

CHAPTER II

REVIEW OF LITERATURE

B.1 Theoretical Framework

B.1.1 Psycholinguistic

Psycholinguistics is a combination of psychology and linguistics, Hartley said that Psycholinguistics investigates the interrelations of language and mind in processing and producing utterance and in language acquisition (Suroso, 2014:1). From Hartley's statement that psycholinguistics as limited as the process of language acquisition, he explained that psycholinguistics is the process of language processing.

Paul Fraise in Suroso, 2014 stated "Psycholinguistic is the study of relations between our needs for expression and communications and the mean offered to ask by a language in one childhood and later" humans certainly communicate with each other and how they communicate is studied by psycholinguistic.

Psycholinguistics is knowledge of language, language usage, and language-related. Suroso, 2014: 3 conclude that, "Psikolinguistik merupakan disiplin ilmu yang mempelajari bagaimana Bahasa yang digunakan oleh seseorang itu berproses pada pikirannya serta apakah ada faktor tertentu yang melatarbelakangi kalimat-kalimat yang diucapkan oleh seseorang".

B.1.2 Language Disorder

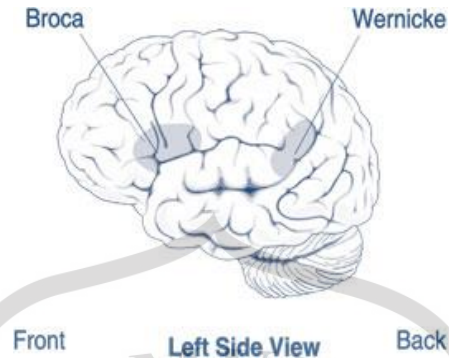
Language disorder is a communication disorder, someone who has a language disorder has difficulty learning and using language like spoken, written, etc. Language disorder limits a child's ability to communicate and participate, they will difficult to catch what other people say and difficult to express what they wants to say.

Language disorder is impaired comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination (American Speech-Language-Hearing Association, 1982).

Language disorder is loss of language abilities caused by brain damage. It is also defined as language disability which causes impairment in both the understanding and the expression of language (Carroll, 2004).

The brain is an important part of humans, the brain is the part that controls the overall functioning of the body. The brain is divided into several areas that run each specific in the body, the part of the brain that controls language production are Broca's area and Wernicke's area.

Picture 1. Areas of the brain affected by Broca's and Wernicke's aphasia.



Source: (<https://www.nidcd.nih.gov/health/aphasia> accessed on 31 march 2019)

The Broca's area and Wernicke's area is an area of the brain that contains motor neurons. this brain area as a language processing unit that helps the process of understanding a language in order to communicate well. This Broca's area and Wernicke's area is interconnected, information processed from Wernicke's area is forwarded to Broca's area (Nicks, 2017).

The function of Broca's area has a function to ensure the speech in articulate can be understood by the listener, the function of Wernicke's area to understand what the speaker said.

The theory of Dr. Paul Broca said that a person's ability to speak centered on the left brain (Suroso, 2016:57). If the left hemisphere have the injury that will get effect underexposed articulation, poor pronunciation, pronunciation that is not grammatical, fluency in speaking (Nabbaban, 1992:108 in Suroso:58).

B.1.3 Language Disorder in Autism

Autism is a developmental disorder characterized by severe language deficits, cognition, and social development. the language of autistic children ordinarily is severely delayed and usually language is very difficult to develop (Loveland, 1988).

Autism and developmental language disorders (DLD) both are phenotypically defined developmental neurobehavioral disorder. Although both disorders involve impairments in the language domain, in autism there is additional marked impairments in social interaction, as well as interests and behavior that are narrow, repetitive, or ritualistic. (Herbert, 2004)

“Autistic children typically show very little interest in social interaction; to the contrary, they usually avoid eye with other” (Carroll, 1985: 390 in Nafiah, 2008). Autistic children are more interested in objects than people. They would love to play alone for hours, they didn't like it when someone bothered they because they was difficult to communicate with other people (Nafiah, 2008).

Autism disorders affect communication, social interaction, sensory disorders, play patterns, behavior and emotions. Autistic children generally have difficulty communicating and usually other people sometime don't understand what autistic children want to say. Besides that they respond to the environment differently. They do not follow the pattern of development like other children.

B.1.4 Autism

The word autism is used for the distinctive development disorder that is often called 'early infantile autism' or 'early childhood autism'. Historically the term has been used in a broad range of contexts and as a consequence of autism has been interpreted in various ways (Kasher, 2000).

Autism is a syndrome, this syndrome which makes a deviation of social development, language skills and concern for its surroundings. they prefer to live in their own world. They tend to do whatever they want both thinking and behavior.

Autism spectrum disorders (ASDs) are lifelong developmental disabilities characterized by marked difficulties in social interaction and social communication, and restricted and repetitive interests and behaviors (Autism Spectrum Australia)

Autism Spectrum Australia mention some of the initial indicators that are symptoms of autism spectrum disorder.

A. Behavior

1. Has changing emotions, usually angry quickly
2. Has different interests or attachments from other children
3. Has usual such as flapping hands or spinning
4. Difficulties in facing change

B. Sensory

1. Afraid of some everyday sounds
2. Uses edge vision to look at objects
3. Attraction with moving objects
4. Tolerance to temperature and high pain
5. High tolerance of temperature and pain

C. Communication

1. Not responding to they name
2. Not pointing or waving
3. Loss of words before they saying it
4. No spontaneous
5. responding to sounds but ignoring the human voice
6. Unusual language patterns (e.g. repetitive speech)

D. Social Skills

1. Looks away when speak with other people
2. Does not return smile by other people
3. Didn't interest with other children
4. Prefer to be alone
5. Does not share interests with other people

E. Play

1. Play alone
2. Limited social play
3. Play with limited certain toys
4. Plays with objects in unusual ways

B.1.5 Type of Autism

Autism has several types to distinguish these autists, there are more explanations about the type of autism by DSM.

DSM described the autism spectrum as a disorder that included five distinct diagnoses. Asperger syndrome was, essentially, a synonym for "high functioning autism," while autistic disorder meant almost the same thing as "severe autism." People with PDD-NOS had some but not all of the symptoms of autism (but those symptoms could be either mild or severe). Rett syndrome and Fragile X syndrome, rare genetic disorders, were also considered to be part of the autism spectrum (Rudy, 2018).

1. Asperger's Syndrome

Asperger's Syndrome is one of autism spectrum disorders (ASD), This syndrome classifies people who are in the high functioning autism spectrum. Children who have Asperger's syndrome often intelligent and excel in academics. However, like others autist disorders, they have difficulty social skills.

Symptoms of Asperger's syndrome:

- a. Use unusual or formal language, which is not suitable for their age
- b. Lack of empathy
- c. Slow in motor development
- d. Very sensitive
- e. Easily experience anxiety and depression

- f. Talk repeatedly
- g. Has advantages in one particular field

2. PDD-NOS (Pervasive Developmental Disorder – Not Otherwise Specified)

Pervasive Developmental Disorder – Not Otherwise Specified or PDD-NOS used for those who do not meet the whole criteria which are discovered in autism, children with PDD-NOS type disorders that are seen how to communicate and the way they interaction in social.

Symptoms of PDD-NOS:

- a. Experiencing delays in speech and language
- b. Less respond when called by they name.
- c. Less able to show what they wants, pointless.
- d. Make noises without clear meaning
- e. Do repetitive habits
- f. Not easy to feel sick
- g. Hurting their self and others people

3. Childhood Disintegrative Disorder

Childhood Disintegrative Disorder also known as Heller's Syndrome, is a disorder in the development of children that shows a sudden drop in social, communication and behavioral skills after the age of 2.

Symptoms of Childhood Disintegrative Disorder:

- a. Ability to speak is late,
- b. Does not indicate the desire to communicate
- c. Not wantin to start an interaction with others
- d. Busy with they own world.

- e. When able to speak but does not have clear and unusual meanings and repeated over and over again.
- f. Don't like imaginative games, so the games they do are less varied.

4. Rett's Syndrome

This syndrome occurs only in girls. At first the child grows normally. At the age of one to four years, the development experiences obstacles. Children who have Rett's syndrome have motor functions that do not work normally such as when to speak, use their hands, walk, even to chew food.

5. Classical Autism

This syndrome is the most predominant form of autism. This classical autism is best meets the autism criteria set by the DSM 5 Autism Spectrum Disorder.

B.1.6 Communication

Communication is very important, using good communication will convey a good message. The purpose of communication is to understand each other, build relationships and influence or persuade. In communication there is verbal communication and nonverbal communication.

Verbal communication is communication in the form of good words, spoken or written while Nonverbal communication is communication that does not use words. Nonverbal communication uses facial expressions, touch time, gestures, smell, eye behavior to communicate.

Eunson, 2012 in Dickson and Hargie (2003, p. 50) suggest that nonverbal communication in order to:

1. Replace verbal communication in situations where it may be impossible or inappropriate to talk
2. Complement verbal communication, thereby enhancing the overall message
3. Modify the spoken word
4. Contradict, either intentionally or unintentionally, what is said
5. Regulate conversation by helping to mark speech turns
6. Express emotions and interpersonal attitudes
7. Negotiate relationships in respect of, for instance, dominance, control and liking
8. Convey personal and social identity through such features as dress and adornments
9. Contextualise interaction by creating a particular social setting.

B.1.7 Speech Act

According to Yule, 1996. Actions performed via utterances are generally called speech act. Speech acts are used to offer apologies, invitations, praise, greetings, rejections, warnings and the like. (Yule, 1996:47).

Searle dividing speech act into five classification, there are declarative, representative, expressive, directives, and commissive (Yule, 1996 and Dardjowidjojo, 2012:95).

A. Declarative

Declarative is a speech act that states a new situation.

Examples :

1. Priest: I now pronounce you husband and wife.
2. Referee: You are out!
3. Jury Foreman: We find the defendant guilty

In this declarative speech act, the speaker must have authority in order to perform a declaration appropriately. The first example that states someone's marriage is a priest, the second example that states being out is a referee and in the third example who decides someone is guilty or not is a jury foreman.

B. Representative

Representatives are assertions about something in this world. The state what the speaker said is contain the truth.

Examples:

1. The earth is flat.
2. Chomsky didn't write about peanuts.
3. It was a warm sunny day.

As the examples above are the truth assertions. Speech acts that are bound to a representative are expressing, proposing, boasting, complaining, expressing opinions, reporting, and statement of fact.

C. Expressive

Expressive is used by the speaker to express psychological conditions, can be state what the speaker feels and can be state about apology, expressing gratitude, expressing congratulations, swear, pleasure, pain, likes, dislikes, joy, or sorrow.

Examples:

1. Sorry mam, we can't attend the seminar.

That sentence the speaker apologized for not being able to attend the seminar.

2. Congratulations for your graduate!

That sentence the speaker expressing to said congratulations for the listener because the listener graduated.

3. What is this, the cake so bad!

The sentence explain that the speaker expressing the utterance with swear.

D. Directives

This speech act of the directive aims to govern or order someone. The speaker used directive to get someone else to do something. This directive can be commands, orders, request, suggestions.

Examples:

1. Gimme a cup of coffee. Make it black

That sentence explain the speaker order to listener to give a cup of coffee and the speaker want the coffee is black so the listener must give the speaker a cup of coffee with black.

2. Could you lend me a pen, please?

That sentence explain the speaker order the listener to lend they pen. This sentence command with the good word.

3. Don't touch that!

This sentence tells the listener to leave quickly, this sentence is direct and rude. With other word directives to express what the speakers wants.

E. Commissives

This commissive is almost the same as directive, the difference is the directive make the listener to do something but in commissive the speaker must to do something. The command sentence is directed to the speaker.

Examples:

1. I'll be back.
2. I'm going to get it right next time.
3. We will not do that.

The example above shows that the speaker will do something as discussed.

This commissive can be promises, threats, refusals, pledges.

Speech act type	Direction of fit	S = speaker X = situation
Declarations	Word change the world	S caused X
Representatives	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit words	S wants X
Commissives	Make the world fit words	S intends X

Table 1. The five general functions of speech acts (Searle, 1979 in Yule 1996).

B.2. Review of Related Research

There are some related uses of this study. This related research will give more information about the detail of this study. Some of them discussed autistic children, language disorder and speech acts in autistic children.

The research was done by Suherman (2015). The title is Language disorder of the main character in the movie "my name is khan". The researcher uses descriptive qualitative research method and psycholinguistic approach to describe the types of language disorder used by the main character in the movie. The data was collected by note-taking, the researcher identified the data and classified the data based on the theory. The researcher found the movie "my name is khan" showed the types of language disorder they are expressive and receptive language disorder.

Alvin Fikrotuz Zakiyah Sp (2015). Title the expressive language disorder of the cerebral palsy in skallagrigg movie. The researcher uses descriptive qualitative research method. The data of this movie is Ester, she is a successful woman who lives as disabilities. The researcher found Ester's utterances have some kinds of speech and language disorder, there are articulation disorder, phonological disorder, voice disorder, and stuttering. The researcher also finds Ester's experience is an angry, happy, serious and underestimated condition.

Che An Abdul Ghani (2006). The title Conversational Skills An Autistic Teenager: A Pragmatic Analysis. This study is a descriptive research method. The subject of this study is a 12-year-old autistic boy who lives in Kuala Lumpur, his name

is Yusoof. The data was collected by recording the conversation with the subject and his mother, and observation. The subject produced short utterances and had very rigid interests. He spoke of the same the study has been exhilarating, challenging and meaningful journey.

Rahmawati Leutuang (2008). The title Psycholinguistics analysis on the utterances produced by an autistic character in "Rain Man" movie. This study uses descriptive qualitative research method. The data are in words, phrases, and sentence which collected the utterance by Raymond Babbitt an autistic character in this movie. The result of this study shows the kind of speech and language disorders produce by the autistic character that is articulation disorder, phonological disorder, voice disorder, and repetition. The researcher also found that phonological disorder is mostly found and stuttering seldom occurs.

Mikhall Kissine at al (2015). The title *Children with Autism Understand Indirect Speech Acts: Evidence from a Semi Structure*. The aim of the study was to determine whether children with autism can display a genuinely contextual understanding of indirect requests. The researcher found children with autism complied with the indirect request in the first phase and demonstrated the capacity to inhibit the directive interpretation in phases 2 and 3. TD children had some difficulty in understanding the indirect instruction in phase 1. These results call for a more nuanced view of pragmatic dysfunction in autism.

From some related research above, those related research have some similar discussion. The similarity between the related research and this research is analyzing about language disorder.

