AUTISTIC CHILDREN'S EXPRESSIVE SPEECH ACTS

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PRONOUNCEMENT

I honestly confirm that I compiled this final project entitled "Expressive Speech Acts on Autistic Children" by myself without taking any result from other researchers in S-1, S-2, S-3, and in diploma degree of any university. I ascertain that I did not quote any material from other publications or someone else's paper except from the references mentioned.

Semarang, 14ʰ July 2017

Safina Sasabilla

MOTTO AND DEDICATION

"Allah will elevate the value of living of those who have deep faith and have knowledge"

-QS Al Mujaadalah: 11

"Don't get out of the ways that have been determined, If you want to get success"

-Anonymous

I sincerely dedicate this final project to myparents.

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12. The KKN Team of Desa Candiareng for the meaningful experiences.

13. Last but not least, the readers of this project. Hopefully, it can be a good reference for you who will write similar research. And I hope it can encourage you to do a better research.

I realize that this project still needs perfection. Therefore, I will be open handed to receive any constructive criticism and recommendation to make this project better.

Finally, I expect that this project will be useful to the readers who wish to learn something about linguistics and its contribution to the society.

Semarang, 14th June 2017

Safina Sasabilla

TABLE OF CONTENTS

APPENDIX LIST

1. The utterances of autistic children aged 10-12 years old.

AUTISTIC CHILDREN'S EXPRESSIVE SPEECH ACTS

ABSTRAK

Penelitian ini menganalisis tindak tutur ekspresif pada tuturan anak autis. Penelitian ini bertujuan untuk mendeskripsikan tipe-tipe tindak tutur ekspresif yang muncul pada tuturan anak autis umur 10-12 tahun. Penelitian ini adalah penelitian deskriptif dan observatif, karena penulis mendiskripsikan tindak tutur ekspresif yang ada pada tuturan anak autis. Hasil penelitian menunjukkan bahwa dari 24 tuturan, ada 9 tipe tindak tutur ekspresif, yaitu: (1) meminta maaf (4) ketidaksetujuan (1) memprotes (8) menyetujui (2) memuji (1) berterima kasih (4) memberi salam (2) memberikan selamat (1) mengekspresikan kegembiraan.

Keyword: autism, autistic children, expressive speech acts

1. Introduction

Children learn to communicate as they grow older and develop both physically and mentally. They catch every word, phrase or even sentence produced by people and then practice it or just imitate it. Some of them are able to learn very fast but some of them are not. Among these children who learn slow, are autistic children. According to Kanner (1943), autism is derived from the word 'auto', which means 'being alone'. Autistic children live as if they owned their own world. A child can be diagnosed suffering autism if s/he has these following characteristics: excessively selective upon stimulant, low-motivated to explore a new environment, self-stimulated response result in social integration and particular response upon reinforcement (Handojo, 2008:12-13).

I focus on the utterances of 10-12-year-old autistic children. They were chosen since they are considered to be able to adapt to several circumstances, such as school, society, and family environment.

I found two previous studies related to my study. They are "*Pola Komunikasi Guru dengan Siswa Autis kelas IV SD Autisme Laboratorium Universitas Negeri Malang*" by Robiah (2015) and "*Pola Bercerita Anak Autis: Studi Kasus terhadap Tiga Anak Autis Usia 8-11 Tahun*" by Kumalaningrum (2012).

The first study focusses on the communication system, functions, and the obstacles of teachers and autism students grade IV of elementary school. She found 7 functions of communication, such as: ordering, explaining, agreeing, asking, rejecting, stating, expressing: praising. The second study focuses on the way autistic children aged 8-11 tell stories. The result showed that to tell stories the autistic children were able to make simple sentence, compound sentence and the correct usage in conjuction, noun and verb. Both studies concern autistic children utterances based on the way they produced the communication function which include speech acts and the way autistic children aged 8-11 years old tell stories. In this study, I analyse the utterance of autistic children aged 10-12 years old in producing expressive speech acts.

The problems in this study is what types of expressive speech acts the autistic children aged 10-12 have. Meanwhile, the purposes of this study is to explain the types of expressive speech acts produced by the autistic children aged 10-12 have.

2.   Theoretical Framework

In Speech Act concept, Austin (1962) classified speech acts dealing with utterances into: (a) locutionary: the acts of saying something. (b) illocutionary: the intention on saying something. (c) perlocutionary: the effect by saying something. Later, Austin's thought is continued by Searle (1967) stating, illocutionary act is the center part in the study of speech act. There are five types of Speech Act as proposed by Searle (1967), see Yule (1996:53-54), they are :

a) Declarations are those kinds of speech acts that are delivered for changing condition. For example, a priest says, 'I now pronounce you husband and wife'.

b) Representatives are those kinds of speech acts that state what speaker believes to be the case or not. For example, in a sunny day, someone says, 'It is a warm sunny day'.

c) Expressives are those kinds of speech acts that state what the speaker feels. For example, someone feels sorry by saying, 'I'm really sorry'.

d) Directives are those kinds of speech acts that speakers use to get someone else to do something. For example, someone wants someone else to do something by saying, 'Could you lend me a pen, please?'.

e) Commissives are those kinds of speech acts that the speaker has intention for future action. For example, someone makes promise by saying, 'I'll be back, I'm going to get it right next time.'

This study focusses on expressive speech acts. It is the speech act done by the speaker in the purpose of expresing feeling as the impact of what they have done and heard.

2.1 Expressive Speech Acts

Expressive Speech Act is one of speech act classification proposed by Searle (1967). The function is to express the psychological situation of someone. To support my analysis, I used Vandervaken (1990: 213) theory. He has similar idea about expressive speech acts. However, there some verbs belong to expressive speech acts, such as: *approve, compliment, praise, laud, extol, plaudit, applaud, acclaim, brag, boast, complain, disapprove, blame, reprove, deplore, protest, grieve, mourn, lament, rejoice, cheer, boo, condole, congratulate, thank, apologize, greet and welcome*.

3.   Research Method

The characteristics of this research are observative and descriptive. It means I conducted observation upon the object from the beginning to the end of the research. The main data in this study were the utterances produced by autistic children at Sekolah Luar Biasa (SLB) N Semarang. The type of data was spoken data from the students at SLB N Semarang in Bahasa Indonesia.

3.1 Population and Sample

The research population in this paper was all utterances from students at SLB N Semarang. The samples of the data were the utterances produced by 3rd until 6th grade class of elementary students who suffer from autism. The researcher used purposive sampling technique. The informant were five children of 10-12 years old who suffer from autism.

3.2 Method of Collecting Data

I decided to use observation method. Sudaryanto (1993:133) said that it is a method of collecting data by taking part in the activity while observing the conversation. As continuation technique, I chose participatory observation since I was directly involved in the conversation and at the same time observed the utterances produced by autistic children aged 10-12 such as having a conversation, asking something and provoking the autistic children to do something. Besides, I also used recording technique which was done by recording the children's utterance. Note-taking technique is also used for taking note the children conversation to get more data.

3.3 Method of Analysing Data

In analysing data, I used distributional method or *Metode Agih* because the determinant device of this study is the inside parts of the language (Sudaryanto, 1993:15-17). I sorted the utterances produced by autistic children aged 10-12 into expressive or non expressive. Then, I started to analyse the types of expressive speech acts produced by the utterance of autistic children.

4. Result and Discussion

In this study, I found 24 utterances produced by autistic children aged 10-12 years old. I analyse 9 types of expressive speech acts, that are: (1) apologizing, (4) disapproving, (1) protesting, (8) approving, (2) complimenting, (1) thanking, (4) greeting, (2) welcoming and (1) rejoicing. They are shown in the following examples:

4.1 Types of Expressive Speech Acts

A. Apologizing

Apologizing is a type of expressive speech act used to express guilty upon something done. The following is the implementation of expressive speech act in asking for apologizing.

> Radit : *Rizal buang air besar* (1)
> Radit : Rizal is farting
> *Rizal : **Maaf** ya* (2)
> *Rizal : I'm sorry*

The conversation above was occured in the class when Rizal as an autistic child, farted during the lesson. One of his friends, Radit as a mental retardation child, protested him about it. Then Rizal admitted it and apologized. Based on the conversation above, there is an apologizing expressive speech act that can be seen in the data (2) "*Maaf ya*". The word '*maaf*' is aimed to apologize for his mistake.

B. Disapproving

Disapproving is a type of expressive speech act used to express disagreement toward something done or said. The following is the implementation of expressive speech act for disapproving.

> Amel : *Indo tak pek ya tasmu* (3)
> Amel : Indo I will take your bag
> *Indo : **Aja** (4)*
> Indo : No

The conversation above was ocurred in the class when Amel as a mental retardation child wanted to own Indo as an autistic child's new bag, but Indo objected to Amel's wish. Based on the conversation above, there is a disapproving expressive speech act that can be seen in the datum (4) *"Aja"*. That word is aimed to express disapproval for what Amel's intention to take Indo's new bag.

C. Protesting

Protesting is a type of expressive speech act used to express fight against or stronger idea or activity that someone thinks it is not correct. The following is the implementation of expressive speech act for protesting.

> Angel : *Zal, pinjem penghapus ya?* (5)
> Angel : Zal Eraser please?
> *Rizal : Iya, ini.* (6)
> Rizal : Here you are.
> *Angel : (Mengotori meja Rizal dengan kotoran penghapus)*
> Angel : (Scratch the eraser on the table and make it dirty)
> *Rizal : **Ga boleh gitu! kotor! Moh, moh, minggir!** (7)*
> Rizal : Don't do that! No, no, move!

The conversation above was occured when Angel as a mental down syndrome child borrowed Rizal as an autistic child's eraser, but she left the dirt on Rizal's desk. Seeing this, Rizal felt displeasure and protested her. Based on the conversation above, there is a protesting expressive speech act that can be seen in the data (7) *"Ga boleh gitu! kotor! Moh, moh, minggir"*. The word *'Ga boleh gitu'* is aimed to protest Angel as the speaker because Rizal felt annoyed with

what Angel did, it making his table dirty. Then, he asked Angel to remove the dirt

from his table using imperative sentence *'minggir'*.

D. Approving

Approving is a type of expressive speech act used to express agreement

towards what is said or done by other people. The following is the implementation

of expressive speech act for approving.

> *Guru   : Zal, tidak boleh ngomong terus!* (8)
> Teacher : Zal, do not talk too much!
> *Rizal   : **Iyo** (9)*
> Rizal   : Okay

The conversation above was occured in the class when Rizal as an autistic

child kept on talking during the lesson. The teacher reminded him to pay attetion.

Then Rizal accepted it. Based on the conversation above, there is approving

expressive speech act that can be seen in the datum (9) *"Iyo"*. That word is aimed

to express agreement of what the teacher asked him to do.

E. Complimenting

Complimenting is a type of expressive speech act used to express

admiration towards other people's capability, performance or achievement. The

following is the implementation of expressive speech act for complimenting.

> *Ismail : Bismillahirohmanirrahim..*(10) *(In the name of God the Merciful*
> *and benevolent)*
> *Rizal   : Nahh **pinter.** (11)*
> Rizal   : Good.

The conversation above was occured in the class when Ismail as a mental

retardation child came late and then had to pray by himself. Hearing Ismail's

praying, Rizal as an autistic child praised him. Based on the conversation above,

there is complimenting expressive speech act that can be seen in the datum (11) "*Nahh pinter*". The adjective word *'pinter'* is aimed to praise when Rizal hears Ismail is being able to say prayer by himself fluently.

F. Thanking

Thanking is a type of expressive speech act used to express gratitude because someone gave something or helped something. The following is the implementation of expressive speech act for thanking.

Rizal	*: Ga bisa buka, Bu. Minta tolong bukain?* (12)
Rizal	: I can't open the bottle top. Mam, can you open it?
Guru	*: Ini, udah.* (13)
Teacher	: Here, I open it for you.
Rizal	*: **Makasih** Bu..* (14)
Rizal	: Thanks, Mam.

The conversation above was occured during a break time when Rizal as an autistic child felt thirsty but he was not able to open his bottle top. He asked his teacher to open it. Based on the conversation above, there is thanking expressive speech act that can be seen in the data (14) "*Makasih Bu*". The word *'makasih'* is to express gratitude when Rizal as the hearer asking his teacher as the speaker to help him open his drink.

G. Greeting

Greeting is a type of expressive speech act used to express friendliness by saying greeting formally or informally to other people. The following is the implementation of expressive speech act for greeting.

Tirta	***: Selamat pagi,** Pak Joko* (15)
Tirta	: Good morning, Mr. Joko.
Guru	*: Selamat pagi, Tirta.* (16)
Teacher	: Good morning, Tirta.

The conversation above was occured in the class when Tirta as the autistic child saw Mr. Joko as the teacher entering the class. Based on the conversation above, there is greeting expressive speech act that can be seen in the datum (15) "*Selamat pagi, Pak Joko*". The word *'selamat pagi'* by Tirta as the speaker is aimed to greet Mr. Joko as the hearer and to show respect to his teacher. The utterance is also to get the same reply from the hearer *"Selamat pagi, Tirta"*.

H. Welcoming

Welcoming is a type of expressive speech act used to express friendliness and joy towards the coming of someone. The following is the implementation of expressive speech act for welcoming.

> *Rizal : Selamat datang* (17)
> Rizal : Welcome
> *Angel : Hai, Rizal* (18)
> Angel : Hi, Rizal

The conversation above was occured in the class when Rizal as an utistic child entered the class after sport lesson. Based on the conversation above, there is welcoming expressive speech act that can be seen in the datum (17) "*Selamat datang*". That utterance aims to give such a joy and happiness to all his firends in the class because of Rizal as the speaker arrival.

I. Rejoicing

Rejoicing is a type of expressive speech act used to express joy and excitement towards statement which is exactly suitable with his expectation. The following is the implementation of expressive speech act for rejoicing.

Angel, Yuli   : Ayo Rizal cepet (19)
Angel, Yuli   : Come on.. Hurry up Rizal.
*Rizal   : **Yee.. menang** (20)*
Rizal   : Yes, win

The conversation was occured in the sports field when it was Rizal as an autistic child's turn to compete in a gunny sack race. All of his friends, including Angel as a mental down syndrome child and Yuli as a mental retardation child, encouraged him. Finally, he won the competition. Based on the conversation above, there is rejoicing expressive speech act that can be seen in the data (20) "*Yee.. menang*". That utterance aims to express excitement with what Rizal as the hearer has achieved.

5.   Conclusion

Based on the observation result show 24 utterances belong to expressive speech act. I concluded that there are 9 types of expressive speech act produced by autistic children aged 10-12 while they are giving response as well as expressing something by their utterance such as: (1) apologizing (4) disapproving (1) protesting (8) approving (2) complimenting (1) thanking (4) greeting (2) welcoming (1) rejoicing.

From the data analysis, it can be seen that autistic children are able to use approving expressive speech act. It means that they are understand what the spaker said or done and then they directly responded by using approving

expressive speech act. In addition, since they are Javanese people, sometimes, their conversation also used Javanese languange and Bahasa Indonesia.

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Appendix

1. The utterances of autistic children aged 10-12 years old.

Name	Conversation	Age	Types of ESA
Indo	Guru : Selamat pagi Indo : Selamat pagi	10 years old	Greeting
	Amel : Indo tak pek ya tasmu? Indo : Aja		Disapproving
	Indo : Ayo pulang Guru : Nanti Indo : Mbuh!		Disapproving
Aziz	Guru : Selamat pagi, Aziz Aziz : Selamat pagi, Bu		Greeting
Wisnu	Guru : Wisnu (memanggil) Wisnu : Batita..batita.. Guru : Bilang batita lagi tak ambil tasmu Wisnu : Moh, moh.	11 years old	Disapproving
Tirta	Tirta : Selamat pagi, Pak Joko Guru : Selamat pagi, Tirta		Greeting
	Guru : Tirta tadi istirahat makan apa? Tirta : Makan (tiduran di lantai) Guru : berdiri Tirta jangan seperti itu Tirta : Iya (berdiri)		Approving
Rizal	Rizal : Selamat pagi Guru : Halo Rizal Rizal : Iya	12 years old	Greeting
	Ismail : Bismillah.. (berdoa sendiri karena terlambat) Rizal : Nah pinter		Complimenting
	Guru : Zal tidak boleh ngomong terus Rizal : Iyo		Approving
	Angel, Yuli : Ayo Rizal cepet (menyoraki Rizal yang sedang lomba) Rizal : Yee.. menang		Rejoicing
	Rizal : Selamat datang semuanya Angel : Hai Rizal..		Welcoming
	Guru : Rizal tidak naik turun kursi Rizal : iya-iya, aku mengerti		Approving
	Guru : Rizal dikerjain Rizal : Iyo, tenang		Approving
	Radit : Rizal kentut Rizal : Maaf ya		Apologizing

Rizal	Angel : Ini Zal penghapusmu Rizal : Oiya, makasi ya..	12 years old	Approving
	Angel : Zal pinjem penghapusmu ya? Rizal : Iya ini (sambil memberikan penghapusnya) Angel : (setelah dipakai, Angel malah mengotori meja Rizal dengan kotoran dari penghapus) Rizal : Ga boleh gitu! Kotor! Moh, moh, minggir!		Protesting
	Guru : Rizal tidak boleh mengganggu temannya. Janji? Rizal : Janji		Approving
	Rizal : Radit ayo nari dit, joget-joget Radit : (latihan menari bersama untuk acara pentas hari Kartini) Rizal : Narimu bagus Dit.		Complimenting
	Rizal : Halo mbak (saat melihat seorang perempuan yang dia kenal) Gita : Halo zal, makan apa? Rizal : (senyum)		Welcoming
	Rizal : Nggak bisa buka, Bu minta tolong bukain? Guru : ini udah (sambil diberikan ke Rizal) Rizal : Makasi Bu..		Thanking
	Rizal : Mbak Sekar pulang? Sekar : Nanti. Rizal : Belum boleh		Approving
	Bu Susan : Rizal ditulis! Rizal : Yaya nanti dulu ya..		Disapproving
	Rizal : Bu Susan (memanggil) Bu Susan : Apa? Ayo kerjain! Rizal : Iya Bu Susan : Rizal tidak boleh terlalu aktif. Tidak seperti jaran neblek. Rizal : Iyo-iyo (masih aktif) Bu Susan : Stop! Rizal : (Diam)		Approving