijaya University FINDING AND DISCUSSION S Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Posto Universitas Brawijava Universitas Universitas Brawijava Universitas Universitas Brawijava Brawijava Universitas Brawijava Brawijava Universitas Brawijava Brawijava Universitas Brawijava Brawijav Universit of the study. SITAS BRAN Universitas 4.1Finding Universitas Universitas Brawijaya The finding answers the research problems of this study. First, the Brawijaya problems are the types of communication impairments done by an autistic child Brawijaya Universi rawijaya Universi with PDD-NOS at SLB Muhammadiyah Sidayu Gresik. Second, the uses of Non-sitas Brawijaya rawijaya Verbal communication are by an autistic child with PDD-NOS at SLB rawijaya Universit Muhammadiyah Sidayu Gresik. According to NIDCD (2010) theory as mentioned in Chapter II, there are rawijaya Universi four types of communication impairments in language use and behaviors that aresitas Brawijava Universitas Braudin children with autism. The writer also found the use of Non-Verbal Universit communication in this video with Ambady and Rosenthal theory (1998) assitas Brawijaya 📕 awijaya Universitas Brawijaya Universimentioned that there are three types of Non-Verbal communication. Aftersitas Brawijava Universitas Brawijaya rewriting the conversation between the student and his teacher in class, the writer Universitas Brawijaya rawijaya Universitanalyzed and found all of these types showed by the student from the video. niversitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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Irawijaya	Universitas Brawijaya	1. Wilden Suka man Dola Wilden Suka	
Irawijaya	Universitas Brawijaya		
Irawijaya	Universitas Brawijaya	S: Main bola. <no contact="" eye="">. (Playing</no>	
rawijaya	Universita 2. BI C1.S.L8	Tootball).	
rawijaya	Universitas Braw	Wildan likes playing football?)	
rawijaya	Universitas Br	S: Suka main bola. (like playing	
rawijaya	Universita3. C1.S.L1	Iootball)	
Irawijaya	Universita	o I. Sulla apa datak. (Ente of not.)	s Brawijaya
Irawijaya	Universit	legs>(burger emh).	s Brawijaya
Irawijaya	Universi 4. C1.S.L1		s Brawijaya
Irawijaya	Universit	(Idiani What Wab Jour orealitast	s Brawijaya
Irawijaya	Universit	S: Endok. < No eye contact while playing	s Brawijaya
Irawijaya	Universit	Ins leet> Bu Fatili. (Egg. Bu Fatili.)	s Brawijaya
Irawijaya	Universita 5. C2.S.L1	T: Dalem. (Yes) Iniversitation S: <just activity="" and="" another="" doing="" silent="">. ✓</just>	
rawijaya	Universita	<writing his<="" playing="" th="" while=""><th></th></writing>	
rawijaya	Universitas	icco.inii oooi oi iggini	
rawijaya	Universita6. C3.S.L6		
Irawijaya	Universitas B	table>(what color is it?)	
rawijaya	Universitas Bra	5. Cokiat. Weran Showing his penen	
rawijaya	Universita 7.Br C3.S.L1		
rawijaya	Universitas Brawija	many eye you have?)	
Irawijaya	Universita 8. B C3.S.L1	S. Eyt.	
rawijaya	Universitas Brawijaya	5	
Irawijaya	Universitas Brawijava	S: <no and="" his="" pencil="" playing="" respons=""></no>	s Brawijaya
rawijaya	Universitas Brawijaya	8 T: Matanya Wildan ada? Matanya	
Irawijaya	Universitas Brawijaya	Unievesate?): Prowijovo Universited Prowijovo Universited	
Irawijaya	Universitas Brawijaya	S: <no and="" another="" reply="" seeing="" side="">.</no>	
Irawijaya	Universita ₁₀ SrC3.S.L2	<pre><pre>playing his pench>.</pre></pre>	
Irawijaya	Universitas Brawijaya	a Univare?)tas Brawijava Universitas Brawijava Universita	
rawijaya	Universitas Brawijaya	S. One up up No reply and no ava	
Irawijaya	Universitas Brawijaya	a Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universit <u>as Brawijava</u>	Universitas Brawijaya Universitas		Universitas Brawijay
	Universitas B awijaya	T: HmmmmNggak nyambung wildan.	Brawijaya	Universitas Brawijay
rawijaya		Eh, siapa yang motong rambutnya?		
rawijaya	Universitas Brawijaya	(hmmmm that's not the answer. (Who cut your hair, eh?)		Universitas Brawijay
rawijaya	Universitas Brawijaya	S: Potong rambut. (cut the hair)		Universitas Brawijay
rawijaya	Universita ₁₂ . C4.S.L4	T: Ayo dibaca! (read it!)	Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	S: Coba buka pintunya. Sarah Ilham, ouhYulia terlambat. <out< th=""><th>Brawijaya</th><th>Universitas Brawijay</th></out<>	Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	loud>(open the door please. Sarah	Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Ilham, ouhYulia is late.)	Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijav	T: Siapa yang terlambat? (who is late?) S:Perluperlu anak-anak.	rawijaya	Universitas Brawijay
rawijaya	Universitas Brawi	Toktoktoktoktokktokk	uaya	Universitas Brawijay
rawijaya	Universitas Br	"saya tidak mendengar sebab	va	Universitas Brawijay
rawijaya	Universitas	bunyinya lemah sekali." Kaka kiki. "saya mendengar bunyi keras,		Universitas Brawijay
rawijaya	Universit	lemah-lemah." Kata Ilham. Togar		Universitas Brawijay
rawijaya	Universi	merasakan ada getaran dipintu."	7	hiversitas Brawijay
rawijaya	Universi	Sambil melihat Yulia mengetuk pintu. (needed needed children.		niversitas Brawijay
rawijaya	Universit	Toktoktoktoktoktokk		hiversitas Brawijay
rawijaya	Universit	"I can't hear it because it's too slow.		hiversitas Brawijay
	Universit	"Kaka Kiki. "I heard loud sound, slowly," said Ilham. Togar felt the		niversitas Brawijay
rawijaya	Universita	door shakes." While seeing Yulia		Universitas Brawijay
rawijaya		knoncked the door.)		Universitas Brawijay
rawijaya	Universit <mark>al3. C4.S.L8</mark>	T: Siapa yang mengetuk pintu?(who knocks the door?)	✓	Universitas Brawijay
rawijaya	Universit <mark>as E</mark>	S: itu. (that)		Universitas Brawijay
rawijaya	Universit <mark>as Bl</mark>		a	Universitas Brawijay
rawijaya	Universit <mark>as Btallander Universitaten 14, C4.S.L10</mark>	T: Siapa yang mengetuk pintu?(who	jaya	Universitas Brawijay
rawijaya	Universit <mark>as blaw</mark>	knocks the door?)	√ ijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawija</mark>	S: Ini (it's) <pointing the="" window="">.</pointing>	wijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	Putih. (white)	D rawijaya	Universitas Brawijay
rawijaya	Universita15B C4.S.L.12	T: Siapa yang mengetuk pintu?(who knocks the door?)	Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>	S: itu. Itu putih. (that. That's white)	Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>	<pre><pre>>pointing the window >.</pre></pre>	Brawijaya	Universitas Brawijay
rawijaya	Universita16. C4.S.L22	T:ToktoktokSiapa University yang	Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>	Un mengetuk? Ta (Knock) knock	Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>	S: Putri.< named one of his friends>	Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>			Universitas Brawijay
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		0 0	Universitas Brawijaya Universitas		Universitas	
	Universitas Br		Universitas Brawijaya Universitas		Universitas	
5 5	Universitas Br	C4.S.L13	T: Toktoktok siapa yang	Brawijaya	Universitas	
	Universit <mark>as Br</mark>	awijaya	mengetuk?(Knock knock knock	-	Universitas	
		awijaya awijaya	Un Who is knocking the door?) Niversitas S: Pintu itu. (That door) a Universitas	Brawijaya Brawijaya	Universitas	
Irawijaya	Universitas Br	C4.S.L26	T: LhoSiapa yang mengetuk pintu?	2.4.1.,6.,4		
5.5		awijaya	(Who is knocking the door?)	Brawijaya	Universitas	
5 5	Universit <mark>as Br</mark>		S: Itu putih. (That's white) Universitas	Brawijaya	Universitas	
	Universit <mark>as Br</mark>		S: Yulia.	Brawijaya	Universitas	
		C4.S.L28	T: Yulia. Siapa yang mengetuk	Brawijaya	Universitas	
5 5	Universit <mark>as Br</mark>		pintu?(Yulia. Who is knocking the door?)	rawijaya	Universitas	
	Universit <mark>as Br</mark>	aw	S: Pintu itu Yulia. (That door is Yulia)	ijaya	Unive rsitas	
	Universit <mark>as Br</mark>		T: Siapa yang mengetuk pintu? Yu	va	Unive rsitas	
	Universit <mark>as</mark>		(Who is knocking the door? Yu) S: Yulia.		Universitas	
	Universit		T: Siapa yang mengetuk pintu?(Who is		Universitas	
	Universi		knocking the door?)	7,		Brawijaya
5 5	Universi 20.	C4.S.L24	T+S: Yulia T: lho, bukan. (No, it's not)	~		Brawijaya
	OTTIVETSIT	C4.5.L24	S: Sudah. (finish)		hiversitas	
5.5	Universit 21.	C5.S.L6	T: lagi siapa yang mengetuk pintu?		niversitas	
5 5	Universit		(Again Who is knocking the door?) S: Yulia.		niversitas	5 5
	Universita		T: <give applause=""></give>		Universitas	
	Universitas		S: Ditulis lagi! (Write again)		Universitas	
	Universitas		T: Lhobelum, kok ditulisduduk situ dulu! (not yet, why write it down sit		Universitas	
	Universitas E		there!)		Universitas	
	Universitas B		S: <back and="" his="" speak<="" table="" th="" to=""><th>a</th><th>Universitas</th><th></th></back>	a	Universitas	
rawijaya	Universitas Br	a	randomly>. Angry bird. <playing and="" feet="" his="" pencil=""></playing>	aya	Universitas	
rawijaya	Universitas Br	C5.S.L8	T: Bunyi ketukannya gimana? (how it	ijaya	Universitas	
	Universitas Br		sounds)	√ijaya	Universitas	
	Universitas Br	awijay	S: <look and="" at="" board="" his="" pencil="" playing="" smiling="" the="" while="">. Pintu. (Door)</look>	Tawijaya	Universitas	
5 5	Universit as Br	C6.S.L2	T: ketukan apa? (what is knocking?)	Brawijaya		Brawijaya
	Universitas Br	awijaya	S: Saya tidak mendengar sebelum (I	Brawijaya	Universitas	
	Universitas Br		Can't hear before) T: lho? Kok iso saya tidak mendengar itu?	Brawijaya	Universitas	
		C6.S.L4	Hey! Kamu kalau masuk kelas ketuk	Brawijaya	Universitas	
	Universitas Br		pintu. (How can I not hear that? Hey!	Brawijaya	Universitas	
	Universitas Br		Un Knock the door before you enter the	Brawijaya	Universitas	
	Universitas Br	awijaya	class.) S: Ketuk pintu. (Knock the door)	Brawijaya	Universitas	
	Universitas Br				Universitas	
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rawijaya		5 5	Jniversitas Brawijaya Universitas		Universitas	
rawijaya	Universitas Br		Universitas Brawijaya Universitas		Universitas	
Irawijaya	Universita ²⁵ Br		T: Nahjadi kalau ada salam dijawab	Brawijaya	Universitas	
Irawijaya	Universitas Br		salam ya! (Nah if anyone said salam, answer it!)		Universitas	
rawijaya		awijaya	S: <no and="" his="" pencil="" playing="" respons=""></no>	Brawijaya	Universitas	
rawijaya	26.	C6.S.L12	T:Lholholhoduduknya, duduknya	✓ Jaja	Universitas	
		awijaya	Lho lho lho Your seat, your seat)	Brawijaya		
rawijaya	Universit <u>as Br</u> Universit <mark>a3</mark> 7Br	C6.S.L14	S: Duduknya. (seat) T: Wildan duduk manis. (Wildan sit	Brawijaya	Universitas	
rawijaya	Oniversites Di	awijaya	nicely.)	Brawijaya	Universitas	
rawijaya	Universitas Br		S: Manis. (Nice)	Brawijaya	Universitas	
rawijaya		C6.S.L16	T: Tidak boleh banyak tingkah. (No freak actions)	ra ijaya	Universitas	
rawijaya		aw	S: Tingkah. Tepak Shaun the ship.	ijaya	Universitas	
rawijaya	Universitas Br		Angry bird. (Freak. Shaun the ship	va	Universitas	
rawijaya	Universitas Universita 29.	C6.S.L18	pencil case. Angry bird.) T: Tepaknya siapa? (Whose pencil case is		Universitas	
rawijaya	enneren	C0.5.L18	that?)		Universitas	
rawijaya	Universi		S: Merah. (Red.)			Brawijaya
rawijaya	Universi 30.	C6.S.L20	T: Tepaknya siapa?(Whose pencil case?)	~		Brawijaya
rawijaya	Universit	2	S: Tepak Shaun the ship. (Shaun the ship pencil case.)		niversitas	Brawijaya
rawijaya	Universit 31 .	C6.S.L28	T: Gilang.	✓	niversitas	
rawijaya	Universit		S: Bu Oca, papan. (Miss Oca. The		niversitas	
rawijaya	Universita		board.) T: <laugh></laugh>		Universitas	
rawijaya	Universita		S: <playing pencil=""></playing>		Universitas	
rawijaya	Universita32.	C6.S.L32	T: Papannya siapa sih? (Whose board is	✓	Universitas	
rawijaya	Universitas L	1	it?) S: Ditutukkayu. (knocked stick)		Universitas	
rawijaya	Universita33B	C6.S.L34	T: Ooooditutuk kayu papannya	√ a	Universitas	
rawijaya		a	siapa? (0000 knocked with the	aya	Universitas	
rawijaya	Universitas Br	aw	stick whose board?) S: Bu Fatin. (Miss Fatin)	ijaya	Universitas	
rawijaya		C6.S.L36	T: Lho?	√ ijaya	Universitas	
rawijaya		awijay	S: Kursi. (Chair.)	lawijaya	Universitas	
Irawijaya	0	C6.S.L38	T: Kursinya siapa yang ditutuk saiki? (Whose chair is knocked now?)	Brawijaya	Universitas	
rawijaya	Universitas Br		S: Tutuk Wildan. (knock Wildan)	Brawijaya	Universitas	
rawijaya	Universita ₃₆ Br		UT: IVE DitutukBra Wildan. Un Lho Slaks	Brawijaya	Universitas	
rawijaya	Universitas Br		dipraktiknoLad dipraktikno. Lho, tidak boleh praktik! Tidak boleh!	Brawijaya	Universitas	
rawijaya	Universitas Br		Duduk! Hey (knocked by Wildan.	Brawijaya	Universitas	
rawijaya	Universitas Br	awijaya	Un Don't do it. Don't! Sit! Hey)versitas	Brawijaya	Universitas	
rawijaya	Universitas Br	C6.S.L42	S: Hey. Itas Brawijaya Universitas T: Duduk! Yang lain duduk! (Sit!	Brawijaya	Universitas	
rawijaya	Universitas Br	awijaya	Everybody sit!)	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Br	awijaya	LS: Ini? (This?)Brawijaya Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Br	awijaya	Universitas Brawijaya Universitas	Brawijaya	Universitas	Brawijaya
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rawijaya 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 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya T: Rusak. (Broken.) vijaya Universitas Bravijaya Universita38B C6.S.L46 Universitas Brawijaya S: Kursine rusak. (The chair is broken) Unive rsitas 39 as E Brawijaya C6.S.L48 T: nggak boleh! Wildan nggak boleh **Universitas** Brawijaya Universit nutuk! (Don't! Wildan, don't knock!) Brawijaya Universitas Universitas B rawijava S: Tutuk pa...tutuk kursi. (Knock... Knock the chair.) cita 40. T: Papan... nanti rusak. Bu Oca nggak C6.S.L51 Brawijaya Universitas bisa nulis kalau papannya rusak. (The board... will be broken. Miss Oca can't Universitas Brawijaya Universitas Brawijaya Brawijaya write if the board is broken.) Brawijaya Universitas Universitas B rawijaya S: <no respond> а<u>4</u>1Б C6.S.L58 ыча∿ Unive rsitas T: Wildan duduk manis! (Wildan sit Universit rawiia nicely!) ijaya Universitas S: Duduk. (Sit) -hijyayy 33 4 12 TOTAL 1

Universitas Universit*Notes;*

Universi 1

Universi 2

Universit³ Universit⁴

Table 4.1 above shows that the children with PDD-NOS have four types of Universi communication impairments. Among all the types, the first type shows highersitas Brawijaya than others. There are 33 occurrences in repetitive or rigid language, 4 Brawijaya

: Repetitive or rigid language

: Uneven language development

: Poor nonverbal conversation skills

: Narrow interests and exceptional abilities

occurrences in narrow interest and exceptional abilities, 1 occurrence in unevensitas Brawijaya

Universitlanguage developmental, and 12 occurrences in poor nonverbal language. Thesitas Brawijaya first type in communication impairments by an autism child with PDD-NOS at Universit SLB Muhammadiyah Sidayu Gresik is repetitive or rigid language. The coulomb it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universit with yellow color means that the student has uneven language development. niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya

niversitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya**

Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit4.1.1.1 Repetitive or Rigid language ijaya Universitas Brawijaya Universities Bravia The student showed the occurrences of repetitive or rigid language when Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi he spoke with no meaning or things that seemed out of the context in conversationsitas Brawijava rawijaya University with the teacher. The first column also proves that the student did not understand Universitand Bhevjust/repeated what the speaker said. Het just understood simplesitas Brawijaya Universit conversations. Universitas Br In addition, repetitive or rigid language is a condition when someone withsitas Brawijaya PDD-NOS does not understand the meaning of their speech and just repeat. Universi NICHCY (2013) says that echolalia is seemingly meaningless repetition of words SILAS Universi or phrases. The child with PDD-NOS may have limited comprehension of the meaning. This dialogue between the student and the teacher shows repetitive or Universitrigid language; rawijaya UniversitConversation1; : Wildan suka main bola?...Wildan suka main bola? (wildan, do yousitas Brawijava UniversitTeacher like playing football?) : Main bola.<No eye contact>. (Playing football). Student : Heh...Wildan suka main bola? (Heh... Wildan like playing Teacher football?) UniversitStudentwija : Suka main bola. (like playing football) UniversitTeacher wijay : Suka apa tidak? (Like or not?) Student : Burger...emh....<shaking his legs>(burger... emh...). **Universitas Brawijaya** Universitas Brawijaya The context of the conversation 1 is about the hobby of the student. This dialogue shows that student with PDD-NOS had difficulties to understand the Universi meaning of the conversation. He only repeated what the teacher said. The teachersitas Brawijava asked him whether he likes playing football or not, but the student just repeated rawijaya Universitas Brawijaya Universitas Brawijaya

srawijaya

			011110101010	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Irawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	srawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Irawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universithe last word. This symptom is called Echolalia. The third qu	estion still a	bout the sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universi hobby that was answered by the student. In this case, he d	id not repea	t but hesitas	Brawijay
rawijaya	University wanted to say that he liked burger. The student said the word	repeatedly	Universitas	Brawijay
rawijaya			Universitas	Brawijay
rawijaya	Universi communicative purpose because he felt good to repeat. Tas B		Universitas	
rawijaya	Universitas Brawijaya Universitas Provincia Universitas B	rawijaya	Universitas	
rawijaya	Universitas Branother conversation is;	Irawijaya	Universitas	
srawijaya		rawijaya	Universitas	
srawijaya		kawijaya	Universitas	
rawijaya	<u>conversation o,</u>			
rawijaya	Universitas Br said salam, answer it!)	va	Universitas	Brawijay
rawijaya	Universit Student : <no and="" his="" pencil="" playing="" respons=""></no>		Universitas	Brawijay
rawijaya	Teacher : Lholhoduduknya, duduknya Lh	10 lho lh	o. Your Iniversitas	Brawijay
rawijaya	Universi Student seat, your seat) : Duduknya. (seat)		niversitas	
rawijaya		1	niversitas	Brawijay
rawijaya	Universi Student : Manis. (Nice)	V	hiversitas	Brawijay
rawijaya	Universit Universit	n at un dansta	niversitas	Brawijay
srawijaya	Universit	not understa	niversitas	Brawijay
rawijaya	Universithe teacher meant. The teacher asked the student to stay in l	his chair. He	did notsitas	Brawijav
rawijaya			Universites	Drowijov
srawijaya	universitian answer it but just repeated the word. He also repeated the wo	ord while sta	ying on	Brawijay
rawijaya			Universitas	
srawijaya		a	Universitas	
rawijaya				
rawijaya	Universitas Braw	leristics of r	Universitas	Brawijay
rawijaya		wijaya	Universitas	
rawijaya			Universitas	
rawijaya	Universitas Brawijava, Universitas B	rawijaya	Universitas	Brawijay
rawijaya		rawijaya	Universitas	Brawijay
rawijaya	UniversitStudent wijaya : Coba buka pintunya, Sarah Ilham, ouh Yu	ulia terlamb	at n <outsitas< th=""><th>Brawijav</th></outsitas<>	Brawijav
rawijaya	Universitas Brawijaya loud> (open the door please. Sarah Ilham, out	1Yulia is la	te.)iversitas	Brawijay
rawijaya	Teacher : Siapa yang terlambat? (who is late?) Student : Perluperlu anak-anak. Toktoktokt	rawijava	Universitas	Brawijay
rawijaya	Universitas Brawijaya "saya tidak mendengar sebab bunyinya le	emah sekali.	"Kakasitas	Brawijay
rawijaya	Universitas Brawijava kiki: j ^w saya amendengar/bunyi/keras, sle	mah-lemah.	"UrKatasitas	Brawiiav
rawijaya	Universitas Brawijaya Ilham, e Togar, 🛛 merasakan Lada e getaran	dipintu."	Sambil _{sitas}	Brawijay
rawijaya	Universitas Brawijaya melihat Yulia mengetuk pintu. (needed	needed c	nidren. Universitas	Brawijay
rawijaya			Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijay
rawijaya			Universitas	Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Tok...tok..tok..tok..tok..tookk...e. "I can't hear it because it'ssitas Brawijaya Universitas Brawijava too slow.s" Kaka Kiki. "I heard loud sound, slowly," saidsitas Brawijava Ilham. Togar felt the door shakes." While seeing Yulia knoncked the door.) Universitas Fra Nah lihat! Wildan duduknya yang bagus! (See! Sit nicely, rawijaya ersitas Brawijaya Wildangrsitas Brawijaya Universitas Brawijaya UniversitStudent wijava: <sit nicely at once>wijava Universitas Brawijava Teacherwijava Siapa yang mengetuk pintu?(who knocks the door?) Student : itu. (that) : Siapa yang mengetuk pintu?(who knocks the door?) Teacher Universit Student wijaya : Ini (it's) < pointing the window >. Putih. (white) / jaya UniversitTeacherwiia : Siapa yang mengetuk pintu?(who knocks the door?) : itu. Itu putih. (that. That's white) < pointing the window >. Student : Siapa? Siapa itu? Siapa ini? (Who? Who is that? Who is it? Teacher <pointing herself> UniversitStudent : Bu Fatin. (Miss Fatin) In this extract, the teacher wanted the student to read the paragraph on the black-board, but he did not response the teacher instruction. He just continued Universi reading the sentence. After reading, the teacher asked the student about who had knocked the door, but he pointed the window as the door. The student meant that Universi he wanted to explain to the teacher about where the door was, it was beside of himsitas Brawijaya rawijaya with white color. The student showed these occurrences because he did not Universitunderstand what the teacher said. 4.1.1.2 Narrow Interests and Exceptional Abilities Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Brathe second column on the table is about narrow interests and exceptional abilities. In Chapter II the writer has explained about this part, it is about the Universitas Brawijaya Universitas Brawijaya Universi children with autism have a topic that holds their interest, but he did not be able tositas Brawijavi rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universi carry on two way conversation about the same topic. He could produce the speechsitas Brawijaya but did not response what other said in the same topic. Universitas Brawijaya Universitas Brawijaya Conversation 6: ers Teacher Wildya: Tidak boleh banyak tingkah. (No freak actions) Universi Student wijava : Tingkah, Tepak Shaun the ship. Angry bird. (Freak. Shaunsitas Brawijava the ship pencil case. Angry bird.) ersitas Brawijaya s Brawijaya Teacher : Tepaknya siapa? (Whose pencil case is that?) Student : Merah. (Red.) UniversitTeacherwijaya : Tepaknya siapa?(Whose pencil case?) S Brawijaya Universit Student wijay : Tepak Shaun the ship. (Shaun the ship pencil case.) This extract shows that the student has the second type of communication Universitimpairments, that is narrow interests and exceptional abilities, but this extractsitas Brawijaya shows student's narrow interest because the student could produce the speech about interest topic but he did not understand what the teacher's topic even Universi thought the topic is the same. Firstly, he repeated the last word of the teacher's saying. After that he Universi talked about his interesting topic (Shaun the ship, and Angry bird cartoon). Hesitas Brawijaya spoke to himself about this topic and repeated it in some time without responding Universit what the teacher said. He also did not do what the teacher asked him to do. 4.1.1.3 Uneven Language Development onevorsitas Brawijaya Universitas Brewe can see on the next column that the writer found Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi communication impairments showed by the student that was uneven language development. It happens when an autism child does not develop some speech or Universitas Brawijaya Universitas Brawijaya Universi skill to a normal level of ability. He has good memories of vocabulary in asitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas particular area of interest from the information heard or seen. According to the rawijava

rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Univ ³ 7sitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya		yellow color, the student showed the pattern of uneven	
rawijaya		Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit development th	at is showed in extract 4. In number eight until thirteen	the writersitas Brawijay
rawijaya		tudent could communicate by memorizing the vocabular	
rawijaya	Universitas Brawijava	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
Irawijaya		nication. So, the column with yellow color shows that the	
rawijaya			
rawijaya	could produce	speech by memorizing the vocabulary used by speal	kers. The Universitas Brawijay
rawijaya		e full conversation in conversation 4 with yellow bold	
rawijaya	Universitas Brawijay	rawijaya	Universitas Brawijay
rawijaya		urrences of uneven language development;	Universitas Brawijay
rawijaya	Universitas Bra	C PO DRA	Universitas Brawijay
rawijaya	Universit Teacher	: Ayo dibaca! (read it!)	Universitas Brawijay
rawijaya	UniversitStudent	: Coba buka pintunya. Sarah Ilham, ouh Yulia terlam	
rawijaya	Universi	loud>(open the door please. Sarah Ilham, ouhYulia is la	ate.) iversitas Brawijay
rawijaya	Universi Teacher	: Siapa yang terlambat? (who is late?) :Perluperlu anak-anak. Toktoktoktoktokt	niversitas Brawijay
rawijaya	Universit	"saya tidak mendengar sebab bunyinya lemah sekal	li," Kakasitas Brawijay
rawijaya	Universit	kiki. "saya mendengar bunyi keras, lemah-lemal	
rawijaya	Universit	Ilham. Togar merasakan ada getaran dipintu."	Sambilsitas Brawijay
rawijaya	Universita	melihat Yulia mengetuk pintu. (needed needed	
rawijaya	Universita	Toktoktoktoktoktookk "I can't hear it be too slow. "Kaka Kiki. "I heard loud sound, slow	ly, is aid sitas Brawijay
rawijaya	Universitas	Ilham. Togar felt the door shakes." While seei	ng Yuliasitas Brawijay
rawijaya	Universitas	knoncked the door.)	Universitas Brawijay
rawijaya	Universitas Ber	: Nah lihat! Wildan duduknya yang bagus! (See! S Wildan!)	^{sit} nicely, sitas Brawijay
rawijaya	Universit <mark>student</mark>	Wildan!) : <sit at="" nicely="" once=""></sit>	Universitas Brawijay
rawijaya	Universit Teacherw	: Siapa yang mengetuk pintu?(who knocks the door?))	Universitas Brawijay
rawijaya	Universit <mark>Studentiwij</mark> .	: itu. (that)	Universitas Brawijay
rawijaya	Universit Teacherwijay	: Siapa yang mengetuk pintu?(who knocks the door?) : Ini (it's) <pointing the="" window=""> Putih. (white)</pointing>	Universitas Brawijay
rawijaya	Universit <mark>as Brawijaya</mark>	· Siana yang mengetuk pintu?(who knocks the door?)	Universitas Brawijay
rawijaya	Universit <mark>studentwijaya</mark>	: itu. Itu putih. (that. That's white) < pointing the windo	w <mark>lyniver</mark> sitas Brawijay
rawijaya	Universit <mark>Teacherwijaya</mark>	: Siapa? Siapa itu? Siapa ini? (Who? Who is that? W	<mark>Vhorisvit?</mark> sitas Brawijay
Irawijaya	Universitas Brawijaya	<pre><pre><pre><pre>ointing herself>rawijaya Universitas Brawijaya : Bu Fatin. (Miss Fatin)</pre></pre></pre></pre>	
Irawijaya	Teacher	: Bu Fatin, Siapa itu? (Miss Fatin, Who is that?) <pointi< th=""><th>ng one of</th></pointi<>	ng one of
rawijaya	Universit <mark>as Brawijaya</mark>	the children s Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		: Ifa. (Ifa)sitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit <mark>Teacherwijaya</mark>	: IfaSiapa itu? (Ifa Who is that?) rsitas Brawijaya : Mbak Fima (Fima)	Universitas Brawijay
rawijaya			Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

	ennerene Brannjaga	entreterate Elatrigaja entreterate Elatrigaja
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 Universitas Brawijay
rawijaya	Universit <mark>Teacherwijaya</mark>	<mark>: Siapa itu? (Who is that?)/a_Universitas Brawijaya _Univer</mark> sitas Brawijay
rawijaya	Universit <mark>Student wijaya</mark>	Gilang, (Gilang) rawijaya, Universitas Brawijaya, Universitas Brawijay
rawijaya	Universit <mark>Teacher</mark> wijaya	: ToktoktokSiapa yang mengetuk? (Knock knock knock
rawijaya		Who is knocking the door?) : Putri. <named friends="" his="" of="" one=""></named>
rawijaya	Universit	: Iho, bukant (No, it's not) a Universitas Brawijaya Universitas Brawijay
rawijaya	Universit <mark>Studentwijava</mark>	<mark>: Sudah. (finish)</mark> Brawijaya, Universitas Brawijaya – Universitas Brawijay
rawijaya	Universit <mark>Teacher ujaya</mark>	: Toktoktok siapa yang mengetuk?(Knock knock knock
rawijaya	Universites Provilove	Who is knocking the door?) : Pintu itu. (That door)
rawijaya		: LhoSiapa yang mengetuk pintu? (Who is knocking the door?) resitas Brawijay
rawijaya	Universit <mark>Student wijav</mark>	: Itu putih. (That's white) rawijaya Universitas Brawijay
rawijaya	Universitas plaw	Yu
rawijaya	Universit <mark>Student</mark> Teacher	: Yulia. : Yulia. Siapa yang mengetuk pintu?(Yulia. Who is knocking the sitas Brawijay
rawijaya	Universitas	door?)
rawijaya	Universit <mark>Student</mark>	: Pintu itu Yulia. (That door is Yulia) Vniversitas Brawijay
rawijaya	Universi Teacher	: Siapa yang mengetuk pintu? Yu (Who is knocking the door?sitas Brawijay
rawijaya	Universit	Yu)
rawijaya		: Siapa yang mengetuk pintu?(Who is knocking the door?)
rawijaya	Universit Teacher and stud	
rawijaya	Universita	niversitas Brawijay
rawijaya	Universita	art the teacher asked the student "Who has knocked the door?", sitas Brawijay
rawijaya	Universita	art, the teacher asked the student "Who has knocked the door?", and be been been been been been been been
rawijaya	Universitbut he wanted t	o explain that the person on the topic knocked the door, and hesitas Brawijay
rawijaya	Universitas L	Universitas Brawijay
rawijaya	Universitas B	window as the door. He described more about the window with sitas Brawijay
rawijaya	Universities Bructure. H	Ie also answered the question with the same answer when the stas Brawijay
rawijaya	Universitas Braw	ijaya Universitas Brawijay
rawijaya		e same question. Next, the teacher asked by giving the clue and hesitas Brawijay
rawijaya	Universitas Brawijay	In repeatedly conversation, the student could answer the question Brawijay
rawijaya		
rawijaya		gh the teacher asked again by using different sentence. It shows litas Brawlay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya 		with PDD-NOS could produce speech according to his memory.
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 Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Irawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit4.1.1.4 Poor Non-verbal Language wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brithe last column from table 4.1 discusses poor nonverbal language. It Universit means that the student is unable to use gestures. He has difficulties in pointing the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi object and in giving meaning in his speech. Detail explanation about this type issitas Brawijava sitas Brawing inversitas Participation of the second research problem. **Universitas Brawijava Universitas Brawiias** Universi 4.1.2 Analysis on the use of Non-Verbal communication by an autistic child Universitas B with PDD-NOS at SLB Muhammadiyah Sidayu Gresik. Every person needs nonverbal language to support and gave the meaningsitas on his/her communication. Nonverbal language is one of important factors in Universi communication, such as gestures, eye contact, facial expression, and others. Itsitas Brawijaya means that nonverbal communication in gives the meaning of the communication Universititself, and makes the hearer interested and understand the communication. Ansitas Brawijaya Universitautism child with PDD-NOS is poor in nonverbal communication. Hesitas Brawijava communicates without using meaningful gestures or the language to Universi communicate. Table 4.2 portrays the student's Non-Verbal communication.sitas Brawijaya Beforehand, the writer gives explanation on the codes used in this research. Inversitas Brawijava Universitas Brawijaya Universitas Universitms Bra: Minute Universitas Brawijaya Universitas Brawijaya Universitsec Bra Second Universitas Brawijaya Universitas Brawijaya UniversitAppBraiAppendixUniversitas Brawijaya Universitas Brawijaya s Bravijaya Universitas Brawijaya Universitas Brawijaya Facial expression Universita Universitas Bravocal intonation sitas Brawijaya Universitas Brawijaya UniversitFor example;va Universitas Brawijaya Universitas Brawijaya

srawijaya

srawijaya l rawijaya rawijaya

ennenenae Brannjaga		ijaja eniterenae erantija	
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Unive ⁰ sitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Brawijaya
Univers tas Brawijaya	Universitas Braw	ijaya non-verbal Brawija	TYPES OF NON- Blawijaya
Universitas Brawijaya	Universitas Braw	ija COMMUNICATION wija	ya VERBALitas Brawijaya
Universitas Brawijaya	CONTEXT IN VIDEO	IMPAIRMENTS BY THE C PARTICIPANT	COMMUNICATION 1 2 3 awijaya
Universitas Brawppıya	Univertobbys Braw	ija No gestures and doing wija	ya Universitas Brawijaya
Universitas Br00m.08sec	Universitas Braw	another activities (playing his	ya √U nivers <mark>itas Br</mark> awijaya
Universitas Brawijaya	Universitas Braw	ijaya Universitas Brawija	ya Universitas Br awijaya
Universitas Brawijaya	Universitas P		ya Universitas Brawijaya
	e shows that the stude	ent does not used nonverbal con	
		second on this video. The co	

in Appendix 1 in 00minutes and 08second on this video. The context of the Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay

Universit nonverbal communication. So, the student at this part used the dialogue without Universitas Brawijaya

Universi using gestures.

Universi

Universit Table 4.2 The use of non-verbal communication by an autistic child at *SLB* ersitas Brawijaya Universit Muhammadiyah Sidayu Gresik

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitian B Table 4.2 shows that the student with PDD-NOS does not use gestures, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya facial expression, and vocal intonation in his conversation. He shows that had University very poor nonverbal communication in facial expression. There are three types of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi nonverbal communication on the student, gestures, facial expression, and vocalsitas Brawijava intonation. There are 7 situations in gestures, 22 situations in facial expression, Universitand 3 situations in vocal intonation. Moreover, he has difficulties in social sitas Brawijaya communication, social interaction, and stereotyped behavior patterns. NICHCY (2013) says that children with PDD-NOS are able to show joy, fear, or anger, but Universithey may only show the extreme of emotion. He/she often do not use facialsitas Brawijaya expressions that ordinarily show subtle emotion. Means that children with PDD-Universi NOS have difficulties to shows their expression. He has monotonous flat voice Universitand idiosyncratic intonation, rhythm and stress. He has difficulties to use or understanding intonation as communication and interpreted it. 4.1.2.1 Gestures Universitas Br Gestures here mean that the student has difficulties to use his body to sitas Brawijaya Universi showing his ideas or feelings. Oxford dictionary states that gesture is movement of the hand or head to show an idea, feeling, et cetera. Here some conversation by the student that shows he has poor nonverbal communication in gestures. ercit<u>Conversation 5;</u>

 Student
 : Ditulis lagi! (Write again)

 Teacher
 : Lho...belum, kok ditulis...duduk situ dulu! (not yet, why write it down.... sit there!)

 UniversitStudent wijaya : < Back to his table and speak randomly>. Angry bird. < playing sitas Brawijaya Universitas Brawijaya his feet and his pencil>jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brathe student asked to the teacher while he wants to continue writingsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universi according to the answer of teacher's question. He felt that teacher giving the sitas Brawijay
rawijaya	Universit question for written too. He did not understand what the teacher meant and just leas Brawliay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universi spoke in different context. He did not shows gestures when he spoke, but just itas Brawijay
rawijaya	Universitas Brawijaya played his foot and pencil to support his communication. Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas BraThe conversation below also shows that the student did not use gestures to sitas Brawijay
rawijaya	Universitas Brawijay rawijaya Universitas Brawijay
rawijaya	Universit supports his communication; ASBA ijaya Universitas Brawijay
rawijaya	Universitas Bravijay
rawijaya	Universit Teacher : Wildan diamkakinya diam! Wildan nulis apa? (Wildan, stopsitas Brawijay
rawijaya	Universita itstop your feet! What do you write Wildan?) Universi Student : Yulia.
rawijaya	Teacher : Vulia Tadi pagi Wildon serenan ana? (Vulia you was breakfast
rawijaya	with what Wildan?)
rawijaya	Universit Student Universit Student St
Irawijaya Irawijaya	UniversitBu Fatin.)hiversitas BrawijayUniversitTeacher: Dalem. (Yes)niversitas Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	
rawijaya	Universitas In this conversation, the teacher gave the instruction to the student forsitas Brawijay Universitas
Irawijaya	Universi stopping his activity for playing his foot while asking what the student did. Brawing
Irawijaya	Universities B Actually when the teacher asked about what he had eating for breakfast, he
rawijaya	Actually when the teacher asked about what he had eating for breakfast, he Universitas Bray
rawijaya	Universitanswered the question clearly but he answered it while playing his foot to support sitas Brawijay
rawijaya	Universitas Brawija
rawijaya	Universithis communication. On this speech, the student wanted to finish to the sitas Brawijay
rawijaya	Universities conversation with the teacher. It was because the teacher always asked him all Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi time. But the teacher does not understand what the student feels because he doessitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay not use gestures indicating that he wanted to end the conversation. It was difficult Universitas Brawijay
rawijaya	Universitas des gestures indicating that he wanted to end the conversation. It was difficult sitas Brawijay
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Universitas Brawijaya Universit4.1.2.2 Facial Expression itas Brawijaya Universitas Brawijaya Ambady and Rosenthal (1998) argue that the face is one of the most Universite expressive channels of communication, particularly for expressing emotion. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Emotion expression occurs primarily through changes in the mouth, eyebrows, sitas Brawijava cheek and eye muscles, pupil dilation, and the amount and direction of gaze. It Universimeans that facial expression is something that to supporting communication with sitas Brawijaya the expression on the face, such as eye contact, mouth, eyebrows, et cetera. Facial expression can show to the hearer that someone is happiness, sadness, fell Universitsurprised, et cetera. Table 4.2 show the facial expression in communication impairments is highest than others by the participant. There are 22 situations of facial expression Universidone by the student. The student did not used facial expression in his communication is showed in conversation below; UniversitConversation 1: **Universit**Teacher : Wildan suka main bola?...Wildan suka main bola? (wildan, do you like playing football?) : Main bola.<No eye contact>. (Playing football). Student Universitas Brawijaya UniversitTeacher Heh...Wildan suka main bola? (Heh... Wildan like football?) : Suka main bola. (like playing football) Student : Suka apa tidak? (Like or not?) Teacher : Burger...emh....<shaking his legs> (burger... emh...). Student Wildan diam...kakinya diam! Wildan nulis apa? (Wildan, stop Teacher Universitas Brawijaya it...stop your feet! What do you write Wildan?) awijaya UniversitStudent wijaya Yulia versitas Brawijaya Universitas Brawijaya Yulia...Tadi pagi Wildan sarapan apa? (Yulia... what was your rsi Teacher Wi à breakfast Wildan?) Student : Endok. < No eye contact while playing his feet> Bu Fatin. (Egg. Bu Fatin.) rsitas Brawijaya Universitas Brawijaya Univer UniversitTeacher wijay: Dalem. (Yes) as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Branii this	conversation, the student shows that he has also p		
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya		
Irawijaya	Universit expression on co	mmunication. The sentences on this conversation with	blue colorsitas Bra	awijay
rawijaya		hat show by the student with no facial expression. He		
Irawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Bra	awijay
rawijaya	Universit with noveye con	ntact when he answers the teacher's question. Som	etimes thesitas Bra	awijay
rawijaya	Universitas Brawijaya	Universitas P n Universitas Brawijaya	Universitas Bra	awijay
rawijaya	Universitas Brawijaya	what the teacher's said with no eye contact. He	Universitas Bra	awijay
rawijaya		e wants without caring others. S Brawijaya		
Irawijaya	Universitas Brawijay	rawijaya		awijay
rawijaya	Universitas Brathis conv	versation also shows of facial expression done by the st		
rawijaya	Universitas Br Conversation 3;	STAL	Universitas Bra	
Irawijaya		Matanya wildan ada berapa? (how many eye you have		
rawijaya		<no respons=""></no>	Universitas Bra	
rawijaya	Student	Wil Dalem. (yes)	hiversitas Bra	
rawijaya	Universit	Matanya wildan ada berapa? (how many eye you have	niversitas Bra	
rawijaya	Universit Student :	Eye.	niversitas Bra	
rawijaya		Kok iso tibo eye lo, kan itu bahasa Inggris.	hiversitas Bra	
	UniversitStudent : Teacher	<no and="" his="" pencil="" playing="" respons=""> Matanya Wildan ada? Matanya Wildan ada? (your e</no>	niversitas Bra	awijay
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rawijaya	Universit Student :	<no and="" another="" reply="" seeing="" side="">. <playing his="" pence<="" th=""><th>_{il>}Universitas Bra</th><th>awijay</th></playing></no>	_{il>} Universitas Bra	awijay
rawijaya	UniversitTeacher	: Matanya Wildan ada? (your eyes are?)	Universitas Bra	awijay
rawijaya		Onouhuh . <no and="" contact="" eye="" no="" reply=""></no>	Universitas Bra	
rawijaya	Universitas Bl This extra	act on conversation 4 also shows that student does not	used facial	awijay
rawijaya	Universitas Dia	A A A		awijay
rawijaya	-	teacher asked to him about parts of body with		
rawijaya	Universitas Brawija	answer with English, then he just playing his pencil an	d does not sit as Bra	awijay
Irawijaya Irawijaya				
Irawijaya	gave eye contact	t to the speaker. The teacher asked in any times but	he still no	awijay awijay
rawijaya		ve contact. The last conversation on this extract, the		
rawijaya				
rawijaya	replayed the tead	cher's question with different answer. He has repeat	ed the last	awijay
rawijaya		eaker with Javanese language with no eye contact a		
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya		
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universistudent showing this patterns when he has conversation because he does not it as Brawlay understanding the context or the meaning of the conversation. Universitian Branchist These is others extract on the conversation that also shows the situation of rawijaya Universitas Brawijaya Universitas Brawijaya Universitnonverbal done by the student; Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Conversation 4; Universitas Brawijaya : Siapa yang mengetuk pintu?(who knocks the door?) Teacher ersitStudent Wijaya : itu. (that) UniversitTeacherwijay : Siapa yang mengetuk pintu?(who knocks the door?) : Ini (it's)<pointing the window >.Putih. (white) Student Teacher : Siapa yang mengetuk pintu?(who knocks the door?) Universitas Brawijaya Student : itu. Itu putih. (that. That's white) < pointing the window Universit The student realizes that he wants to explain that the window besides of him is the door that Yulia's knocks. He does not understand with the teacher's Universitopic. He just explains and described the window. rawijaya Universit 4.1.2.3 Vocal Intonation rawijaya Ambady and Rosenthal (1998) states that the voice, also known as the paralinguistic channel, expresses feelings and emotions through pitch, intonation, Universi speed, rhythm, pitch range, and volume. Conversation 4; : Ayo dibaca! (read it!) Teacher : Coba buka pintunya. Sarah Ilham, ouh...Yulia terlambat. <out Student Universitas Brawijaya loud> (open the door please. Sarah Ilham, ouh...Yulia is late.) versitas Brawijaya Universit Teacher wijaya : Siapa yang terlambat? (who is late?) sitas Brawijaya Universitas Brawijaya rawijaya "saya tidak mendengar sebab bunyinya lemah sekali." Kaka kiki. "saya mendengar bunyi keras, lemah-lemah." Kata Universitas Brawijaya Ilham. Togar merasakan ada getaran dipintu." Sambilsitas Brawijaya Universitas Brawijaya melihat Yulia mengetuk pinturiversitas Brawijaya Universitas Brawijava(needed....needed children. Tok...tok..tok..tok..tok..tookk...ersitas Brawijava "I can't hear it because it's too slow. " Said Kiki. "I heard Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya loud sound, slowly," said Ilham. Togar felt the door shakes."sitas Brawijaya Universitas Brawijava While seeing Yulia knoncked the door.) s Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brothis dialogue on the video was shows that the student has high volume in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi some word when he read the paragraph. He also has different rhythm, volume and sitas Brawijava sitas Brawijaya Universitas Pravijaya intonation when he continued read the paragraph. sitas Brawijaya In this chapter, the writer would like to explain briefly the finding in the **4.2 Discussion** Universitas B Universitprevious sub-chapter in relation with the theories used to analyze. At first, itsitas Brawijaya would be better to review the relation between the videos of an autism child with Universi PDD-NOS at SLB Muhammadiyah Sidayu Gresik and the theories of PDD-NOS. rawijava ersitAs is stated by National Dissemination Center for Children with Disabilities it as rawijaya (NICHCY, 2013) that PDD-NOS is Individual with PDD-NOS who also have Universitmental retardation may ever develop more than a limited understanding a speechsitas Brawijaya with characterized on difficulties in social interaction, communication, and Universitäts behavior, interest, and activities. According to the video, the writer Brawijaya ersi found that the student has difficulties in communication, social interaction, and stereotyped behavior patterns or interest. He has difficulty to understand the meaning of speech. The problems are faced when he has conversation on his sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitativities, and instruction. He understands what the teacher speak as what it is Iniversitas Brawijaya said, but he cannot understand implied meaning. Universitas Brathe findings in this study support the theory of PDD-NOS (2013).sitas Brawijaya Universities Brawilaya Universities Brawilaya Universities Brawilaya Universities Nevertheless, there are three characteristics reflected by the video recording which **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitate mentioned in this theory. Since there are three extracts in conversationsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas (Conversation1, conversation4, and conversation6) in the video recording Universit showing when the student does not understand what the meaning of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi conversation. He speaks with no meaning or things that seem out of the context sites Br and repeat what the teacher say in conversation, so the writer includes them in the ersi characteristics of PDD-NOS. On the video recording the student also showed that it as Braw he has poor nonverbal language in his conversation. In addition, the previous of this study shows some differences in terms of Universitas B Universit communication with Kartikasari's study (2010). Although autistic savant and sitas Brawij PDD-NOS are the types of autism, they show the different characteristic in communication. The Raymond Babbit as the autistic savant character shows that ers the finds difficulty in expressing thing in complete idea. In contrast, the student at stars SLB Muhammadiyah Sidayu Gresik with the characteristic of PDD-NOS shows Universithat he has difficulties to understand the context or the meaning of conversation.ersitas Brawijaya Universitian Moreover, the writer would like to highlight the interesting part of the University finding in this chapter. In the finding, the writer finds the types of communication impairments by an autistic child with PDD-NOS at SLB Muhammadiyah Sidayusit Gresik. In conversation 1, the student shows that he did not understand what the teacher said. He not understands the meaning of the conversation and just repeated SIL what the speaker said. This symptom is called Echolalia. NIDCD (2010) purposed children with autism have difficulty to understanding the meaning Universi conversation and he may repeat words he or she has heard over and over. This it as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit relation is that the teacher asked him whether he likes football or not, but he just Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universi repeated. When the teacher asked with another question, he did not repeated againsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya but he wanted to say that he liked burger. Universitas Brawijaya Universitas Brawijaya Universitas Br The characteristic of PDD-NOS also shows by the student in conversation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 4. The student has difficulty in communication, such as in using and itas Brawijava understanding language. In this conversation, the student showed this occurrence ersi because he did not understand what the teacher said. The teacher wanted he readsitions **Universitas Brawiias** the paragraph and gives the instruction, but he did not response the teacher's ersitas Bruction and he just continued reading. ction and he just continued reading. Furthermore, other communication impairments by the student is narrowsitas Brawijaya interests and exceptional abilities. The student shows this occurrence in conversation 6, the student could produce the speech about interest topic but he states Brawijaya versi did not understand what the teacher's topic even thought the same topic. Firstly, sitas B the student just repeated what the teacher said. Then, he talked about his interest Universitopic in sometimes without responses what the teacher said. This finding support sitas Brawijaya the theory of Szatmari (1989) the characteristic of children with autism is non-Universities Break Universities of the people with autism does ers not run in two-sided, but it just runs in one-sided. In a normal conversation, sitas speaker delivers the speech which is understood by the hearer. In contrast, the student with PDD-NOS sometimes does not this kind of communication skill. Hesitas Brawijaya Universi just talks about his interest without caring whether the hearer is interested or not as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In conversation 3, the teacher has the conversation in Indonesian, but thesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas student answers the question in English. He has uneven language and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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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 Br The student is an autistic child at SLB Muhammadiyah Sidayu Gresik with Sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya PDD-NOS, finds difficulties in communicating and interacting using nonverbal tas Brawijava rawijaya Universit language. His communication is not normal people because he has difficulties to stars Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitunderstand the context of the communication. Universitas Brawijava rawijaya Universitas P Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit 5.2 Suggestion **Universitas Brawija** Universitas Brain this part is given for the sake of the quality improvement for these ANI, Universitas Brasseveral parties; **Universitas Brawijaya Universitas Brawijaya** Universit 1. English Study Program Iniversitas Brawijaya Psycholinguistics is an interesting topic to be discussed. However, the rawijaya book about psycholinguistics, especially about autism and PDD-NOSSITAS Brawijaya rawijaya are relatively limited. So that, the writer finds difficulties in finding thesitas Brawijaya books dealing with psycholinguistics in SAC. It will be better if rawijaya English Study Program at Faculty of Cultural studies can enrich thesitas Brawijaya number of books dealing with this study. It can support the next researcher who will conduct similar topic. In addition, it will be good if sitas Brawijaya Study Program of English can add the material about autism insitas Brawijaya psycholinguistics study to know the diagnostics criteria and therapy of **Universitas Braw** autism. People would have insight to treat autistic children if they sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi became parents with autistic children. iversitas Brawijaya Universitas Brawijaya rawijaya ijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Since the writer only focuses on what the types of communication sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya impairments and types of nonverbal communication done by an rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawi autistic child at SLB Muhammadiyah Sidayu Gresik with PDD-NOS, itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw is hoped the next researchers to investigate the way people with PDD-sitas Brawijava Universitas Brawi NOS can produce and comprehends the language as other normal stars Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw people do. Moreover, there are still several types of autism which aresitas Brawijaya seldom researched, such as Autistic disorder, Rett disorder, Childhood Universitas Brawijaya Universitas Brawijaya Universitas Brawi disintegrative disorder, Asperger's disorder, and PDD-NOS. Moreover, Sitas Brawijaya the next researchers can analyze kind the characteristics of language stas Brawijava **Universitas Braw** production and language comprehension of people afflicted with one Universit of these disorders.

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3. The society surrounding people afflicted with PDD-NOS

Sine people afflicted with PDD-NOS have difficulty in using and sitas Brawijaya hiversitas Brawijava understanding the meaning of the communication, especially to used sitas Brawijaya nonverbal language, it is better to talk in simple sentence or simple instruction because children with PDD-NOS have mental retardationsitas Brawijaya may never develop more than a limited understanding speech. So that, sitas Brawijaya

it is better to give a simple instruction when give an immediate context Sitas Brawijaya Universitas Brawi or with the aid of gestures to them.

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The teachers on *TKLB* at *SLB Muhammadiyah Sidayu Gresik* have many steps for_{Sitas} Brawijaya niversi their students. Firstly the teacher gave the material of the study about number and sitas Brawijaya niversi alphabet. Having studied those for two year, Wildan started to read, write, and Sitas Brawijaya niversit_{speak}.

Wildan is the youngest child of four children from Musnatun and Sutopo. Universitas Univer

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: Risky? Siapa yang motong rambutnya wildan? (Risky? Who cutsitas Brawijaya your hair?)

: <No reply>

: Heeee....

: Ayo dibaca! (read it!)

: Coba buka pintunya. Sarah Ilham, ouh...Yulia terlambat. <out loud>(open the door please. Sarah Ilham, ouh...Yulia is late.) : Siapa yang terlambat? (who is late?)

:Perlu...perlu anak-anak. Tok...tok..tok..tok..tok..tokk...orsitas Brawijava "saya tidak mendengar sebab bunyinya lemah sekali." Kaka kiki. "saya mendengar bunyi keras, lemah-lemah." Kata Ilham. Togar merasakan ada getaran dipintu." Sambil melihat Yulia mengetuk pintu. (needed.... needed children.sitas Brawijaya Tok...tok..tok..tok..tokk.tookk.... "I can't hear it because it's it as Brawijava too slow. " Said Kiki. "I heard loud sound, slowly," said Ilham. Togar felt the door shakes." While seeing Yulia knoncked the door.)

Nah lihat! Wildan duduknya yang bagus! (See! Sit nicely, Sitas Brawijaya Universitas Brawijaya Wildan) rsitas Brawijaya Universitas Brawijaya UniversitStudent wijava : «sit nicely at once» wijava Universitas Brawijava : Siapa yang mengetuk pintu?(who knocks the door?) : itu. (that) Universit Teacher Wijaya : Siapa yang mengetuk pintu?(who knocks the door?) Universitas Brawijaya

Universi Student wijaya : Ini (it's) < pointing the window >. Putih. (white) / jaya Universit Teacher Wilava: Siapa yang mengetuk pintu?(who knocks the door?) itu. Itu putih. (that. That's white) < pointing the window >...versitas Brawijaya

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