

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

All human beings have language. Language is essential and human beings use it automatically. If they do not have any language, they will lose their ability as social creatures. The most basic function of language is as a means of communication in society. When the members of society can not bring forth thoughts, feelings, wishes, and communicate, if there is no language to use.

Language is a set of expression or a symbol used by human beings to express something from someone to someone else called communication (Anonymous, *Psycholinguistics*, 2012). Bogdashina (2005) defines language as “a structure 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 combination of these symbols (words) used by a section or group of people (as a nation or community, et cetera). Communication includes verbal and nonverbal which have relationship. Nonverbal communication supports verbal to get successful communication. Nonverbal communication includes facial expression, gestures, vocal intonation, and body language. Communication may not be successful and the messages cannot be delivered to the hearer if the speaker does

not communicate clearly. One of the reasons is because someone has difficulties or impairment in producing speech. Another reason is because he gets difficulty in understanding speech.

Communication will be successful if the speakers and the hearers are 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 (Anonymous, *Psycholinguistics*, 2012), "The human brain is able not only to acquire 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 concerns with linguistic performance or processing, the use of linguistic knowledge or competence in speech production and comprehension. According to Granham (1998), psycholinguistics is the use of language and speech as a window to the nature and the structure of the human mind. In other words, psycholinguistics is the study of the psychological process involving the relationship between the human mind and language. Psycholinguistics discusses many kinds of language disorder affecting communication impairments, for example Dyslexia, Anomia Aphasia, Apraxia, Alexia, and Autism.

Autism as one of the language disorders triggering communication impairment that can be explained as one of the conditions in which a person has difficulties in communication, especially in language. This is supported by Field's statement (2003), "autism is a condition where there is a withdrawal from linguistic interaction with other people." It is caused by a physical dysfunction of

the brain. He also explains the symptom of autism seen when the children are between the ages of one to three years old. There is a language development delay in the children with autism, so there is no babbling stage. Veague (2010) suggest that an autistic is delayed onset of babbling, unusual gestures, diminished responsiveness, and vocal patterns that are not synchronized with the caregiver. In the second and third years, autistic children have less frequent and less diverse 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 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 (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. In other words, the five types of disorder in autism are included to Pervasive Developmental Disorder (PDD).

In this study the writer uses one of the types of autism, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). The reason is because a psycholinguistics topic about an autistic with PDDNOS has not been much explored among the students in English Study Program at Faculty of Cultural Studies. This study observes the patterns of language use and behaviors that are often found in autistic children with PDD-NOS. According to National

Dissemination Center for Children with Disabilities (NICHCY, 2013), “the characteristics of autism are repetitive or rigid language, narrow interests and exceptional abilities, uneven language development, and poor nonverbal conversation skills.” The writer analyzed those patterns in an autistic child in *SLB Muhammadiyah* Sidayu Gresik with qualitative method. As a matter of fact, the writer chose a student in *SLB Muhammadiyah* Sidayu Gresik as the subject since 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 this school since 2010. He has good talents in art, especially in drawing, dancing, 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 five students with PDD-NOS. The writer also discussed with the teacher about how the student usually communicate. The characteristics are difficulties in communication especially to understand the meaning of the conversation, to make friends with peers, focus on different games in toys, and use of language differences. The writer used the theory of NICDC (2010) to support, this is about 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.

The results of this study are expected to be useful for the readers, other researchers, and family having an autistic child. For the readers, the result of this study can make them understand more about the patterns of language use and behavior in children with autism. For other researchers, the result of this study can be used for contribution and reference to the area of psycholinguistics, related to autistic children. For a family with an autistic child, the study is expected to provide an idea on how to recognize the symptoms of autism and how to communicate to autistic children.

Therefore, based on the reasons above, the writer is interested in conducting the research entitled “A Psycholinguistic Study on Communication Impairments by an Autistic Child with Pervasive Developmental Disorder-Not Otherwise Specified at *SLB Muhammadiyah Sidayu Gresik*”.

1.2 Problems of the Study

Based on the study, the writer is interested in finding the answer of these questions:

1. What are the types of communication impairments done by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*?
2. How is the use of Non-Verbal communication by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*?

1.3 Objectives of the Study

Related to the problems of the study, the objectives are:

1. To find out the types of communication impairments done by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*.
2. To find out the use of Non-Verbal communication by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*.

1.4 Definition of Key Terms

To avoid a misunderstanding, some key terms are defined as follow:

1. **Psycholinguistics** is the use of language and speech as a window to the nature and the structure of the human mind. Granham (1998).
2. **Autism** is a disorder of neural development characterized by impaired social interaction and communication, and by restricted and repetitive behavior.
3. **Pervasive Developmental Disorder-Not Otherwise Specified** is one of disorders of Pervasive Developmental Disorder (PDD), actually it is a disorder of language, especially in communication and social interaction.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature. It includes psycholinguistics, communication, autism, pervasive developmental disorder-not otherwise specified (PDD-NOS), PDD-NOS and communication, and previous study.

2.1 Psycholinguistics

Language is very important for human, especially in social condition, communication, and interaction. It has a relationship between the brain and mind.

Psycholinguistics is a study of language and brain. It deals with how language is represented and produced. This assumption is supported by Harley (2005),

“Psycholinguistics is a study that examines the psychological of language; psycholinguistics is the name given to the study of the psychological process involved in language.” The psychological process means involving how children acquire language, how the brain produces language, how people can understand other’s saying.

Moreover, a related field of psycholinguistics concerns the study of language and the brain, the human brain is like the CPU (Central Processing Unit) 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 comprehend language, he or she cannot communicate as a normal person.

2.2 Communication

Communication is a media to share what people feel by transmitting and receiving some information. According to Carrol (2008), language is a very important aspect for human life because it means that communication is something to share the ideas, wants, and social interaction. However, communication will be successful when the speakers and the hearers can produce and comprehend the speech. According to Scovel (1998), in producing speech, people will go through four stages when they are producing the speech; namely conceptualization, formulation, articulation, and self-monitoring (Scovel, 1998).

First, people think about what they are going to say and the mode of conceptualization stage. Second is a formulation stage where people organize the formulation of utterance. Next, they produce the speech. The last stage is self monitoring when they correct the errors or the mistake. After completing these stages, people have comprehension process of language. In the comprehension process, people try to comprehend and to understand the meaning of the language production.

Furthermore, another expert, Bogdashina (2010) says that, "There can be different means of communication (media for transmitting information) – linguistic and Non-linguistic ones." Linguistic means: sign language, and spoken/written language. Non-linguistic means that communication includes: body language, facial expressions, gestures, pictures/symbols (photographs, drawings, cartoons, et cetera). National Institute on Deafness and other Communication Disorder (NIDCD, 2010), found the following:

“Children with autism often are self-absorbed and seem to exist in a private world where they are unable to successfully communicate and interact with others. Children with autism may have difficulty developing language skills and understanding what others say to them. They also may have difficulty communicating nonverbally, such as through hand gestures, eye contact, and facial expression.”

It means that an autistic child has difficulties to understand and develop language in the conversation. He/she also has difficulties in nonverbal communication, such as gestures, eye contact, and facial expression. He/she has trouble in reading nonverbal signals and may appear indifferent to social clues.

All in all, Children with autism or developmental disability are difficult to understand and produce speech, especially to manifest problems both in verbal and non-verbal communication.

2.3 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 produce language as a normal person, it is because he or she has difficulties or impairments to produce or to comprehend speech. Autism is one of the common developmental disabilities. Children with autism have difficulty to understand what other say to them. According to Ghaziuddin (2005), it is a severe, handicapped disorder of early childhood characterized by a distinct pattern of social deficits, communication impairment, and rigid ritualistic.

Children with autism never develop functional speech or language and language the remains nonverbal. Besides, they are poor in verbal and in nonverbal

communication (Veague, 2010). It means that they have difficulties in communicate, while interacting with others and difficulty in nonverbal language, such as through hand gestures, eye contact, and facial expressions. People with autism may have limited social skills as well as difficult in understanding the social cues of others. The history of autism starts from the observation of Leo Kanner to eleven autistic children. He found that autism is a condition caused by 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 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 in intensity or focus. (f). apparently inflexible adherence to specific routines or 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 of communication, and restriction of repetitive behavior. Other aspects, such as typical eating, are also common but not essential for diagnosis.

All in all, autism is a condition with the difficulties in social interaction, communication and repetitive behavior. The symptoms of autism can be seen when the children are between the age of one to three years old. There is a language development delay in the children with autism, so, there is no babbling 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

children directly repeat what other people's utterances, but they do not understand what the utterances mean. So, immediate echolalia occurs when the child repeats the words of someone.

Echolalia is one of the patterns of language in autistic children. Based on NIDCD (2010), the patterns of language use and behaviors that are often found in children with autism, are:

1. 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 will repeat what the speaker says over and over.

2. Narrow interests and exceptional abilities

As started by NIDCD (2010), children with autism deliver in-depth monologue about the topic that holds their interest, and they may not be able to carry a on two-way conversation about the same topic. It means that, they can produce their speech, but they do not response what others say even though of the same topic. Exceptional abilities are conditions when the children with autism have good talents, such as musical ability, painting, and dancing (NIDCD, 2010).

3. Uneven language development

Uneven language development is the extremely skills of autism in communication. Autistic children have good memories speech and language, but not to normal abilities. For example, some children may be able to read the words before 5 years of age, but they may not comprehend what they have read.

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 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 qualitative impairments in communication used in ICD-10 (WHO 1992) and DSM-IV (APA 1994), are as follows:

- B. Delay in, or total lack of, the development of spoken language, not accompanied by an attempt to compensate through alternative modes of communication, due to lack of appreciation of the social uses of communication.
2. Lack of understanding that language is a tool for communication.
3. Lack of reciprocity in conversational interchange; for example, the inability to initiate or maintain a conversation with others.
4. Idiosyncratic language (echolalia, literal use of language, neologisms, et cetera).

5. Lack of use and understanding of gesture, miming, facial expression, vocal intonation, et cetera, as tools of conveying information.
6. Impairment in make-believe or social imitative play.
7. Inadequate emotional reaction to verbal and non-verbal approaches by others.

In conclusion, children with autism have difficulties in social interaction, communication, and behavior patterns. They also have difficulties in understanding and producing the speech. Their communication or language is very poor, such as in using verbal or nonverbal communication. Children with autism will produce sounds, words or phrases to themselves just in order to get some auditory. In this case, the sounds, words or phrases have no meaning at all.

In this study, the writer uses the theory of NIDCD (2010), which is supported by Bogdashina's theory (2010). The writer mainly uses the theory of NIDCD to investigate the types of communication impairments since this theory focuses on communication impairments rather than behavior impairment. Moreover, the theory of Bogdashina (2010) completes the information provided in NIDCD (2010) theory about communication impairments.

2.3.1 Types of Autism

National Dissemination Center for Children with Disabilities (NIDCD, 2010) argued that "In this latest revision, known as the DSM-IV, five disorders are identified under the category of Pervasive Developmental Disorders, namely:

1. Autistic Disorder

Based on NICHCY (2013), children with autistic disorder have difficulties in communication, socialization, and behavior problems.

Many children with this syndrome also have mental retardation. Autistic disorder is more common in boys than girls.

2. Rett's Disorder

Rett's Disorder, also known as a Rett Syndrome, is diagnosed only 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 months and four years of age. At this age, the growth of head, motoric, and 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, reasoning, and hand use.

3. Childhood Disintegrative Disorder

Childhood Disintegrative Disorder is one of the disorders that can be diagnosed if the symptoms are preceded at least two years, compared to normal (NICHCY, 2013). The characteristic of this disorder is he or she lives as normal development for the first two years followed by loss in social interaction and communication skills.

4. Asperger's Disorder

Asperger syndrome, also called Asperger's Disorder, is a type of pervasive development disorder (PDD). Asperger syndrome has autism-

like characteristics, so it is considered as the mildest type of autism

(Anonymous, *Asperger's Syndrome*, 2009).

5. Pervasive Developmental Disorder Not Otherwise Specified, or PDDNOS.

Children with PDDNOS have more intact in social skills and lack of intellectual deficits than children in other disorders. This disorder is namely new, the characteristics cannot be found in other four disorders above.

All in all, autistic disorder is more common in boys than girls who have mental retardation. Rett disorder occurs only on girls. Similarly, childhood disintegrative disorder is characterized by normal development for the first two years compared to normal. Asperger's disorder is considered as the mildest type of autism. Finally, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) is the characteristic that cannot be found in four disorders above.

2.4 Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS)

Autism Spectrum Disorder (ASD) have several types of Pervasive Developmental Disorder (PDD), there are; Autistic disorder, Rett's Disorder, Childhood disintegrative disorder, Asperger Disorder, and PDD-NOS. Children with PDD-NOS have a problem in social interaction, communication, and stereotype behavior patterns. They have impairment in producing and understanding the speech of others. According to NIDCDY (2013), "Individual with PDD-NOS who also has mental retardation may ever develop more than a limited understanding speech." It means that children with PDD-NOS have

difficulties in long conversation. They are only following simple instruction. They also have impairments in verbal and nonverbal communication.

The Diagnostic of Statistical Manual of Mental Disorder (DSM-IV) suggests that the diagnostic label of PDD-NOS is used when there is a severe and pervasive impairment in the development of reciprocal social interaction, verbal and nonverbal communication skills, or the development of seemingly meaningless repetitive behavior, interests, and activities, but when the criteria do not completely meet for a specific disorder within the category of PDD.

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 disorders. Children with PDD-NOS have the characteristics, namely; (a). Difficulty in communication (e.g. using and understanding language), (b). Difficulty in social behavior, (c). Difficulty with changes in routines or environments, (d). Uneven skill development, (e). Different activities in playing with toys and other objects, (f). Repetitive body movements or behavior patterns, and (g). Unusual likes and dislikes.

In conclusion, the characteristics of children with PDD-NOS are difficulties in social interaction, communication, and stereotyped behavior patterns or interest. They may have difficulties to understand and produce the

speech. This theory is used to select the participant at *SLB Muhammadiyah* Sidayu Gresik in order to ensure that the participant suffer from PDD-NOS.

2.4.2 PDD-NOS and Communication

Based on the characteristics of PDD-NOS, this disorder is one of the PDD's. The children with this disorder have difficulties in social interaction, communication, and behavior. The communication is verbal and nonverbal. 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, some objects is labeled, new words is coined, and the correlation of the words is incorrect. Nonverbal communication is used to express and communicate thoughts, feelings, and emotion, to establish and maintain relationships, and to influence others. Ambady and Rosenthal (1998) argue that nonverbal communication includes language though any behavioral or expressive channel of communication such as facial expression, body movements, vocal tone and pitch, and many others. It means that nonverbal communication refers to communication and interpretation of information. The message can be delivered through gestures, body movements, facial expression, eye contact, and et cetera.

In communication, children with PDD-NOS also have impairment in nonverbal communication, impairment in understanding speech, and impairment in speech development. First, impairment of nonverbal communication, children with PDD-NOS do not show their facial expression in communication. They may develop the concrete gesture of pulling adults by the hand to the object that is

wanted. Second, the impairment in understanding speech, children with PDD-NOS never develop more than a limited understanding speech. They just understand the simple instructions which are given in an immediate context. So, only the comprehension of subtle or abstract meanings may be affected in their understanding. And the last is the impairment speech development. Children with PDD-NOS do not have babbling stages, or in the first year they have it but in the next year it stops. When they develop speech, they often echolalia, and it happens because they have limited comprehension of the meaning. When children say word or phrases repeatedly it just because they feel good. The problems of pronunciation are also common in young children with PDD-NOS. They develop functional speech, they may not use it in ordinary ways. (NICHCY, 2013)

This study used the NIDCD (2010) theory to analyze the types of communication impairments, there are four types of communication impairments, repetitive or rigid language, narrow interest and exceptional abilities, uneven language and developmental, and poor nonverbal language. This study also used the theory of Ambady and Rosenthal (1998) to analyze the use of Non-Verbal language by the participant.

In conclusion, children with PDD-NOS cannot communicate as a normal people. They may respond and perceive language in different way because they do not understand language in context.

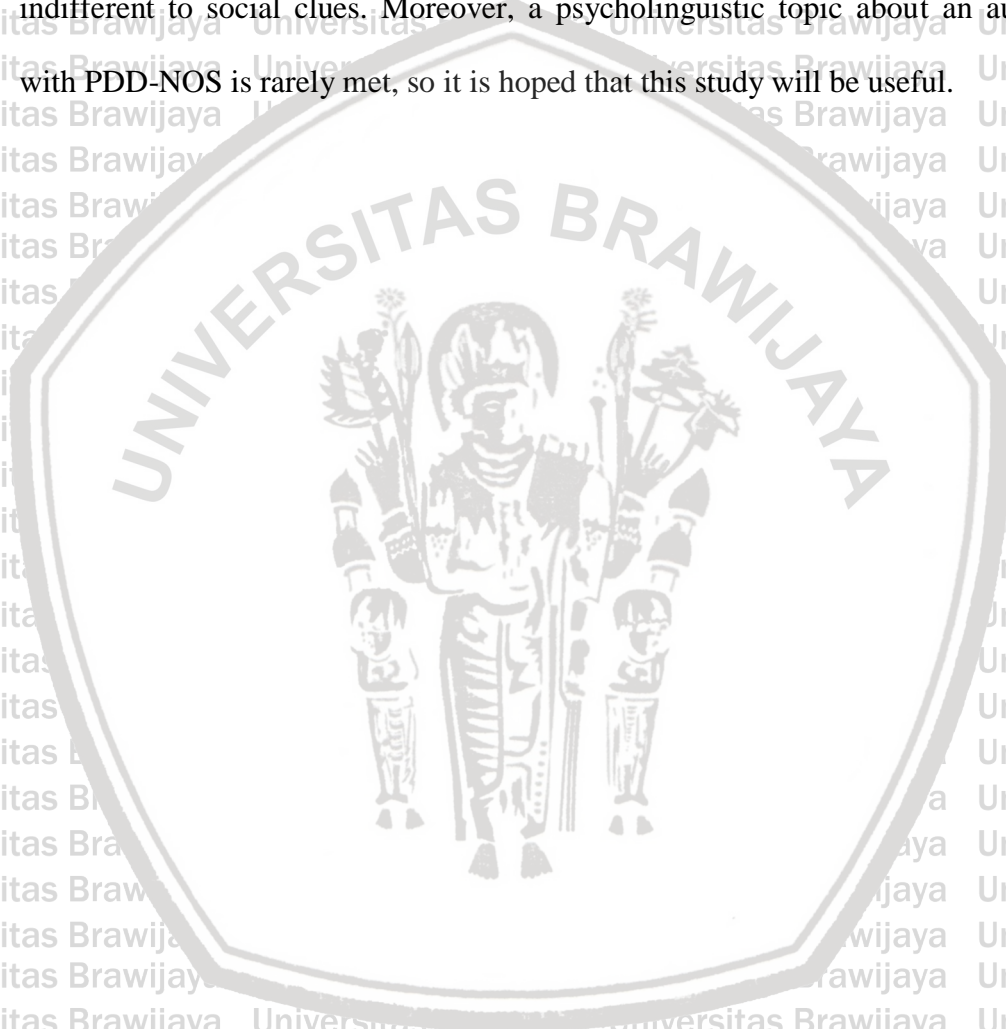
2.5 Previous Study

There is a previous study which has similar discussion with the recent study. The study was conducted by the student of English Language and Literature Department.

The study was conducted by Afni Kartikasari (2010), "*A Study of an Autistic Savant of Raymond Babbit character in Rain Man Movie*". She concerned with language disorder by an autistic savant character. The subject of Kartikasari's study was the character of Raymond Babbit in Rain Man movie. The finding of his study was analysis of Raymond's extraordinary abilities and the way Raymond produces his language in daily conversation. She concluded that Raymond has four extraordinary abilities that sometimes support him to make a good language production since it is related to something that he really loves. Besides, she concluded that Raymond has five characteristics in producing his language in daily conversation.

This study had similarities and differences with this previous study. The similarity with Kartikasari's study is both of the writers conduct the study to investigate about autism phenomenon. The difference of these studies is Kartikasari's study concerned with Autistic Savant in Rayn Men movie, while the writer concerns to investigate the real fact about an autistic child with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik. The data of this study were collected method through observation of an autistic child at *SLB Muhammadiyah* Sidayu Gresik, while Kartikasari's study use obtained the data from the movie.

So, PDD-NOS is an interesting topic to be analyzed because it is one of autism forms that is different from other types of autism. People with PDD-NOS have difficulties to understanding and develop language in conversation. In addition, they have trouble in reading nonverbal signals and may appear indifferent to social clues. Moreover, a psycholinguistic topic about an autistic with PDD-NOS is rarely met, so it is hoped that this study will be useful.



CHAPTER III

RESEARCH METHOD

This chapter covers research design, data sources, data collection, and data analysis.

3.1 Research Design

On the basis of the research problem, this study is descriptive qualitative research. Ary et al (2002) suggest the qualitative inquire research deals with the data in the form of words, rather than number and statistics. The purpose is to gain a depth understanding of the phenomenon. In this study, the writer did not correlate between variables, indeed the writer used visual and textual data in an autistic child at *SLB Muhammadiyah* Sidayu Gresik. The data were analyzed qualitatively without using number or statistic calculation. This study attempted to achieve at a rich description of an autistic child at *SLB Muhammadiyah* Sidayu Gresik.

The qualitative research attempts to arrive at rich description of the people, objects, events, places, conversations, and so on. Qualitative research refers to research procedures which produce descriptive data: people's own written or spoken words and observable behavior (Bogdan and Tailor, 1975). The writer analyzed how the communication impairments, the patterns of Non-Verbal

communication by an autistic child on data video record of conversation between an autistic child and his teacher.

3.2 Data Source

The data of this research are the communication impairments taken from the video recorded of the conversation between an autistic and the teacher in classroom at *SLB Muhammadiyah* Sidayu Gresik. According to Profile of *SLB Muhammadiyah* Sidayu Gresik, the autism students in this school (TKLB, SDLB, SMPLB, and SMALB) are only 3 students in different classes, there are 1 student in *Taman Kanak-kanak Luar Biasa* (TKLB), and 2 students in *Sekolah Dasar Luar Biasa* (SDLB). The writer chose the students in SDLB because they could speak more clearly than TKLB's students. There was an autistic child with Asperger's Syndrome in grade 2, and an autistic child with Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) in grade 3. The writer chose the student in grade 3 because he is an autistic with PDD-NOS.

The reason was because autistic children with PDD-NOS had more intact social skills and has less intellectual deficits than others with Pervasive Developmental Disorder (PDD's). PDD includes Autistic disorder, Rett's 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 participant taken from the video recording as well as the visual data such as the participant's gestures and body movements. The script was used to analyze the

communication impairments by the participant. The visual data were used to known the patterns of Non-Verbal language produced by the participant.

3.3 Data Collection

In collecting the data, the writer took several steps as follows:

1. Selecting 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 has PDDNOS, the writer discussed with the teacher about the characteristics of the student and used the theory of National Dissemination Centre of Children with Disabilities (NICHCY, 2013), and supported with the student academic report. Moreover, the writer used the report because it described his or her development of social interaction in which appropriate with the characteristics of PDDNOS, such as in social communication, social interaction, and repetitive behavior. At one time, the writer chose one of the students as a participant based on the autistic disorder, which is PDD-NOS. Then, the writer asked the consent form to the student's parent to get the permission to observe the student. The last step is the writer asked the permission of the teacher in grade 3 to record the conversation with the participant.

2. Video recording

It is to get the conversation data between an autistic child and the teacher. The writer used the cell phone to get video recording of the communication impairments of the participant. The cell phone was used because it was easy to be used and brought out. Before the writer took the video recording, the writer had discussed with the teacher about how the participant with PDD-NOS usually communicate. The video was taken in six times with different context in classroom with natural setting. After recording, the writer transferred the data to the computer and watched it several times through video player. Then, the last step was transcribing the conversation to make it easier to analyze the types of communication impairments experienced by the participant based on the conversation on the video recording.

3. Choosing the data related to the topic of the study

In this step, the writer selected and categorized the scenes and utterances by the participant.

3.4 Data Analysis

According to Ary et al (2002), data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and enable them to present what they are learned to others.

After collecting and studying the data, the writer analyzed the data by using the following steps in order to answer the research problems, namely:

1. Examining the types of communication impairments by using the theory of

NIDCD

First of all, after transcribing the video recording the writer analyzed how

many types of communication impairments done by an autism child with

PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik based on theory of

NIDCD (2010) about the characteristics of PDD-NOS.

2. Examining the pattern of Non-Verbal communication

To determine the patterns of nonverbal communication of the participant,

the writer analyzed the gestures showing the patterns of nonverbal

communication by using the theory of NIDCD (2010) in Chapter II.

3. Drawing the conclusion based on what had been found in the finding

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

the answers based on the findings.

CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses in finding and discussion of the answer to problems of the study.

4.1 Finding

The finding answers the research problems of this study. First, the problems are the types of communication impairments done by an autistic child with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik. Second, the uses of Non-Verbal communication are by an autistic child with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik.

According to NIDCD (2010) theory as mentioned in Chapter II, there are four types of communication impairments in language use and behaviors that are often found in children with autism. The writer also found the use of Non-Verbal communication in this video with Ambady and Rosenthal theory (1998) as mentioned that there are three types of Non-Verbal communication. After rewriting the conversation between the student and his teacher in class, the writer analyzed and found all of these types showed by the student from the video.

4.1.1 Analysis types of communication impairments done by the student with

PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*

The writer analyzed the types of communication impairments done by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik* based on the video. This finding was supported by NIDCD (2010) of the types of communication impairments of autism, there are repetitive or rigid language, narrow interests and exceptional abilities, uneven language development, and poor nonverbal conversation skills.

This table shows the communication impairments done by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*.

Notes:

T : Teacher
S : Student
C : Conversation
L : Line

For example: C1.S.L6: T: Wildan suka main bola? Wildan suka main bola?

(wildan, do you like playing football?)

S: Main bola.<No eye contact>. (Playing football).

C1.S.L6 means that the dialogue happened in the Conversation 1, it was made by the student in line 6. The sentence with bold text is one of the types of communication impairment done by the student. In this dialogue, the student shows the problems of communication impairments, that is repetitive or rigid language.

Table 4.1 The Types of Communication Impairments Done by An Autistic Child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*

NO	CODE	TRANSCRIPT	TYPES OF COMMUNICATION IMPAIRMENTS			
			1	2	3	4
1.	C1.S.L6	T: Wildan suka main bola?...Wildan suka main bola? (wildan, do you like playing football?) S: Main bola. <No eye contact>. (Playing football).	✓			✓
2.	C1.S.L8	T: Heh...Wildan suka main bola? (Heh... Wildan likes playing football?) S: Suka main bola. (like playing football)	✓			
3.	C1.S.L10	T: Suka apa tidak? (Like or not?) S: Burger...emh....<shaking his legs> (burger... emh...).	✓			✓
4.	C1.S.L14	T: Yulia...Tadi pagi Wildan sarapan apa? (Yulia... what was your breakfast Wildan?) S: Endok. < No eye contact while playing his feet> Bu Fatin. (Egg. Bu Fatin.) T: Dalem. (Yes)				✓
5.	C2.S.L1	S: <just silent and doing another activity>. <Writing while playing his feet>.Iiii...Pooo...Porrgghh... Ndolok'o. (Stop it.)	✓			
6.	C3.S.L6	T: Ini warnanya apa? <knocking the table>(what color is it?) S: Coklat. Merah <Showing his pencil case>.(brown.red)		✓		
7.	C3.S.L14	T: Matanya wildan ada berapa? (how many eye you have?) S: Eye.	✓			
8.	C3.S.L16	T: Kok iso tibo eye lo, kan itu bahasa Inggris. S:<No respons and playing his pencil>				✓
9.	C3.S.L18	T: Matanya Wildan ada...? Matanya Wildan ada? (your eyes are... ? your eyes are?) S: <No reply and seeing another side>. <playing his pencil>.				✓
10.	C3.S.L20	T: Matanya Wildan ada? (your eyes are?) S: Ono...uh..uh. <No reply and no eye contact>	✓			✓

Table continuation

11.	C3.S.L22	T: Hmmmm...Nggak nyambung wildan. Eh, siapa yang motong rambutnya? (hmmmm... that's not the answer. (Who cut your hair, eh?) S: Potong rambut. (cut the hair)	✓		
12.	C4.S.L4	T: Ayo dibaca! (read it!) S: Coba buka pintunya. Sarah Ilham, ouh...Yulia terlambat. <out loud>(open the door please. Sarah Ilham, ouh...Yulia is late.) T: Siapa yang terlambat? (who is late?) S:Perlu...perlu anak-anak. ✓ Tok...tok..tok..tok...tok..tookk... "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. Tok...tok..tok..tok...tok..tookk... "I can't hear it because it's too slow. " Kaka Kiki. "I heard loud sound, slowly," said Ilham. Togar felt the door shakes." While seeing Yulia knocked the door.)	✓		✓
13.	C4.S.L8	T: Siapa yang mengetuk pintu?(who knocks the door?) S: itu. (that)	✓		✓
14.	C4.S.L10	T: Siapa yang mengetuk pintu?(who knocks the door?) S: Ini (it's)<pointing the window >. Putih. (white)	✓		✓
15.	C4.S.L12	T: Siapa yang mengetuk pintu?(who knocks the door?) S: itu. Itu putih. (that. That's white) <pointing the window >.	✓		✓
16.	C4.S.L22	T:Tok...tok..tok...Siapa yang mengetuk? (Knock... knock... knock Who is knocking the door?) S: Putri.<named one of his friends>	✓		✓

Table continuation

17.	C4.S.L13	T: Tok...tok...tok... siapa yang mengetuk?(Knock... knock... knock Who is knocking the door?) S: Pintu itu. (That door)	✓		
18.	C4.S.L26	T: Lho..Siapa yang mengetuk pintu? (Who is knocking the door?) S: Itu putih. (That's white) T: Yu... S: Yulia.	✓		
19.	C4.S.L28	T: Yulia. Siapa yang mengetuk pintu?(Yulia. Who is knocking the door?) S: Pintu itu Yulia. (That door is Yulia) T: Siapa yang mengetuk pintu? Yu... (Who is knocking the door? Yu....) S: Yulia. T: Siapa yang mengetuk pintu?(Who is knocking the door?) T+S: Yulia...	✓		
20.	C4.S.L24	T: lho, bukan. (No, it's not) S: Sudah. (finish)	✓		
21.	C5.S.L6	T: lagi... siapa yang mengetuk pintu? (Again.... Who is knocking the door?) S: Yulia. T: <give applause> S: Ditulis lagi! (Write again) T: Lho...belum, kok ditulis...duduk situ dulu! (not yet, why write it down.... sit there!) S: <Back to his table and speak randomly>. Angry bird. <playing his feet and his pencil>			✓
22.	C5.S.L8	T: Bunyi ketukannya gimana? (how it sounds) S: <look at the board and smiling while playing his pencil>. Pintu. (Door)	✓		✓
23.	C6.S.L2	T: ketukan apa? (what is knocking?) S: Saya tidak mendengar sebelum... (I can't hear before....)	✓		
24.	C6.S.L4	T: lho? Kok iso saya tidak mendengar itu? Hey! Kamu kalau masuk kelas ketuk pintu. (How can I not hear that? Hey! Knock the door before you enter the class.) S: Ketuk pintu. (Knock the door)	✓		

Table continuation

25.	C6.S.L9	T: Nah...jadi kalau ada salam dijawab salam ya! (Nah... if anyone said salam, answer it!) S: <no respons and playing his pencil>				✓
26.	C6.S.L12	T:Lho...lho...lho...duduknya, duduknya... Lho... lho.. lho.. Your seat, your seat) S: Duduknya. (seat)	✓			
27.	C6.S.L14	T: Wildan duduk manis. (Wildan sit nicely.) S: Manis. (Nice)	✓			
28.	C6.S.L16	T: Tidak boleh banyak tingkah. (No freak actions) S: Tingkah. Tepak Shaun the ship. Angry bird. (Freak. Shaun the ship pencil case. Angry bird.)	✓	✓		
29.	C6.S.L18	T: Tepaknya siapa? (Whose pencil case is that?) S: Merah. (Red.)	✓			
30.	C6.S.L20	T: Tepaknya siapa?(Whose pencil case?) S: Tepak Shaun the ship. (Shaun the ship pencil case.)		✓		
31.	C6.S.L28	T: Gilang. S: Bu Oca, papan. (Miss Oca. The board.) T: <Laugh> S: <Playing pencil>	✓			✓
32.	C6.S.L32	T: Papannya siapa sih? (Whose board is it?) S: Ditutuk...kayu. (knocked..... stick)	✓			
33.	C6.S.L34	T: Oooo...ditutuk kayu... papanya siapa? (oooo.... knocked with the stick.... whose board?) S: Bu Fatin. (Miss Fatin)	✓			
34.	C6.S.L36	T: Lho? S: Kursi. (Chair.)	✓			
35.	C6.S.L38	T: Kursinya siapa yang ditutuk saiki? (Whose chair is knocked now?) S: Tutuk Wildan. (knock Wildan)	✓			
36.	C6.S.L40	T: Ditutuk Wildan. Lho...lak dipraktikno...Lad dipraktikno... Lho, tidak boleh praktik! Tidak boleh! Duduk! Hey... (knocked by Wildan. Don't do it. Don't! Sit! Hey...) S: Hey.	✓			
37.	C6.S.L42	T: Duduk! Yang lain duduk! (Sit! Everybody sit!) S: Ini? (This?)	✓			

38.	C6.S.L46	T: Rusak. (Broken.) S: Kursine rusak. (The chair is broken)	✓			
39.	C6.S.L48	T: nggak boleh! Wildan nggak boleh nutuk! (Don't! Wildan, don't knock!) S: Tutuk pa...tutuk kursi. (Knock... Knock the chair.)	✓			
40.	C6.S.L51	T: Papan... nanti rusak. Bu Oca nggak bisa nulis kalau papannya rusak. (The board... will be broken. Miss Oca can't write if the board is broken.) S: <no respond>				✓
41.	C6.S.L58	T: Wildan duduk manis! (Wildan sit nicely!) S: Duduk. (Sit)	✓			
TOTAL			33	4	1	12

Notes;

- 1 : Repetitive or rigid language
- 2 : Narrow interests and exceptional abilities
- 3 : Uneven language development
- 4 : Poor nonverbal conversation skills

Table 4.1 above shows that the children with PDD-NOS have four types of communication impairments. Among all the types, the first type shows higher than others. There are 33 occurrences in repetitive or rigid language, 4 occurrences in narrow interest and exceptional abilities, 1 occurrence in uneven language developmental, and 12 occurrences in poor nonverbal language. The first type in communication impairments by an autism child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik is repetitive or rigid language. The coulomb with yellow color means that the student has uneven language development.

4.1.1.1 Repetitive or Rigid language

The student showed the occurrences of repetitive or rigid language when he spoke with no meaning or things that seemed out of the context in conversation with the teacher. The first column also proves that the student did not understand and he just repeated what the speaker said. He just understood simple conversations.

In addition, repetitive or rigid language is a condition when someone with PDD-NOS does not understand the meaning of their speech and just repeat. NICHCY (2013) says that echolalia is seemingly meaningless repetition of words 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 rigid language;

Conversation 1:

Teacher : Wildan suka main bola?...Wildan suka main bola? (wildan, do you like playing football?)
 Student : **Main bola.**<No eye contact>. **(Playing football).**
 Teacher : Heh...Wildan suka main bola? (Heh... Wildan like playing football?)
 Student : **Suka main bola. (like playing football)**
 Teacher : Suka apa tidak? (Like or not?)
 Student : **Burger...emh....<shaking his legs>(burger... emh...).**

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 meaning of the conversation. He only repeated what the teacher said. The teacher asked him whether he likes playing football or not, but the student just repeated

the last word. This symptom is called Echolalia. The third question still about the hobby that was answered by the student. In this case, he did not repeat but he wanted to say that he liked burger. The student said the word repeatedly without a communicative purpose because he felt good to repeat.

Another conversation is;

Conversation 6:

Teacher : Nah...jadi kalau ada salam dijawab salam ya! (Nah... if anyone said salam, answer it!)

Student : <no respons and playing his pencil>

Teacher : Lho..lho...lho...duduknya, duduknya... Lho... lho.. lho.. Your seat, your seat)

Student : **Duduknya. (seat)**

Teacher : Wildan duduk manis. (Wildan sit nicely.)

Student : **Manis. (Nice)**

From this extract of conversation 6, the student did not understand what the teacher meant. The teacher asked the student to stay in his chair. He did not answer it but just repeated the word. He also repeated the word while staying on his chair.

The extract of dialogue below also shows the characteristics of repetitive or rigid language;

Conversation 4:

Teacher : Ayo dibaca! (read it!)

Student : Coba buka pintunya. Sarah Ilham, ouh... Yulia **terlambat**. <out loud> (open the door please. Sarah Ilham, ouh... Yulia is late.)

Teacher : Siapa yang terlambat? (who is late?)

Student : **Perlu...perlu anak-anak. Tok...tok..tok..tok...tok..tookk....** “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.

Tok...tok..tok..tok...tookk... . “I can’t hear it because it’s too slow.” Kaka Kiki. “I heard loud sound, slowly,” said Ilham. Togar felt the door shakes.” While seeing Yulia knoncked the door.)

Teacher : Nah lihat! Wildan duduknya yang bagus! (See! Sit nicely, Wildan!)

Student : <sit nicely at once>

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. (that)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **Ini (it’s)<pointing the window >.Putih. (white)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. Itu putih. (that. That’s white)<pointing the window >.**

Teacher : Siapa? Siapa itu? Siapa ini? (Who? Who is that? Who is it? <pointing herself>

Student : 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 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 he wanted to explain to the teacher about where the door was, it was beside of him with white color. The student showed these occurrences because he did not understand what the teacher said.

4.1.1.2 Narrow Interests and Exceptional Abilities

The 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 children with autism have a topic that holds their interest, but he did not be able to

carry on two way conversation about the same topic. He could produce the speech

but did not response what other said in the same topic.

Conversation 6:

Teacher : Tidak boleh banyak tingkah. (No freak actions)

Student : **Tingkah. Tepak Shaun the ship. Angry bird. (Freak. Shaun the ship pencil case. Angry bird.)**

Teacher : Tepaknya siapa? (Whose pencil case is that?)

Student : **Merah. (Red.)**

Teacher : Tepaknya siapa?(Whose pencil case?)

Student : **Tepak Shaun the ship. (Shaun the ship pencil case.)**

This extract shows that the student has the second type of communication impairments, that is narrow interests and exceptional abilities, but this extract 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 though the topic is the same.

Firstly, he repeated the last word of the teacher's saying. After that he talked about his interesting topic (Shaun the ship, and Angry bird cartoon). He spoke to himself about this topic and repeated it in some time without responding what the teacher said. He also did not do what the teacher asked him to do.

4.1.1.3 Uneven Language Development

We can see on the next column that the writer found one of communication impairments showed by the student that was uneven language development. It happens when an autism child does not develop some speech or skill to a normal level of ability. He has good memories of vocabulary in a particular area of interest from the information heard or seen. According to the

table 4.1 with yellow color, the student showed the pattern of uneven language development that is showed in extract 4. In number eight until thirteen the writer found that the student could communicate by memorizing the vocabularies to get a good communication. So, the column with yellow color shows that the student could produce speech by memorizing the vocabulary used by speakers. The following is the full conversation in conversation 4 with yellow bold color that marked the occurrences of uneven language development;

Conversation 4:

Teacher : Ayo dibaca! (read it!)

Student : Coba buka pintunya. Sarah Ilham, ouh...Yulia **terlambat.** <out loud>(open the door please. Sarah Ilham, ouh...Yulia is late.)

Teacher : Siapa yang terlambat? (who is late?)

Student : **Perlu...perlu anak-anak. Tok...tok..tok..tok...tok..tookk....** .
“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. Tok...tok..tok..tok...tok..tookk... . “I can’t hear it because it’s too slow. “ Kaka Kiki. “I heard loud sound, slowly,” said Ilham. Togar felt the door shakes.” While seeing Yulia knoncked the door.)

Teacher : Nah lihat! Wildan duduknya yang bagus! (See! Sit nicely, Wildan!)

Student : <sit nicely at once>

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. (that)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **Ini (it’s)<pointing the window >.Putih. (white)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. Itu putih. (that. That’s white)<pointing the window >.**

Teacher : Siapa? Siapa itu? Siapa ini? (Who? Who is that? Who is it? <pointing herself>

Student : Bu Fatin. (Miss Fatin)

Teacher : Bu Fatin. Siapa itu? (Miss Fatin. Who is that?)<pointing one of the children>

Student : Ifa. (Ifa)

Teacher : Ifa...Siapa itu? (Ifa.. Who is that?)

Student : Mbak Fima (Fima)

Teacher : Siapa itu? (Who is that?)
 Student : Gilang. (Gilang)
 Teacher : Tok...tok...tok... Siapa yang mengetuk? (Knock... knock... knock
 Who is knocking the door?)
 Student : **Putri.**<named one of his friends>
 Teacher : lho, bukan. (No, it's not)
 Student : **Sudah. (finish)**
 Teacher : Tok...tok...tok... siapa yang mengetuk?(Knock... knock... knock
 Who is knocking the door?)
 Student : **Pintu itu. (That door)**
 Teacher : Lho..Siapa yang mengetuk pintu? (Who is knocking the door?)
 Student : **Itu putih. (That's white)**
 Teacher : Yu...
 Student : Yulia.
 Teacher : Yulia. Siapa yang mengetuk pintu?(Yulia. Who is knocking the
 door?)
 Student : **Pintu itu Yulia. (That door is Yulia)**
 Teacher : Siapa yang mengetuk pintu? Yu... (Who is knocking the door?
 Yu....)
 Students : Yulia.
 Teacher : Siapa yang mengetuk pintu?(Who is knocking the door?)
 Teacher and student : Yulia...

In this part, the teacher asked the student "Who has knocked the door?", but he wanted to explain that the person on the topic knocked the door, and he considered the window as the door. He described more about the window with bad structure. He also answered the question with the same answer when the teacher asked the same question. Next, the teacher asked by giving the clue and he could answer it. In repeatedly conversation, the student could answer the question correctly although the teacher asked again by using different sentence. It shows that the student with PDD-NOS could produce speech according to his memory.

4.1.1.4 Poor Non-verbal Language

The last column from table 4.1 discusses poor nonverbal language. It means that the student is unable to use gestures. He has difficulties in pointing the object and in giving meaning in his speech. Detail explanation about this type is explained in the next sub chapter as the answer of the second research problem.

4.1.2 Analysis on the use of Non-Verbal communication by an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*.

Every person needs nonverbal language to support and gave the meaning on his/her communication. Nonverbal language is one of important factors in communication, such as gestures, eye contact, facial expression, and others. It means that nonverbal communication in gives the meaning of the communication itself, and makes the hearer interested and understand the communication. An autism child with PDD-NOS is poor in nonverbal communication. He communicates without using meaningful gestures or the language to communicate. Table 4.2 portrays the student's Non-Verbal communication.

Beforehand, the writer gives explanation on the codes used in this research.

Notes;

m : Minute

sec : Second

App. : Appendix

1 : Gesture

2 : Facial expression

3 : Vocal intonation

For example;

NO	CODE	CONTEXT IN VIDEO	NON-VERBAL COMMUNICATION IMPAIRMENTS BY THE PARTICIPANT	TYPES OF NON-VERBAL COMMUNICATION		
				1	2	3
1.	App.1 00m.08sec	Hobby	No gestures and doing another activities (playing his pencil)	✓		

This table shows that the student does not used nonverbal communication in Appendix 1 in 00minutes and 08second on this video. The context of the conversation on Appendix 1 at this time is about his hobby, but he did not use gestures and played another activity and it is type number one on types of nonverbal communication. So, the student at this part used the dialogue without using gestures.

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

NO	CODE	CONTEXT IN VIDEO	NON-VERBAL COMMUNICATION IMPAIRMENTS BY THE PARTICIPANT	TYPES OF NON-VERBAL COMMUNICATION		
				1	2	3
1.	App.1 00m.08sec	Hobby	No gestures and doing another activities (playing his pencil)	✓		
2.	App.1 00m.40sec	Hobby	No eye contact		✓	
3.	App.1 01m.38sec	Activity	No eye contact		✓	
4.	App.1 01m.56sec	Habitual	No eye contact		✓	
5.	App.1 02m.17sec	Habitual	Playing his foot	✓		
6.	App.3 00m.38sec	Part of body	Showing his eyes but this no facial expression		✓	
7.	App.3 00m.40sec	Part of body	Playing his pencil	✓		
8.	App.3 00m.43sec	Part of body	No reply and seeing another side		✓	

Table continuation

9.	App.3 01m.01sec	Part of body	Repeated what the teacher say		✓	
10.	App.3 01m.07sec	Part of body	No repeated and no facial expression		✓	
11.	App.4 00m.28sec	Reading	Intonation			✓
12.	App.4 00m.58sec	Answer the question	Intonation			✓
13.	App.4 01m.08sec	Answer the question	No facial expression		✓	
14.	App.4 02m.02sec	Answer the question	No facial expression		✓	
15.	App.5 00m.09sec	-	Speech with playing his pencil and foot	✓	✓	
16.	App.6 00m.57sec	Answer the question	No facial expression		✓	
17.	App.6 01m.32sec	Habitual	No reply and playing his pencil	✓		
18.	App.6 01m.39sec	Instruction	Repeated the teacher say		✓	
19.	App.6 01m.43sec	Instruction	Repeated the teacher say		✓	
20.	App.6 01m.54sec	Answer the question	Description something		✓	
21.	App.6 02.05sec	-	Description something		✓	
22.	App.6 02m.16sec	Social interaction in class	Speech different topic		✓	
23.	App.6 02m.20sec	-	Playing his pencil		✓	
24.	App.6 02m.36sec	Answer the question	Repeated the teacher say	✓	✓	
25.	App.6 02m.56sec	Social interaction in class	Intonation			✓
26.	App.6 02m.57sec	Social interaction in class	Repeated the teacher say		✓	
27.	App.6 03m.05sec	Social interaction in class	Repeated the teacher say		✓	
28.	App.6 03m.15sec	Social interaction in class	No response		✓	
29.	App.6 03m.33sec	Social interaction in class	Repeated the teacher say		✓	
30.	App.6 03m.47sec	Social interaction in class	Repeated the teacher say	✓		
TOTAL				7	22	3

Table 4.2 shows that the student with PDD-NOS does not use gestures, facial expression, and vocal intonation in his conversation. He shows that had very poor nonverbal communication in facial expression. There are three types of nonverbal communication on the student, gestures, facial expression, and vocal intonation. There are 7 situations in gestures, 22 situations in facial expression, and 3 situations in vocal intonation. Moreover, he has difficulties in social communication, social interaction, and stereotyped behavior patterns. NICHCY (2013) says that children with PDD-NOS are able to show joy, fear, or anger, but they may only show the extreme of emotion. He/she often do not use facial expressions that ordinarily show subtle emotion. Means that children with PDD-NOS have difficulties to shows their expression. He has monotonous flat voice and idiosyncratic intonation, rhythm and stress. He has difficulties to use or understanding intonation as communication and interpreted it.

4.1.2.1 Gestures

Gestures here mean that the student has difficulties to use his body to 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.

Conversation 5:

Student : Ditulis lagi! (Write again)

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

Student : <Back to his table and speak randomly> **Angry bird.** <playing his feet and his pencil>

The student asked to the teacher while he wants to continue writing according to the answer of teacher's question. He felt that teacher giving the question for written too. He did not understand what the teacher meant and just spoke in different context. He did not shows gestures when he spoke, but just played his foot and pencil to support his communication.

The conversation below also shows that the student did not use gestures to supports his communication;

Conversation 1:

Teacher : Wildan diam...kakinya diam! Wildan nulis apa? (Wildan, stop it...stop your feet! What do you write Wildan?)
 Student : Yulia.
 Teacher : Yulia...Tadi pagi Wildan sarapan apa? (Yulia...you was breakfast with what Wildan?)
 Student : Endog. < No eye contact while playing his foot> Bu Fatin. (Egg. Bu Fatin.)
 Teacher : Dalem. (Yes)

In this conversation, the teacher gave the instruction to the student for stopping his activity for playing his foot while asking what the student did.

Actually when the teacher asked about what he had eating for breakfast, he answered the question clearly but he answered it while playing his foot to support his communication. On this speech, the student wanted to finish to the conversation with the teacher. It was because the teacher always asked him all time. But the teacher does not understand what the student feels because he does not use gestures indicating that he wanted to end the conversation. It was difficult proper gestures to support his communication.

4.1.2.2 Facial Expression

Ambady and Rosenthal (1998) argue that the face is one of the most expressive channels of communication, particularly for expressing emotion.

Emotion expression occurs primarily through changes in the mouth, eyebrows, cheek and eye muscles, pupil dilation, and the amount and direction of gaze. It means that facial expression is something that to supporting communication with 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 surprised, 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 done by the student. The student did not used facial expression in his communication is showed in conversation below;

Conversation 1:

- Teacher : Wildan suka main bola?...Wildan suka main bola? (wildan, do you like playing football?)
- Student : **Main bola.** <No eye contact>. **(Playing football).**
- Teacher : Heh...Wildan suka main bola? (Heh... Wildan like playing football?)
- Student : Suka main bola. (like playing football)**
- Teacher : Suka apa tidak? (Like or not?)
- Student : Burger...emh....<shaking his legs> (burger... emh...).**
- Teacher : Wildan diam...kakinya diam! Wildan nulis apa? (Wildan, stop it...stop your feet! What do you write Wildan?)
- Student : Yulia.
- Teacher : Yulia... Tadi pagi Wildan sarapan apa? (Yulia... what was your breakfast Wildan?)
- Student : Endok. < No eye contact while playing his feet> Bu Fatin. (Egg. Bu Fatin.)
- Teacher : Dalem. (Yes)

On this conversation, the student shows that he has also poor facial expression on communication. The sentences on this conversation with blue color are the patterns that show by the student with no facial expression. He is speech with no eye contact when he answers the teacher's question. Sometimes the student repeated what the teacher's said with no eye contact. He just said whatever what he wants without caring others.

This conversation also shows of facial expression done by the student;

Conversation 3:

Teacher : Matanya wildan ada berapa? (how many eye you have?)
 Student : <No respons>
 Teacher : Wil...
 Student : Dalem. (yes)
 Teacher : Matanya wildan ada berapa? (how many eye you have?)
 Student : **Eye.**
 Teacher : Kok iso tibo eye lo, kan itu bahasa Inggris.
 Student : <No respons and playing his pencil>
 Teacher : Matanya Wildan ada...? Matanya Wildan ada? (your eyes are... ? your eyes are?)
 Student : <No reply and seeing another side>. <playing his pencil>.
 Teacher : Matanya Wildan ada? (your eyes are... ?)
 Student : **Ono...uh..uh.** <No reply and no eye contact>

This extract on conversation 4 also shows that student does not used facial expression. The teacher asked to him about parts of body with Indonesian language, but he answer with English, then he just playing his pencil and does not gave eye contact to the speaker. The teacher asked in any times but he still no reply and no eye contact. The last conversation on this extract, the student replayed the teacher's question with different answer. He has repeated the last word by the speaker with Javanese language with no eye contact again. The

student showing this patterns when he has conversation because he does not understanding the context or the meaning of the conversation.

These is others extract on the conversation that also shows the situation of nonverbal done by the student:

Conversation 4:

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. (that)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **Ini (it's)<pointing the window >.Putih. (white)**

Teacher : Siapa yang mengetuk pintu?(who knocks the door?)

Student : **itu. Itu putih. (that. That's white)<pointing the window >.**

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 topic. He just explains and described the window.

4.1.2.3 Vocal Intonation

Ambady and Rosenthal (1998) states that the voice, also known as the paralinguistic channel, expresses feelings and emotions through pitch, intonation, speed, rhythm, pitch range, and volume.

Conversation 4:

Teacher : Ayo dibaca! (read it!)

Student : Coba buka pintunya. Sarah Ilham, ouh...Yulia **terlambat. <out loud>** (open the door please. Sarah Ilham, ouh...Yulia is late.)

Teacher : Siapa yang terlambat? (who is late?)

Student : **Perlu...perlu anak-anak. Tok...tok.tok.tok...tok.tookk.... "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. Tok...tok.tok.tok...tok.tookk....

"I can't hear it because it's too slow. " Said Kiki. "I heard

**loud sound, slowly,” said Ilham. Togar felt the door shakes.”
While seeing Yulia knoncked the door.)**

This dialogue on the video was shows that the student has high volume in some word when he read the paragraph. He also has different rhythm, volume and intonation when he continued read the paragraph.

4.2 Discussion

In this chapter, the writer would like to explain briefly the finding in the previous sub-chapter in relation with the theories used to analyze. At first, it would be better to review the relation between the videos of an autism child with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik and the theories of PDD-NOS. As is stated by National Dissemination Center for Children with Disabilities (NICHCY, 2013) that PDD-NOS is Individual with PDD-NOS who also have mental retardation may ever develop more than a limited understanding a speech with characterized on difficulties in social interaction, communication, and stereotyped behavior, interest, and activities. According to the video, the writer 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 activities, and instruction. He understands what the teacher speak as what it is said, but he cannot understand implied meaning.

The findings in this study support the theory of PDD-NOS (2013). Nevertheless, there are three characteristics reflected by the video recording which

are mentioned in this theory. Since there are three extracts in conversation (Conversation1, conversation4, and conversation6) in the video recording showing when the student does not understand what the meaning of the conversation. He speaks with no meaning or things that seem out of the context and repeat what the teacher say in conversation, so the writer includes them in the characteristics of PDD-NOS. On the video recording the student also showed that he has poor nonverbal language in his conversation.

In addition, the previous of this study shows some differences in terms of communication with Kartikasari's study (2010). Although autistic savant and PDD-NOS are the types of autism, they show the different characteristic in communication. The Raymond Babbit as the autistic savant character shows that he finds difficulty in expressing thing in complete idea. In contrast, the student at *SLB Muhammadiyah Sidayu Gresik* with the characteristic of PDD-NOS shows that he has difficulties to understand the context or the meaning of conversation.

Moreover, the writer would like to highlight the interesting part of the 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 Sidayu 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 what the speaker said. This symptom is called Echolalia. NIDCD (2010) purposed that children with autism have difficulty to understanding the meaning of conversation and he may repeat words he or she has heard over and over. This relation is that the teacher asked him whether he likes football or not, but he just

repeated. When the teacher asked with another question, he did not repeated again

but he wanted to say that he liked burger.

The characteristic of PDD-NOS also shows by the student in conversation

4. The student has difficulty in communication, such as in using and understanding language. In this conversation, the student showed this occurrence

because he did not understand what the teacher said. The teacher wanted he read the paragraph and gives the instruction, but he did not response the teacher's instruction and he just continued reading.

Furthermore, other communication impairments by the student is narrow interests and exceptional abilities. The student shows this occurrence in conversation 6, the student could produce the speech about interest topic but he did not understand what the teacher's topic even thought the same topic. Firstly, the student just repeated what the teacher said. Then, he talked about his interest topic in sometimes without responses what the teacher said. This finding support the theory of Szatmari (1989) the characteristic of children with autism is non-communicative. It means that the communication of the people with autism does not run in two-sided, but it just runs in one-sided. In a normal conversation, 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. He just talks about his interest without caring whether the hearer is interested or not in the topic of conversation.

In conversation 3, the teacher has the conversation in Indonesian, but the student answers the question in English. He has uneven language and

development in his communication. It means that he can speak not to a normal ability according to the normal class level. It makes the school does not have English lesson as the schedule of the class, but the student can speak English. In conversation 4 he also shows uneven language and development. He also shows this occurrence in conversation 4. In this conversation, he does not develop his speech to a normally. He has good memories of vocabulary in a particular area of interest from the information heard. In conversation 4 the student communicates by memorizing the vocabularies to get a good communication.

In addition, NICHCY (2013) argued that children with PDD-NOS have difficulty in used and read of nonverbal communication. It may because the student does not understanding the teacher's instructions. He feels difficult to understanding what the teacher talking about. In table 4.2 shows that the student does not use gestures, facial expression, and vocal intonation to support his communication. He is speech like a robot, characterized by a monotonous, flat delivery with little change in pitch, change of emphasis, or emotional expression.

In conclusion, the finding of this study is supports the theories of Szatmari (1989), PDD-NOS fact sheet (2013), and NICHCY (2013). The student sometimes interests in some topic in his communication. Moreover, he has difficulties in language comprehension, he has problems in analyzing the meaning of the sentence and the topic about.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion of the finding in this study and the suggestions for several parties.

5.1 Conclusion

The participant of this study is the student with PDD-NOS at *SLB Muhammadiyah* Sidayu Gresik. However, he cannot have natural conversation since the finding shows that there are four types of communication impairments. There are 46 communication impairments in four types and 32 occurrences of nonverbal communication done by the student.

The writer finds four types of communication impairments and Non-Verbal language by the student. Based on the analysis in Chapter IV, we can say that the student has difficulty to communicate with others. He has repetitive or rigid language; narrow interests and exceptional abilities; uneven language development; and poor nonverbal language.

However, in nonverbal language, he has difficulties to use gestures; facial expression; and vocal intonation. He does not use and understand nonverbal in his communication. He does not understand that the teacher gives him instructions. He does not use nonverbal language to support his communication, so the hearer does not understand the meaning of his speech.

The student is an autistic child at *SLB Muhammadiyah* Sidayu Gresik with PDD-NOS, finds difficulties in communicating and interacting using nonverbal language. His communication is not normal people because he has difficulties to understand the context of the communication.

5.2 Suggestion

In this part is given for the sake of the quality improvement for these several parties;

1. English Study Program

Psycholinguistics is an interesting topic to be discussed. However, the book about psycholinguistics, especially about autism and PDD-NOS are relatively limited. So that, the writer finds difficulties in finding the books dealing with psycholinguistics in SAC. It will be better if English Study Program at Faculty of Cultural studies can enrich the 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 Study Program of English can add the material about autism in psycholinguistics study to know the diagnostics criteria and therapy of autism. People would have insight to treat autistic children if they became parents with autistic children.

2. The next researchers

Since the writer only focuses on what the types of communication impairments and types of nonverbal communication done by an

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

3. The society surrounding people afflicted with PDD-NOS

Sine people afflicted with PDD-NOS have difficulty in using and understanding the meaning of the communication, especially to used nonverbal language, it is better to talk in simple sentence or simple instruction because children with PDD-NOS have mental retardation may never develop more than a limited understanding speech. So that, it is better to give a simple instruction when give an immediate context or with the aid of gestures to them.

Appendix I

Profile of the Participant

The participant of this study is an autistic child with PDD-NOS at *SLB Muhammadiyah Sidayu Gresik*. His name is Wildan Nasrullah, called Wildan. He is thirteen years old and has been studying at this school since 2010 starting from TKLB. Before studying at this school he has studied in *Taman Kanak-kanak Bustanul Atfal* when he was four years old in 2006 and was graduated in 2009.

Wildan's parents sent him in *SLB Muhammadiyah* because they knew that Wildan grew unlike a normal child. When he was nine years old, he still could not communicate like normal people, he understood what the speakers said but he could not produce and understand the implied meaning of the communication.

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

Wildan is the youngest child of four children from Musnatun and Sutopo. He has two old brothers, his old sister. Before Wildan's parents sent him to study at this school, his parents still did not understand what Autism syndrome is, and why Wildan did not communicate at the age of nine. The doctor also did not understand it. He only gave some therapies for Wildan's IQ. Wildan is a cheerful child with many skills. He is taleneds in art, especially in drawing, dancing, and singing. He tend to create his own toys such as puppets and play them alone. His parents always support his skills. They give Wildan some facilities such as, pencil color, water color, crayon, drawing book, and others.

Appendix 2

Gresik, 28 Juli 2013

Hal : Surat Pernyataan

Dengan ini, kami sebagai orang tua :

Nama : Musnatun
 TTL : Gresik, 25 Agustus 1965
 Alamat : Jl. Raya Banyutengah Rt 01/ Rw 01 Panceng Gresik

Menyatakan bahwa salah satu dari mahasiswa/mahasiswi anda :

Nama : Yuli Fimawati
 NIM : 0911110098
 Prodi/Angkatan : S1 Sastra Inggris/ 2009
 Alamat : Jl. Raya Banyutengah Rt 01/ Rw 01 Panceng Gresik

Telah melakukan pengambilan data/penelitian terhadap salah satu dari anggota keluarga kami :

Nama : Wildan Nasrullah
 TTL : Gresik, 20 Agustus 1999
 Alamat : Jl. Raya Banyutengah Rt 01/ Rw 01 Panceng Gresik
 Asal Sekolah : Sekolah Luar Biasa Muhammadiyah Sidayu Gresik

Sebagai salah satu bahan untuk menyelesaikan skripsi yang berjudul
**“Studi tentang Psikolinguistik pada Ketidakseimbangan Komunikasi oleh
 Anak Autis dengan PDD-NOS di SLB Muhammadiyah Sidayu Gresik”**

Demikian surat pernyataan ini kami buat, harap digunakan sesuai dengan sebenarnya. Terima kasih.

Peneliti

Mengetahui,
Orang tua/Wali siswa

Yuli Fimawati

Musnatun

















Appendix 4





Appendix 5

Transcript of Conversation between the Participant and His Teacher

Conversation 1:

Teacher : Wildan kelas berapa? (What class wildan?)
 Student : Tiga. (Three)
 Teacher : Tiga... Wildan sudah sikat gigi? (Three... Wildan, have you washed your teeth?)
 Student : sudah. <playing his pencil> (yes)
 Teacher : Wildan suka main bola?...Wildan suka main bola? (wildan, do you like playing football?)
 Student : **Main bola.**<No eye contact>. **(Playing football).**
 Teacher : Heh... Wildan suka main bola? (Heh... Wildan like playing football?)
 Student : **Suka main bola. (like playing football)**
 Teacher : Suka apa tidak? (Like or not?)
 Student : **Burger...emh....<shaking his legs>**(burger... emh...).
 Teacher : Wildan diam...kakinya diam! Wildan nulis apa? (Wildan, stop it...stop your feet! What do you write Wildan?)
 Student : Yulia.
 Teacher : Yulia...Tadi pagi Wildan sarapan apa? (Yulia... what was your breakfast Wildan?)
 Student : Endog. < No eye contact while playing his feet> Bu Fatin. (Egg. Bu Fatin.)
 Teacher : Dalem. (Yes)

Conversation 2:

Student : <just silent and doing another activity>. <Writing while playing his feet>.**liiii...Pooo...Porrrgghh... Ndolok'o.** (Stop it.)

Conversation3:

Teacher : Ini warnanya apa? (what color is it?)
 Student : Orange. (orange)
 Teacher : Ini warnax apa? (what color is it?)
 Student : Biru. (blue)
 Teacher : Ini warnanya apa? <knocking the table>(what color is it?)
 Student : **Coklat. Merah**<Showing his pencil case>.(brown.red)
 Teacher : <knocking the blackboard>
 Student : Black.
 Teacher : Matanya wildan ada berapa? (how many eye you have?)
 Student : <No respons>
 Teacher : Wil...

Student : Dalem. (yes)
 Teacher : Matanya wildan ada berapa? (how many eye you have?)
 Student : **Eye.**
 Teacher : Kok iso tibo eye lo, kan itu bahasa Inggris.
 Student : **<No respons and playing his pencil>**
 Teacher : Matanya Wildan ada...? Matanya Wildan ada? (your eyes are...? your eyes are?)
 Student : **<No reply and seeing another side>. <playing his pencil>.**
 Teacher : Matanya Wildan ada? (your eyes are...?)
 Student : **Ono...uh..uh. <No reply and no eye contact>**
 Teacher : Hmmm...Nggak nyambung wildan. Eh, siapa yang motong rambutnya? (hmmmm..... that's not the answer. (Who cut your hair, eh?)
 Students : **Potong rambut. (cut the hair)**
 Teacher : Siapa yang motong rambutnya? (Who cut your hair?)
 Student : Mmmm...Risky.
 Teacher : Risky? Siapa yang motong rambutnya wildan? (Risky? Who cut your hair?)
 Student : **<No reply>**
 Teacher : Heeee.....

Conversation4:

Teacher : Ayo dibaca! (read it!)
 Student : Coba buka pintunya. Sarah Ilham, ouh...Yulia **terlambat. <out loud>**(open the door please. Sarah Ilham, ouh...Yulia is late.)
 Teacher : Siapa yang terlambat? (who is late?)
 Student : **Perlu...perlu anak-anak. Tok...tok..tok..tok...tok..tookk....**
“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. Tok...tok..tok..tok...tok..tookk... . “I can’t hear it because it’s too slow. “ Said Kiki. “I heard loud sound, slowly,” said Ilham. Togar felt the door shakes.” While seeing Yulia knoncked the door.)
 Teacher : Nah lihat! Wildan duduknya yang bagus! (See! Sit nicely, Wildan!)
 Student : **<sit nicely at once>**
 Teacher : Siapa yang mengetuk pintu?(who knocks the door?)
 Student : **itu. (that)**
 Teacher : Siapa yang mengetuk pintu?(who knocks the door?)
 Student : **Ini (it’s)<pointing the window >.Putih. (white)**
 Teacher : Siapa yang mengetuk pintu?(who knocks the door?)
 Student : **itu. Itu putih. (that. That’s white)<pointing the window >.**

Teacher : Siapa? Siapa itu? Siapa ini? (Who? Who is that? Who is it?)

<pointing herself>

Student : Bu Fatin. (Miss Fatin)

Teacher : Bu Fatin. Siapa itu? (Miss Fatin. Who is that?)<pointing one of the children>

Student : Ifa. (Ifa)

Teacher : Ifa...Siapa itu? (Ifa.. Who is that?)

Student : Mbak Fima (Fima)

Teacher : Siapa itu? (Who is that?)

Student : Gilang. (Gilang)

Teacher : Tok...tok..tok...Siapa yang mengetuk? (Knock... knock... knock Who is knocking the door?)

Student : **Putri.**<named one of his friends>

Teacher : Iho, bukan. (No, it's not)

Student : **Sudah. (finish)**

Teacher : Tok...tok...tok... siapa yang mengetuk?(Knock... knock... knock Who is knocking the door?)

Student : **Pintu itu. (That door)**

Teacher : Lho..Siapa yang mengetuk pintu? (Who is knocking the door?)

Student : **Itu putih. (That's white)**

Teacher : Yu...

Student : Yulia.

Teacher : Yulia. Siapa yang mengetuk pintu?(Yulia. Who is knocking the door?)

Student : **Pintu itu Yulia. (That door is Yulia)**

Teacher : Siapa yang mengetuk pintu? Yu... (Who is knocking the door? Yu....)

Students : Yulia.

Teacher : Siapa yang mengetuk pintu?(Who is knocking the door?)

Teacher and student : Yulia...

Conversation 5:

Teacher : lagi... siapa yang mengetuk pintu? (Again.... Who is knocking the door?)

Student : Yulia.

Teacher : <give applause>

Student : Ditulis lagi! (Write again)

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

Student : <Back to his table and speak randomly>.**Angry bird.**<playing his feet and his pencil>

Teacher : Bunyi ketukannya gimana? (how it sounds)

Student : <look at the board and smiling while playing his pencil>.**Pintu.(Door)**

Teacher : Bunyi ketukannya tok... (It sounds knock...)

Student : <follow the students> tok...tok...tok...tok...tok...

Teacher : Bunyi ketukan. (knocking sound)

Student : Tok...tok...tok...tok...tok...took.

Conversation 6:

Teacher : ketukan apa? (what is knocking?)

Student : **Saya tidak mendengar sebelum... (I can't hear before....)**

Teacher : lho? Kok iso saya tidak mendengar itu? Hey! Kamu kalau masuk kelas ketuk pintu. (How can I not hear that? Hey! Knock the door before you enter the class.)

Student : **Ketuk pintu. (Knock the door)**

Teacher : bunyikan apa? Assalamu... (Say what? Assalamu....)

Student : Mu'alaikum warahmatullahhiwabarakatuh.

Teacher : Kalau jawab salam? Assalamu'alaikum warahmatullahhi wabarakatuh. (Answer salam? Assalamu'alaikum warahmatullahhi wabarakatuh)

Teacher : Nah...jadi kalau ada salam dijawab salam ya! (Nah... if anyone said salam, answer it!)

Student : <no respons and playing his pencil>

Teacher : Lho...lho...lho...duduknya, duduknya... Lho... lho.. lho.. Your seat, your seat)

Student : **Duduknya. (seat)**

Teacher : Wildan duduk manis. (Wildan sit nicely.)

Student : **Manis. (Nice)**

Teacher : Tidak boleh banyak tingkah. (No freak actions)

Student : **Tingkah. Tepak Shaun the sheep. Angry bird. (Freak. Shaun the sheep pencil case. Angry bird.)**

Teacher : Tepaknya siapa? (Whose pencil case is that?)

Student : **Merah. (Red.)**

Teacher : Tepaknya siapa?(Whose pencil case?)

Student : **Tepak Shaun the sheep. (Shaun the sheep pencil case.)**

Teacher : Ini tepaknya siapa? (Whose pencil case is it?)

Student : Tepaknya Wildan. (Wildan's pencil case)

Teacher : Tepaknya Wildan. Warnanya apa?.. (Wildan's pencil case. What is the color?)

Student : Merah. Warna kuning. (Red. The color is yellow.)

Teacher : Punya siapa yang warna kuning? (Whose pencil case is yellow?)

Student : Gilang.

Teacher : Gilang.

Student : **Bu Oca, papan. (Miss Oca. The board.)**

Teacher : <Laugh>

Student : <Playing pencil>

Teacher : Papannya siapa sih? (Whose board is it?)

Student : **Ditutuk...kayu. (knocked.... stick)**

Teacher : Oooo...ditutuk kayu... papannya siapa? (oooo.... knocked with the stick.... whose board?)

Student : **Bu Fatin. (Miss Fatin)**

Teacher : Lho?

Student : **Kursi. (Chair.)**

Teacher : Kursinya siapa yang ditutuk saiki? (Whose chair is knocked now?)

Student : **Tutuk Wildan. (knock Wildan)**

Teacher : Ditutuk Wildan. Lho...lak dipraktikno...Lad dipraktikno. Lho, tidak boleh praktik! Tidak boleh! Duduk! Hey... (knocked by Wildan. Don't do it. Don't! Sit! Hey...)

Student : **Hey.**

Teacher : Duduk! Yang lain duduk! (Sit! Everybody sit!)

Student : **Ini? (This?)**

Teacher : Nggak boleh nutuk kursi, nanti ru... (Don't knock the chair, it will be bro...)

Student : Sak. (ken.)

Teacher : Rusak. (Broken.)

Student : **Kursine rusak. (The chair is broken)**

Teacher : nggak boleh! Wildan nggak boleh nutuk! (Don't! Wildan, don't knock!)

Student : **Tutuk pa...tutuk kursi. (Knock... Knock the chair.)**

Teacher : Tidak boleh tutuk pa... (Dont knock the...)

Student : Pa..pan. (Bo..ard.)

Teacher : Papan... nanti rusak. Bu Oca nggak bisa nulis kalau papannya rusak. (The board... will be broken. Miss Oca can't write if the board is broken.)

Student : **<no respond>**

Teacher : Kalau ke Bu Oca selalu begitu, selalu papannya ditutuk. (If I keep doing that, the board is always knocked)

Student : **<bother his friends>**

Teacher : Wildan!

Student : Leh..

Teacher : Wildan duduk manis! (Wildan sit nicely!)

Student : **Duduk. (Sit)**

Teacher : Kalau tidak duduk tasnya diam.. (If you don't sit, the bag will be...)

Student : Mbil. Jangan diambil! (Taken. Don't take!)

Teacher : Jangan ambil. (Don't take.)



KEMENTERIAN PENDIDIKAN NASIONAL

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5. Tanggal Mengajukan : 11 / 02 / 2013
6. Tanggal Selesai Revisi : 01 / 08 / 2013
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No	Tanggal	Materi	Pembimbing	Paraf
1.	11 Februari 2013	Konsultasi Judul Skripsi	Pembimbing I	
2.	12 Februari 2013	Konsultasi Bab I	Pembimbing I	
3.	19 Februari 2013	Revisi Bab I konsultasi Bab II	Pembimbing I	
4.	25 Februari 2013	Revisi Bab II konsultasi Bab III	Pembimbing I	
5.	04 Maret 2013	Konsultasi Bab I, II dan III	Pembimbing II	
6.	08 Maret 2013	Revisi Bab I, II dan III	Pembimbing II	
7.	01 Mei 2013	ACC Seminar Proposal	Pembimbing I	
8.	05 Mei 2013	ACC Seminar Proposal	Pembimbing II	
9.	17 Mei 2013	Seminar Proposal	Pembimbing I	
10.	17 Mei 2013	Seminar Proposal	Pembimbing II	
11.	20 Mei 2013	Konsultasi Bab IV	Pembimbing I	
12.	15 Juni 2013	Revisi Bab IV Konsultasi Bab V	Pembimbing I	

13.	01 Juli 2013	Konsultasi Bab IV dan V	Pembimbing II
14.	07 Juli 2013	Revisi Bab IV dan V	Pembimbing II
15.	15 Juli 2013	ACC Seminar Hasil	Pembimbing I
16.	15 Juli 2013	ACC Seminar Hasil	Pembimbing II
17.	25 Juli 2013	Seminar Hasil	Pembimbing I
18.	25 Juli 2013	Seminar Hasil	Pembimbing II
19.	25 Juli 2013	Seminar Hasil	Penguji
20.	26 Juli 2013	Revisi Bab I - Bab V	Pembimbing I
21.	27 Juli 2013	ACC Ujian Skripsi	Pembimbing I
22.	27 Juli 2013	ACC Ujian Skripsi	Pembimbing II
23.	27 Juli 2013	ACC Ujian Skripsi	Penguji
24.	29 Juli 2013	Ujian Skripsi	Pembimbing I
25.	29 Juli 2013	Ujian Skripsi	Pembimbing II
26.	29 Juli 2013	Ujian Skripsi	Penguji
27.	01 Agustus 2013	Revisi setelah ujian skripsi	Pembimbing I
28.	01 Agustus 2013	Revisi setelah ujian skripsi	Pembimbing II

9. Telah dievaluasi dan diuji dengan nilai:

Dosen Pembimbing I

Malang, 02 Agustus 2013

Dosen Pembimbing II

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NIP. 19751125 200212 2 002

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Mengetahui,
Ketua Jurusan

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