

**AN ANALYSIS OF DIRECTIVE SPEECH ACTS PRODUCED BY
A STUDENT WITH AUTISM SPECTRUM DISORDERS (ASDS):
A CASE OF A STUDENT WITH ASDS AT AN INCLUSIVE CLASS
IN SMPN 23 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1)
Degree at English Department of FBS UNP Padang*



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**LETTERS STUDY PROGRAM
ENGLISH DEPARTMENT
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2015**

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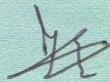
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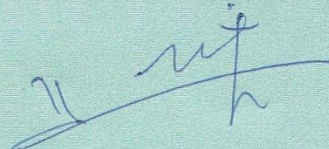
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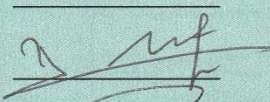

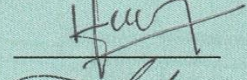
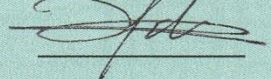
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Dengan ini menyatakan, bahwa tugas akhir saya dengan judul *An Analysis of Directive Speech Acts Produced by a Student with Autism Spectrum Disorders (ASDs): A Case of a Student with ASDs at an Inclusive Class in SMPN 23 Padang* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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ABSTRAK

Astari, Yanisha Dwi. 2015: “An Analysis of Directive Speech Acts Produced by a Student with Autism Spectrum Disorders (ASDs): A Case of a Student with ASDs at an Inclusive Class in SMPN 23 Padang.”

Seorang anak autis memiliki keterbatasan dan menunjukkan karakteristik bahasa komunikasi yang berbeda dari anak-anak normal lainnya. Berdasarkan hal tersebut, penelitian ini bertujuan untuk mengetahui salah satu bentuk komunikasi sehari-hari yang diproduksi oleh satu orang murid autis di SMPN 23 Padang, yaitu bentuk tindak tutur direktif. Jenis penelitian ini adalah deskriptif-kualitatif yang menekankan pada pendeskripsian fenomena bahasa yang diproduksi anak autis. Pengumpulan data dilakukan melalui kegiatan observasi terhadap satu orang murid autis selama sembilan hari di ruang inklusi SMPN 23 Padang. Berdasarkan penelitian, subjenis tindak tutur direktif yang diproduksi berupa pernyataan kebutuhan sebanyak 2 data (1.43%), bentuk perintah sebanyak 70 data (50%), direktif izin sebanyak 19 data (13.57%), direktif pertanyaan sebanyak 26 data (18.57%), dan petunjuk sebanyak 23 data (16.43%). Temuan penelitian yang dapat disimpulkan bahwa subjenis direktif yang paling sering digunakan oleh murid autis tersebut di SMPN 23 Padang adalah bentuk perintah. Ia juga cenderung memproduksi subjenis direktif perintah, bentuk ujaran yang sederhana, dan telegrafik. Kecenderungan ini menyerupai karakteristik bahasa yang dibawa oleh anak-anak pada tahap awal perkembangan bahasanya.

Kata kunci: direktif, pernyataan kebutuhan, perintah, direktif izin, direktif pertanyaan, petunjuk, autis, inklusi, ujaran telegrafik

DEDICATION

To my beloved mother and father,

(Yarnida and Eddy Suparlan)

**for their sincere, ever-lasting loves, affection, and kindness, they give me
power and motivation to face and reach bright future life.**

To my beloved older sister,

(Rafika Oktivaningrum)

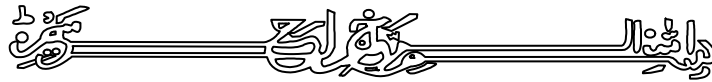
**for her continuous support and logical, encouraging, and sensible words, she
always gives as guidance in taking big decisions in my life for
my better future.**

To my beloved younger sister,

(Alya Mariska)

**For growing well, being healthy, cheerful and improved from day to day,
your presence gives inspiration for me in conducting this research and makes
me cherish what have been given to me in this life.**

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Subsequently, I also would like to send my thankfulness to my thesis advisors, Prof. Dr. Jufrizal, M.Hum and Yuli Tiarina, M.Pd, who have meticulously guided and assisted me in accomplishing my thesis. I also would like to say thank you to all of the examiners: Prof. Dr. M. Hermawati Syarif, M.Hum; Dr. Hamzah, MA, MM; and Havid Ardi, S.Pd., M.Hum who have given suggestions, knowledge, and corrections for my thesis accomplishment.

At last but not at least, my warmest thanks go to Teguh, who was willing to spend his break time with me for several days so that I can accomplish my thesis. I am always grateful to meet children like Teguh and his other friends who give inspiration and motivation to me in their own way. I also would like to show my gratitude to all the teachers and staff at SMPN 23 Padang who were very welcome at my presence and assisted me during my research. I hope that may Allah SWT always bless all of you. *Aamiin*.

Padang, August, 2015

The Writer

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Language provides important roles in human's communication skill that allows speaker's meaning to be understood by the listener's mind and human's cognition ability that creates and conveys the thoughts of speakers and listeners (Bogdashina, 2005: 28). It is not only mind and thought that influence the language and communication of people but also neurological factors centered in brain. It affects humans' communicative and cognitive ability. Damage or abnormalities in brain function, especially in language areas may cause impairments or disorders in language and communication. Language and communication impairments can be more specifically found in pragmatic language. Impairments in pragmatic area include comprehension and production of speech act, presupposition, conversational (turn-taking), and implicature. People showing these impairments may come from clinical populations such as children and adult with Asperger's syndrome, aphasia, autism, and so on.

Autism spectrum disorders (ASDs), which are categorized as neurodevelopmental disorders, affect the use of language in the communication of people with these disorders. The lowest level of severity in autism from the view of communication can be acknowledged through their difficulties in using contextual language, pragmatic language. As pragmatic language is related to communicative use of language, the deficits or impairments in it may become

obstacle to good communication and social interaction. It is possible that this condition may result in the isolation and discrimination.

Kanner in 1943 firstly described autism through report of 11 children who had inherited difficulty to associate with others. Moreover, they were relatively unconcerned in adjusting to their social environment. These children, who did not pay attention to people while any other normal infants find it as intense social interest, were also noticed to have echolalia, pronoun problem, and literalness (American Academy of Child and Adolescent Psychiatry, 2013).

Related to the early description of children with autism by Kanner, the researcher of this present study found that there are more 'uniquenesses' in the way and features of individual with ASDs's use of language in communication that sometimes may lead them to miscommunication. In one case, for example, a boy with autism spectrum disorders (ASDs) who has problem in producing complex utterances failed to produce his directive speech acts. He wanted to ask his friend to render harimau Sumatera into English, so he was supposed to utter question like *apa istilah bahasa Inggris dari harimau Sumatera?*. Instead, he said, *apa harimau Sumatera?*. He missed the main information of the message in his utterance. As a result, he could not get the answer as what he wanted. This difficulty in producing proper and complex utterances made the desired action which was supposed to be done by the listeners unachievable. Thus, the researcher believes that this inability may also have something to do with their use and comprehension of speech acts, how to use language features to replace the actions.

Speech acts are one of the communicative contributions of pragmatics in order to get a complete picture of a person's communicative ability in everyday situations. The ability in using and comprehending speech acts has been widely studied by researchers and clinician in investigating communicative competence of both clinical and normal populations. In clinical populations, such as children and adult with autism, who lack linguistic and cognitive skills, it may be difficult for them to interpret the utterances packed by available context, to read the speaker's intention, or to have considerations based on the context and listener's mutual knowledge in producing speech acts.

The production of speech acts are highly related to the context available. People can use them at home, school, and other environment. In accordance to ideal environment for children with ASDs, there are several schools having inclusive class program where students with special treatment including with ASDs are put together with normal ones. It is expected to reduce those children's major problems in social, behavior, and language and communication through improved environment. One of the schools which properly provide inclusive class and some other supporting facilities for those with special need is SMPN 23 Padang. SMPN 23 Padang provide supporting facilities such as inclusive building where it has speech therapy room and assessment room for them. Besides the proper facilities provided by the schools for students with ASDs, accessibility was also the main reason for researcher to choose this school. The school staffs welcome researchers who want to conduct research on the students at school.

They give assistance and guidance in communicating with the students with ASDs for a beginner.

There are six students with ASDs going to SMPN 23 Padang in 2015. Each of them shows different range of symptoms including in language and communication aspect. One of them can already express what he needs and spontaneously speak which are rare to be found in people with ASDs. It is a good improvement in communication for individual with ASDs. Besides going to school which provides inclusive class, the student has also taken therapy outside the school and has a private assisting teacher. As inclusive class is aimed to give improvement in several aspects including language and communication, the student is an example of how this program is considered to be successful in accomplishing the goal. Considering this condition, the researcher was encouraged to study an aspect of language and communication on the student with ASDs at inclusive class which already show improvement in that aspect.

Speech acts are widely used at school. There are several types of speech acts as classified by Searle (1979); assertive, commissive, expressive, representative, and directive. In school context, one of the most noticeable types of speech act produced is directive speech act. Thus, directive speech acts were chosen to be the focus of the research. There were also some other reasons to choose directive type of speech act in this present research. First, considering the importance of directives in daily communication use made it necessary to be investigated. Sometimes it is more efficient to direct someone to do something as they desire than doing the actions by themselves which is why directives are

necessary in communication. Based on the psychological view, directives express speaker's desire through utterances. Analyzing directives on the student with ASDs, hence, is expected to expose his psychological state through his directives production. At last, it is related to illustration of a boy with ASDs while producing a directive before. He could not communicate the message of utterances well because he had problem in producing complex form, he was indicated to form telegraphic speech in his directive. In accordance to those reasons, the researcher was challenged to investigate the production of directive speech acts by student with ASDs further.

In conclusion, describing how a student with ASDs produced utterances in any forms of directive speech acts is a way to obtain representation of the skill of a person with autism in daily live communication which is typically studied in pragmatic field. Conducting this research is necessary in order to see how the student use their language from the view of the neuropsycholinguistic studies. Therefore, the explanation of language and communication on student with ASDs can be increasingly uncovered through the relating it with the underlying factors like cognitive dysfunction and other neurological factors.

1.2. Identification of the Problem

Linguistically, people with ASDs produce language differently. This different use of language can be studied from different point of views including phonology and phonetics, morphology and syntax, pragmatics, and psycholinguistics and neurolinguistics. In phonetics and phonology, language

produced by people with ASDs can be investigated from prosodic features such as the intonation, rhythm, and stress made in pronouncing words. In morphological and syntactical view, researchers can observe the construction of words, phrases, and sentences produced by people with ASDs. The study of how language production and comprehension are influenced by the contextual language by people with ASDs is studied in pragmatics. Psycholinguists also have concern on studies of autism by relating language process of individuals with ASDs with process in their minds. Problems in processing language-both in production and comprehension after brain damage of different types and other neurological factors are further studied in neurolinguistics. ASDs as neurodevelopmental disorder inevitably belong to neurolinguistic case. Pragmatic theories studied on people with ASDs can be widely seen from their conversational structure, implicature, speech act theory, and so on. This present research focused on speech act theory-particularly directives produced by a student with ASDs.

1.3. Limitation of the Problem

In this research, the researcher only focused on the directive speech acts produced by students with autism at inclusive class. The structural variations of the utterances in producing directive speech acts and how the student with ASDs communicatively produced them which were then correlated to his theory of mind ability and other autistic language characteristics became the concerns of this research. The discussion about directive speech acts is connected to language production process.

1.4. Formulation of Research Problem

Based on identification and limitation of research problem above, the main problem of this research is formulated: What are the types of directive speech acts produced by a student with ASDs at an inclusive class in SMPN 23 Padang in relation to structural forms of the utterances.

1.5. Research Questions

In order to conduct applicable research, these following research questions are elaborated based on the main research problem above. The research questions are as follow.

1. What is the most frequent directive type produced by a student with ASDs at an inclusive class in SMPN 23 Padang in relation to structural forms of the utterances?
2. How does he communicatively produce directive speech acts?

1.6. Purposes of the Research

This research aimed to describe the production of directive speech acts by student with ASDs at an inclusive class in SMPN 23 Padang. From this main purpose, it can be elaborated into these following purposes:

1. To find out the most frequent directive type produced by a student with ASDs in relation to structural forms of the utterances.
2. To find out how he communicatively produces directive speech acts.

1.7. Significance of the Research

Results of this study may be of importance in explaining language disorders of people with ASDs in production, especially in the production of directive speech acts. It could be useful in advancing study materials of neuropsycholinguistics related to pragmatic studies, particularly to extend the theories of autism spectrum disorders in language and communication and give further information about remaining symptoms in autism affecting on pragmatic language, specifically in directive speech acts.

For practical application, the findings of this research are also expected to provide contribution for parents, teachers, the school's principal and other decision makers of the school where the student with ASDs study at, and students majoring linguistics. The findings can be used as guides in treating and interacting with student with ASDs, especially in comprehending the utterances of any kinds of directive speech acts. For linguistic students, findings of this research are expected to give a better understanding of speech production especially speech acts produced by children with ASDs.

1.8. Definition of Key Terms

These definitions are provided in order to avoid misunderstanding on the theoretical terms used in this research. They also help the readers to grasp the basic ideas of this research through understanding these following definitions.

1. Autism spectrum disorders

Autism Spectrum Disorders (ASDs) are ranges of disorders that affect each person in different ways from subtle to severe one including significant language delays, social and communication challenges, and unusual behaviors and interests.

2. Directive speech acts

The utterances produced by student with ASDs to ask for someone to get/do something he wants/desires.

3. Inclusive Class

A particular class designed to put typically developing students and those who need special treatment (including ones with ASDs, deaf ones, low vision, and so on) together.

4. Structural forms

Several patterns commonly produced in directive acts which are classified by Ervin-Tripp into six variations: need statement, imperatives, embedded imperatives, permission directives, question directives, and hints.

5. Utterance

Language features that might be words, phrases, or sentences produced by student with ASDs, and they have communicative meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Autism Spectrum Disorders as One of Language and Communication Disorders

Autism spectrum disorders are commonly recognized by three categories of severity. They are lack of socialization, difficulties in language and communication, and restricted and repeated behavior and interest. Regarding language and communication aspect people with ASDs show distinct way of using language which sometimes may lead them to the difficulties in communicating. That is why this different way of using language in communication can be considered as deficits/impairments/disorders in language and communication. They may give influence starting from phonological and phonetic aspect to pragmatic language skill.

Before providing the explanation on autism spectrum disorders in language and communication, it is better to know the definitions of language and communication disorder firstly. Language disorders are called developmental disorders of speech and language where the difficulties experienced by such children are caused by unfortunate roll of genes (neurological aspect), whereas the communication disorder is obviously recognized disorders of personality and behavior, which are called pervasive developmental disorders (Danon-Boileau, 2006: 13-14). It is diagnosed as aphasia when people show limited variety in language while the disorders involve further in communication and behavior may

lead to autism. As autism is called not only as pervasive developmental disorders which show communication disorders but also as neurodevelopmental disorders which is caused by unfortunate gene, these disorders can be assumed to have both disorders in language and communication.

According to Belkadi (2006) and American Academy of Child and Adolescent Psychiatry (AACAP) (2013), in every ten thousand human beings, there are four diagnosed to have ASDs who show different levels and range of impairments. The difference can be from one individual to others and within the same individual. The range of disorders widely varies in ASDs so that it gives meticulous challenges for clinicians. Forms of delay and abnormality in the development of social, communicative, and cognitive abilities since the infants are features in indicating one to have autism spectrum disorders.

The descriptions of language and communication impairments on children with ASDs are provided by Gallo (2010). There are three main features of pragmatic language impairments mentioned: low understanding in non literal language, difficulties in comprehending indirect speech acts, and difficulties in gaining presuppositions. Impairments in socialization and communication will give obstacles for individual with these impairments, like ASDs, to successfully understand this kind of communication. The next one is in comprehension of indirect speech acts. Indirect speech act happens when the form is associated indirectly with the role. People with ASDs often have the difficulties in finding this relation. This difficulty is connected to the individual's ability to "read" people's mind. At last, children with autism also have difficulty interpreting

speaker's intended meaning in a conversational context. They fail to view conversations as a means of modifying and extending the cognitive environment of a conversational partner.

Supporting the explanation before, Baldogshina (2005: 174-187) provides more characteristics through presenting classification by scientists regarding major specific oddities of 'autistic language' focusing on production. In production, children with ASDs like to do repetition as parrot does. It is derived from another person's oral speech. This is called echolalia. Echolalia becomes one of the most conspicuous features in language production shown by most of people with ASDs.

Reasonable explanation of echolalia, based on Jordan and Powell (1995) in Bogdashina (2005), is that it occurs whenever the children need to process too much information and they can handle it. Finally, they come up with using the language which has already provided. They repeat other people's utterance. Then, echolalia occurs. Therefore, echolalia happens whenever children with ASDs in a state of focusing on a particular thing, then, are asked to talk and have another activity such as conversation.

In addition, Bogdashina (2005) state that autistic children has too formal style of speech and sophistic in vocabulary and the structure. They can make a long description in conversation which seems like boring and sophistic 'monologue'. Sometimes they assume that their listener's knowledge shares the same knowledge as they have which may lead their utterances confusing because there is actually no shared knowledge between speaker and listener. In that case

and for this reason, children with ASDs often find difficulties in communicating with others.

Although children with ASDs usually use too formal style of speech and sophistic in vocabulary and the structure, some others may have difficulty in forming complex sentences which sometimes lead them to produce simple form of utterances like telegraphic speech. According to Nneka (2012), telegraphic speech is one of the stages in child's language development at the age of 2-6 years. It is indicated by combining of two or more key words to make an effective and communicative utterance in order to express the meaning.

Nneka (2012) also states that the principles of telegraphic speech are simplicity and economy. Thus, in telegraphic speech, children commonly combine only the words they consider important in bringing the meaning. These words are specifically categorized into content words such as nouns, adjectives, verbs, and adverbs. On the other hands, function words such as articles, prepositions, conjunctions, auxiliary verbs and pronouns are commonly reduced. For example, instead of uttering 'Mommy, I want to have some cookies', children commonly say 'Mommy cookies'. From the example, there are only agent and object. Later, it can be added to closely resemble to nearly complete language such as 'mommy get my doll'. Although it is a simple utterance, the utterance can be understood. Due to its similarity to the pattern used in telegraph text which is made as simple as possible to minimize the cost, it is called as telegraphic speech.

Apparently, the pattern of telegraphic speech produced by children of different culture and different language structures look alike. Telegraphic speech

is thus considered to be a universal child language. Brown (1973) in Matthew (1996) makes a semantic grammar after analyzing telegraphic speech of children of several countries. The most common semantic relations can be seen from the table below.

Table 1. Semantic Grammar by Brown (1973) in Matthew (1996)

Semantic relation	Examples
Agent + action	Mommy come; daddy sit
Action + object	Drive car; eat grape
Agent + object	Mommy sock, baby book
Action + location	Go park; sit chair
Entity + location	Cup table; toy floor
Possessor + possessed	My teddy, mommy dress
Entity + attribute	Box shiny' crayon big
Demonstrative + entity	Dat money/ this telephone

(Brown (1973) in Matthew (1996))

Similarly, some people with ASDs use only simpler way of communicating. The same as children do on the stage of language development, there are some people whether children, teenager or adult with ASDs who can only generate short utterances. These short utterances appear to be telegraphic speech which is made up of the combination of the core words and reduced unnecessary words in order to make utterances effectively understood. There are two considerable explanation related to the use of telegraphic speech on autism. Firstly, according to Schuler and Prizant (1985) in Bogdashina (2005), children with ASDs apparently only use echolalic language in their grammatical development which means that they do not comprehend what they hear or say, just imitate it. However, people around them trigger them to get rid of that echolalic language by pushing them to emphasize on the key words. As a result, the children simply produce two or three or more words utterance to communicate

the meaning. Secondly, it is assumed that telegraphic speech occurs due the inability in forming complex utterances and the tendency of them to make simple effective way of communication. They are unable to create long complex utterances so that they join two or three or more important words and put together into an utterance to deliver the meaning.

Kind of this communication also can be used in speech act. According to Clark and Clark (1977: 315-316), in the early language development, children can produce simple assertions and imperatives by combining key words to indicate the speech act intended. Imperative is known for its simple form so that it is easier to be produced by the children. If children want to ask for cookies, for instance, they may utter ‘gimme cookies, want more’. Although it is not a perfect grammar used in sentences, the meaning can be considerably grasped.

In case of people with ASDs, sometimes the use of this telegraphic speech may be kind of ambiguous for some people who listen to it. In accordance to this, Nneka (2012) proposes that ambiguity in elucidating the meaning which is often appeared as a result of the production of telegraphic speech may be solved by availability of contextual information. Therefore, the existence of contextual information gives much help for them to get their messages/point across.

Based on all those explanation above, features of language and communication shown by individual with ASDs, to put it briefly, vary and are mostly different from those owned by other normal people, such as echolalia, telegraphic speech, comprehension on concrete/literal language, and so on. These

distinct ways of communication are often difficult to be understood and are further categorized to be the impairments in language and communication. They occur to several degrees across the entire spectrum of autistic disorder. It is across all ages, ability levels, and language skills. Impairments are found in some pragmatics aspects. Moreover, inability in one aspect of skill may give impairment in another aspect. Take an example of the assumption of people with ASDs as the speaker on the shared knowledge possessed by their listeners can make them produce unclear utterance from the perspective of the listener. This thing is assumed to give obstacles for them to use speech acts, use of language to replace doing an action, as one of their communication aspect in society because unclear utterance will be difficult to be understood by the listener's mind which preclude them in doing the action as the speaker wants/desires.

2.2 Speech Acts and the Classification of Illocutionary Acts

People use language for different functions in communication. Expressing feelings, ordering something, giving apology, showing gratitude, and giving argumentation can be done through using language. Language can replace the acts of doing in people's daily activities. For example, in order to perform an act of closing the door, a teacher can ask/command one of his/her students nearby the door to do it. This use of language in replacing to do action is called speech acts,

Speech acts are the utterances that are used as acts, for example: apology, compliment, invitation, promise or request. These acts are categorized into three dimensions. Firstly, the utterance signifying linguistic meaning which is called locutionary acts. The utterance which has purpose in it and contains a particular

function can be defined as illocutionary acts. Then, the result of the utterances or the by-product of utterance is known as perlocutionary act (Yule, 1996: 47-49).

In relation to illocutionary acts, Austin in Searle (1979) classifies illocutionary acts into five categories: verdictives, exercitives, commissives, expositives, and behavitives. *Verdictives* are illocutionary acts which provide verdict, and verbs used include describe, analyze, estimate, and characterize. An illocutionary act which is in the form of utterances to provide decision and get something to be done is called *exercitives*. Examples of verbs used in this type are order, command, direct, plead, beg, and advise. Then, if one utters something in order to require/obligate/undertake speaker for particular action, it means he/she uses commissives. The examples are promise, vow, pledge, guarantee, and swear. Next, type of illocutionary act used in argumentation, clarification of references, or depiction of the views is expositives. Some examples of these are: affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe, class, and identify. At last, behavitives are used to show one's social deeds, manner, feeling and expression.

Notwithstanding, Searle (1979) proposes quite different classification of illocutionary acts from Austin's. He tries to make revision on what is done by Austin. There are five types of illocutionary acts as well made by Searle. Firstly, assertives, whose purpose is to commit the speaker (in varying degrees) to something's being the case, or to bring truth-value. This type of assertive, also known as representatives, is to show *true* and *false*. Secondly, directives, which is an attempt to get the hearer to do something the speaker wants to. Several verbs

expressed this type of act include *ask, order, command, request, beg, plead, invite, permit, and advise*. Thirdly, speech act type which is to commit the speaker (again in varying degrees) to particular plan or action is called commissives. Fourthly, expressives, is to express the psychological state or attitude of the speaker toward specific condition or circumstance. Examples of expressive verbs are *thank, congratulate, apologize, and welcome*. Lastly, there are declaratives. The purpose is to lead some recent state or affair or correspondence of the speaker to have direct change through this kind of speech act.

In suffice to say, speech acts are one of communicative way in expressing need/desire/want, belief, and intention of people. These need, belief, and intention can be expressed through different types of speech acts. In accordance to classification of speech acts, both Searle and Austin have their own categorization, yet the categorization in some aspects look the same. Take an example of Austin's exercitives which have the same function as Searle's directive. In this present research, the researcher focused on the use of one type of illocutionary act classified by Searle which functions as attempt by the speaker to get the addressee to do something he/she desires. This type of illocutionary act is directive speech acts.

2.3 Directive Speech Acts

Analysis on language and communication disorders have much used speech act theory in investigating the individuals that have language loss caused by neurological factors. Supporting this, Perkins (2007) lists several populations

analyzed by using speech act theory including adults with aphasia, right hemisphere damage, schizophrenia, traumatic brain injury, children with Asperger's syndrome, autism, dysfluency, focal brain injury, hydrocephalus, and hearing impairment. The study by use of speech act theory on individuals with particular language and communication impaired usually focuses on one type of speech act to analyze to see their abilities in either production or comprehension.

Directive, as one of the types of speech acts proposed by Searle (1979), refers to an effort (of varying degrees) of the speaker to ask the hearer to do something. To get the hearer to do something as the speaker desire or wants does not always go smoothly. According to Finegan (2007; 286), in order to make successful requests, an example of directives, they must meet several categories of appropriateness conditions. Firstly, the act requested of the speaker has to be associated and is able to be identified by the content of the utterance as recognizable one for making requests. Secondly, the belief of speaker that the hearer is capable to do what he/she asks to. Thirdly, there must be sincere in requesting by the speaker that he/she truly wants to get the hearer to do something.

In regard of achieving successful requests, people also need to consider criteria for the effectiveness in using speech acts communicatively. Bach and Harnish (1994) find out that communication through the use of speech act can be said successful if the hearer infers the speaker's attitude (desires hearer to do something) and recognizes the intended meaning behind the utterance. In addition, Cumming (2009) state that speech act must meet at least three requirements: (1)

consideration made by a speaker about the formality of the context, (2) listener's state of knowledge in mind, and (3) ability of the speaker in doing/fulfilling the act in speech he/she utters. Therefore, it is needed to make the hearer understand the illocutionary intent of the utterance to achieve communicative act.

There are several subtypes of directive speech acts. According to Searle (1979), Yule (1996), Kreidler (1998), Bach (2006), and Huang (2007), and Jowarowska (2011), they vary from *advising, commanding, ordering, asking, requesting, begging, pleading, praying, entreating, inviting, permitting, admonishing, dismissing, instructing, forbidding, suggesting, urging, warning, requiring, and excusing*.

Based on the forms, speech acts have some structural patterns of sentence. They can be in the form of declarative, interrogative, or imperative one (Yule, 1996; 54). These three forms of sentence are used to express different and/or the same speech act type. In supporting this, Archer, et al (2012) also have the same classification along with the possible speech act brought in each form of sentence. Command can be expressed through making imperative. Interrogative is used to question. Declarative can be used to make a statement.

Further and more specifically, Ervin-Tripp (1976) (cited in Craven and Potter, 2010) classifies structural variation people possibly make in producing directive speech acts. There are six variations accompanied by their common structures in use.

Firstly, people can make statements to get something they need to someone. This type is called need statements. As it is need statements, the type is usually in the form of declarative statement. The common construction is NP (I) + VP (want/need/would like), such as 'I want more sugar in it'. Cromdal (1996) states that production of need statement as directive utterances is a kind of direct pattern due to the existences of actor, predicates, and also object of the act that which make the addressee easily get the directive utterance delivered by speaker. This statement of need is considered to have more powerful pushing element because it is usually produced by people who have higher rank or more superior in position or age, such employer to the employee, doctor to nurse. However, there is also kind of need statement which has vague agent. Unclearly mentioning the agent aims to avoid obvious imperative form. For example, utterance of mother to daughter, 'I want this room to be clean before I am leaving to buy groceries.' Here, the agent is obviously the daughter as the one who owns the room although her mother does not clearly mention the agent who needs to do act of cleaning the room.

Secondly, structural form usually produced in directive speech acts is imperatives. The common structure is VP (V + NP (object of the action)), such as '*Add more sugar in it*'. There is also elliptical form, such as '*More sugar*'. This type of construction is usually added by attention-getters like names, honorific address terms, or tag modals. Sneddon (2010: 333) states that imperatives used to address someone to do something which vary from strong command to request

and suggestion. He also elaborates Indonesian structural variations possibly employed in imperatives. The variations can be seen below.

Table 2. Imperative Variations

Imperative Variations	Example
Using intransitive verb	Datang ke sini! (Come here!) Berangkat sekarang! (Leave now!)
Transitive verb	Lihat foto ini! (Look at this photo!) Tutup pintu! (Close the door!)
Negative imperative (initiated by use of 'jangan' (don't))	Jangan ambil kue itu! (Don't take that cake!)
Passive imperative (it contains suggestion of being directed at the third person not at the addressee, and it occurs on transitive verb with prefix di)	Barang itu ditaruh di sini saja! (Just put those things here!) Diangkat, jangan diseret! (Lift it, don't drag it!)
Imperative with tag <i>ya</i> (having agreement with the listener which is used to evade the sense of a dense command softens imperatives.)	Jendela ditutup <i>ya</i> , sebelum tidur. (Shut the window, won't you? Before you go to bed.)
Using 'silahkan' or 'please' (invites the hearer to do something for hearer's benefit.)	Silahkan masuk. (Please come in.)
<i>Tolong</i> and <i>coba</i> in imperative <i>Tolong</i> is used to make request the speaker's benefit. <i>Coba</i> is used as suggestion of urging by seniors to juniors or between people with equal status.	Tolong ambilkan saya jas itu. (Please fetch me that jacket.) Coba duduk baik-baik, Andi. (Please sit properly, Andi.)

Thirdly, directive utterances can also be in the form of embedded imperatives. The characteristic of embedded imperatives is the use of modals such as *can*, *could*, *would*, and *will* at the beginning of the utterance. The common construction is Aux (Modal) + NP (you) + V + NP (object of the action). For instance, *can you add more sugar, please?* In addition, distinct element which differentiates embedded imperatives from permission directives is the position of

the addressee as the subject. Embedded imperatives are considered to be more polite mode of directive utterances. In accordance to this, Ervin-Tripp (1976) adds that embedded imperatives could be used in various situations such as act of requesting of inferior person to superior one, in transaction between strangers, and also in classroom context. These polite types of directive acts can also be found in Indonesian utterance as proposed by Sneddon et al (2010: 339) which can be seen in Table 3. below.

Table 3. Variations of Embedded Imperatives in Indonesian Language

Embedded Imperative	Examples
Imperative with harap	Harap bapak tunggu sebentar. (Would you please wait a moment, sir.)
Imperative with sudi (very polite requests)	Sudi Bapak duduk. (Would you please be seated, sir.)

Fourthly, other subtype of directive utterance which uses modal is permission directives. The common structure is Aux (Modal) + NP (I) + VP or Modal + NP (I) + V + NP (object of the action), such as ‘May I have more sugar?’ According to Azar (2003:197), polite questions used in order to ask for someone’s permission or agreement are preceded by modals of *can*, *may*, and *could* which principally have the same meaning. The modals, according to Sneddon et al (2010: 208), are translated as *dapat*, *bisa*, and *boleh* in Indonesian language. They usually come first, before the subject. For example, ‘Boleh saya masuk?.’ Comparing these two structures functioning to ask for someone’s permission or agreement on Indonesian language and English, both of them are quite similar on the structure in expressing permission directives.

Fifthly, there are question directives. They are in form of interrogative statement. The common structure is Aux (Do/Does) + NP + V + NP (object of the action). For instance, ‘Is there any sugar left?’ Although this subtype looks quite the same as permission directives which are categorized as interrogative statement based on the mode, question directive is considered to be more indirect form of directive due to omitting action that is desired (Cromdal, 1996: 5).

In Indonesian language, this subtype of question directive can also be found in questions. According to Sneddon (2010: 329), questions are generally divided into yes-no question and information question. Moreover, questions whether they are yes-no questions or information questions can be added by use of *-kah* to show more formal speech. This is in line with what Cromdal says before about indirect form of directive in questioning. Directive in yes-no question with *-kah* can be seen through utterance, like *Apakah tempat duduk ini ada yang pakai?* (*Is this seat occupied?*).

Lastly, hints. The forms can be varied from only phrase to a statement, such as ‘it is too bitter, no sugar at all.’ Quite similar to question directives, hints do not usually provide desired act and even the agent of the action (Cromdal, 1996: 5). That is why this subtype of directive is also categorized as indirect form of directive which requires speaker to think harder and pragmatically by using the all available contexts to make inferences.

To sum up, in directive speech acts, speaker tries to make the world fit to words (via the listener). However, in the case of autism, due to the pragmatic

impairments they have, they have difficulty to convey and make what their world fit the words. There will be no problem for normal people without pragmatic disorder to fulfill all of those criteria. Unlike them, other individuals with various clinical backgrounds that may preclude them in using language and communication properly considerably find them difficult to be reached. Because pragmatics reflects their social skill in language use, so their lack of social skill sometimes makes them fail to fit their worlds to the words.

2.4 Theory of Mind Theory as an Approach from Cognitive Theory to Autism

Although disorders on ASDs investigated are language and communication, these disorders cannot be separated from their cognitive function. There has been mentioned before at the very beginning that language provides two functions, communication and cognition. If language is impaired, there is possibility that these functions will also get impact. The interrelationship between these three domains-language, communication, and cognition, might give further explanation of the impairments on one of domains, such as language.

Perkins (2007) proposes that both behavior of individuals in relation to communicative process and underlying factors which causes the behavior should be considered in the approach to pragmatic investigation. This thought need also to be considered as an alternative approach in the study of pragmatic deficits in clinical linguistics. Besides studying the pragmatic impairment of a clinical subject, it is better to correlate this theory of pragmatic to underlying factors

which is highly predicted to give effect on the disorder. In another reference, Cummings (2009) has the same opinion that the relationship between pragmatics and cognition gives essential significance to the study of pragmatic disorder.

This interrelationship between pragmatic studies and cognition can be found in the case of autism. Although it has been argued of the validity and capability of this interrelationship between cognitive theory and pragmatic disorder in explaining the original cause of impairment in autism, the approach has been widely applied by researchers and clinicians-with some of them succeeded in showing and clarifying the relationship. One of the researches that can be said to be able in deriving the bond of cognitive and pragmatic theory in clinical subjects is research conducted by Ziatas, Durkin, and Pratt (2003) which shows the relationship between the use of assertive speech act and the deficits of autism in theory of mind.

Cummings (2009: 118) states that there are three cognitive theories which can be applied in viewing the pragmatic ability of autism-theory of mind (ToM), executive function theory, and weak central theory. Based on Baron-Cohen et al (1997), theory of mind is essential in developing several areas such as socialization, communication, and imaginative ability. Theory of Mind can be simply defined as mind-reading-how to read mental states to one's own mind and others', such as desires, beliefs, intentions, imaginations, and emotions/feelings. It is the same as "putting one's own self in someone else's shoes." This ability is ideal to be related to some pragmatic theories like speech act which requires both the speaker and listener to have mental states. In accordance to this, this research

thus tried to correlate between theory of mind and production of speech act ability in student with ASDs.

Theory of mind ability, which is usually developed at the age of 3 and half to 4 years old, enables people utilize these mental states. Deficits in theory of mind ability, as stated by Baron-Cohen in Cummings (2009), give impact on socialization and communication. Pragmatic language reflects the natural communicative language. One of the pragmatic objects is speech act. The production and comprehension of speech act, as explained before, need to consider the mental states of listener in order to complete the speech act. Therefore, the way of individuals with autism in using and comprehending speech act might have correlation to their theory of mind. If they show distinct way of producing of speech act or even disorders in the ability in using speech act, they may have deficits in their theory of mind.

In deciding whether one has deficits in theory of mind or not, psychologist commonly hold a test. One of the tests in theory of mind used in psychological research is the one proposed by Baron-Cohen (1997), Sally-Anne test. The test is conducted by narrating a story of Sally and Anne. Sally put a marble in one of two hiding places, then she leaves. After that, Anne moves the object from place 1 to place 2. Then, Sally returns. At the end of the story, the child tested is asked for several questions related to the story to clarify whether he/she understands the story. Finally, after getting all the preliminary questions correct, he/she is asked for the main question in theory of mind test. The question is 'where will Sally look for her marble'. To correctly answer the question, the child must ignore

his/her own knowledge of where the real position of the object and tries to put himself/herself in Sally's position or think as like what Sally is supposed to think.

Sally Anne test, based on Cosgrave and McGuinness (2015), is used to delineate the disability of children with autism. The aim is to to consider and grasp other people's perspective in their mind. Baron-Cohen, Leslie, and Frith in Cosgrave and McGuinness (2015) report that among 20 children with autism there are only 4 of them that could give correct answer to the test in their study in 1985. It shows that there is high possibility in individuals with ASDs to have deficits in this theory of mind.

2.5 Previous Related Findings

Researches investigating language on autism have been widely done. They have been growing since the description of autism by Kanner in 1943 (American Academy of Child and Adolescent Psychiatry (2013). Language and communication skills studied vary starting from phonological and phonetic level to discourse aspect. The following researches below are considered to be related to the present research although they also have various differences in some aspects as well.

Firstly, Ziatas, Durkin, and Pratt (2003) tried to compare the distinct use of assertive speech acts produced by children with autism, Asperger syndrome, specific language impairment, and normal development. The children got false-belief test firstly to know whether they had theory of mind ability or lack of it. It

was found that in explanations and descriptions, children with autism produced lower proportions of assertive than children with SLI and normal development did. It showed the same result on the comparison between children with autism and Asperger syndrome in which children with autism produced less assertion in assertions associated with internal state. However, for the identifications, the children with autism produced a higher proportion of assertions among the other groups. In brief, it was concluded that children with autism produced fewer expression to show thought and belief.

Secondly, more complex study on children with autism was conducted by Eigsti, Benneto, and Dadlani (2007). They investigated syntactic and higher-level discourse skills of children with autism's verbal communication. The research was done by videotaping participants (consisted of children with autism ages 3-6 year, children with non-specific developmental delays (DD), and typically developing (TD) children) in 30-minute free play session at laboratory with a trained research assistant. The researcher tried to encourage them to produce utterances by commenting and giving direct questions on the action of children. The utterances coming up from them were analyzed by some measurements such as mean of length utterance (MLU), index of productive syntax (IPSyn), and some other measurements such as error, topic, and discourse analysis. Based on the analyses, it was found that in syntactical view, group of children with autism generated less complex utterances than children of other groups. Moreover, although the conversations of children with autism occurred were considered normal, they contained 'discourse-interrupting' utterances due to many unknown

utterances like jargons. Based on the findings, it can be concluded that children with autism have difficulties in syntactical and higher-level of discourse level.

Thirdly, Iskandar (2012) conducted a research investigating the ability of a child with ASDs who was on the concrete operational stage in comprehending directive speech acts. The researcher obtained the data through observation on a child (10 year old) showing mild symptoms (20%) of ASDs. The student went to normal school, Sekolah Labor Pembangunan UNP and also had already gone through therapy at Yayasan Harapan Bunda, an institution particularly handling children with ASDs. Interview with the teacher where student went to study was also done. From the study it was found that the directive speech acts which could be understood were order, plead, command, suggestion, and recommendation. Among those subtypes of directives it was command which was the most subtype of directive well understood by the student with ASDs. Furthermore, kind of responses shown by the student after listening to the directives were verbal and nonverbal responses. The most frequent response performed was nonverbal ones. Therefore, it can be concluded that the student with mild autism could not thoroughly and perfectly understand directive speech acts given to him.

Lastly, Anggraeni (2013) tried to see word orders of phrases and sentences produced by autistic students at Sekolah Khusus Autisme YPPA Padang. The data were gathered by recording conversations of five students with ASDs while they were studying with their teacher. Based on the theory proposed by Veit (1986) regarding word orders in phrase and sentence and Chomsky's and Veit's tree diagram in analyzing the data, it was found that the autistic students could

produce standard word order in phrase and sentence. Phrase with a word was mostly found in the phrase form while the form frequently found in sentence was S-V-O pattern. Moreover, delayed and limitations found in the development of language and cognitive are related to abnormalities/impairments on the brain. The growth on age is not followed by the development of language and cognitive skill of children with ASDs. That is why it can be found many children with ASDs who have delayed in acquiring language and cognitive skill than normal children.

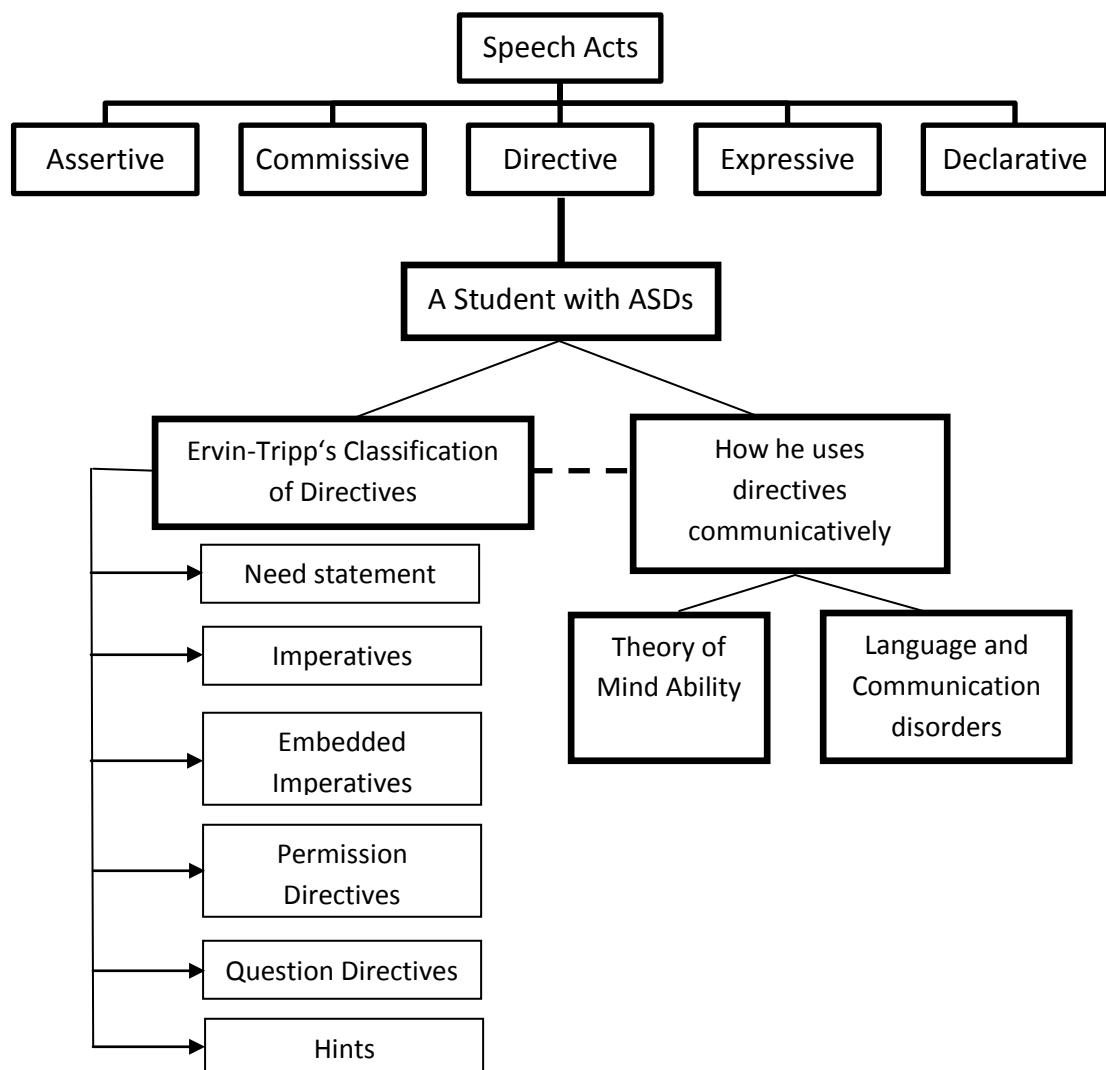
Both researches conducted by Eigsti et al and Anggraeni involve the investigation regarding syntactic skill owned by children with ASDs. More closely related to this research, Iskandar tried to see comprehension ability of a child with ASDs on directive speech acts. However, Iskandar concerned on the comprehension ability while this study focused on the production of directives. At last, a research conducted by Ziatas, Durkin, and Pratt in 2003) more specifically focuses on assertive speech act production which is related to the samples' theory of mind ability test. It is quite similar to the research that was done in this present study, which concerned on the production of one type of speech act classified by Searle as the target. This present research also tried to see relation of the ability on production of one of speech act to ability on theory of mind possessed by individuals with autism.

However, those previous researches above had large scales of participants consisting not only individual with autism but also other people with other types of disorders and/or normal people. Moreover, all of them chose young children as source of data starting from 3 year old one to 12 year old children who were

presumably still in primary school. This is what makes the present research different from other previous ones. It tries to see the production of directive speech acts by a middle school student, age 15, at inclusive class in SMPN 23 Padang. Therefore, this research is different on age and number of data source.

2.7 Conceptual Frameworks

In analyzing directive speech acts produced by student with ASDs, the researcher formulated a scheme of how this research was conducted theoretically. The scheme is described as follows:



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research findings, it can be drawn conclusion regarding the use of directives by the student with ASDs. Among five types of directives employed by the student, imperatives were most frequently used by the student. Half of the directive utterances (70 of 140 directives) were in the form of imperative. Then, following imperative type, there were question directives, hints, and permission directives. The least one which was rarely used was need statement.

Finally, some conclusions can be drawn based on the analysis data and research findings before. The conclusions are as follows:

1. The most frequent type produced by the student with ASDs in order to get someone to do things the student desired/wanted is imperative. At first, it gives the surface view that he seems being bossy in uttering directive. In addition, the ignorance of the student to use those imperative to whomever he wanted to without considering relative distance in age or position gives more impression that he negligently likes to give command as if he were the boss. However, based on the observation and analysis obtained from this research, that imperatives are frequently produced by the student indicates his inability in producing complex utterances which is why he tends to frequently produce simpler subtype of directive like imperative.

2. He communicatively produced directive speech acts by use of imperatives at most, question directives, hints, permission directives, and rarely need statements. With all those types, he can make variations reflected by his needs and different degree of strength of illocutionary force which can be taken as command, request, suggestion, or prohibition. Besides mostly using imperative, he was also found to produce directive speech acts by utilizing simple form of utterances and telegraphic speech. Telegraphic speech is a combination of two or more key words into an utterance found in the child's language development. A good point could be taken from the utilization of this telegraphic speech is that he can cope up his inability in using complex form of utterances by utilizing telegraphic speech (two-or-three-more-words utterance) in his directives, especially in question directive type in order to make an effective communication. Although it sometimes turns out to be ambiguous or confusing, the researcher finds it also kind of help in expressing his desires/wants to someone. That he uses other clue/informational context or gesture if it turns out to be ambiguous or confusing is a good alternative in communicating his intention.

Regarding the tendency in using imperatives, simple form of utterance, and telegraphic speech, it leads the assumption that the production of the student with ASDs shares the same characteristics with directive speech acts produced by children in their early language development. It is particularly shown in the production of imperative form and question directives (which have the most telegraphic speech form). The children like to give command by using

imperative, and so does the student with ASDs. The tendency in using simple and economic utterance makes them similar from the aspect of speech act production.

At last, findings of this study are expected to give contribution to linguistic study as additional knowledge to speech act field and psycholinguistic study on people with ASDs. However, there several weaknesses of this study which should be considered before taking the findings as reference for other future researches. There was only a student with ASDs taken as source of data in this study, and the observation was only conducted for 9 days. In view of that, there should be more sources of data and longer duration of observation in order to get more reliable, accurate data.

5.2 Suggestions

There are some suggestions which can be proposed to after conducting this research. Firstly, to the parents and other people who usually interact with the student, it is needed to teach him to use complete form of directive utterances in some particular situations. The student most frequently used imperatives in his directives to whomever person he wanted/desired. It is not appropriate to use them to someone higher in position or age than him. The parents and other people who take part in educating this student need to ask him to repair his directive utterance into more appropriate ones whenever he utilizes speech acts which seems too

bossy to someone older or higher in position than him in order to avoid the impression of him being rude.

Secondly, to future researchers, it is expected to conduct more elaborate studies. This research was conducted in a short time with an only one student as source of data. Larger number of sources of data and longer duration of observation are needed to be done to obtain more reliable and accurate data. It is also suggested to have wider research by comparing directives produced by people with one type of ASDs and another type or to normal one. Therefore, more elaborate and enriched view of speech acts produced by those with ASDs can be explained further.

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