

**A PSYCHOLINGUISTIC STUDY ON COMMUNICATION
IMPAIRMENT FOUND IN THE CHARACTER “WHITNEY” IN
MAVERICK NOVEL**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014**

**A PSYCHOLINGUISTIC STUDY ON COMMUNICATION IMPAIRMENT
FOUND IN THE CHARACTER "WHITNEY" IN MAVERICK NOVEL**

THESIS

**Presented to
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in partial fulfillment of the requirement
for the degree of Sarjana Sastra**

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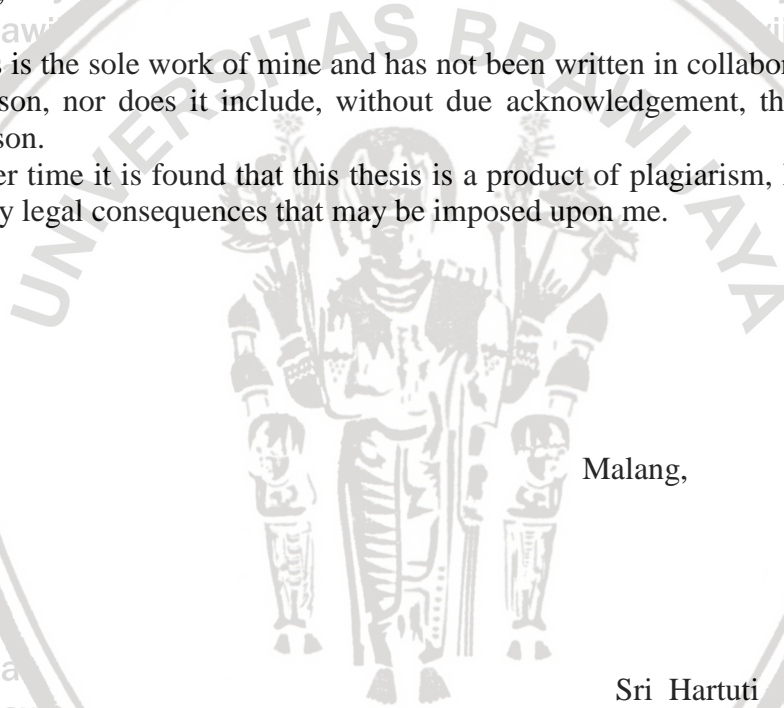
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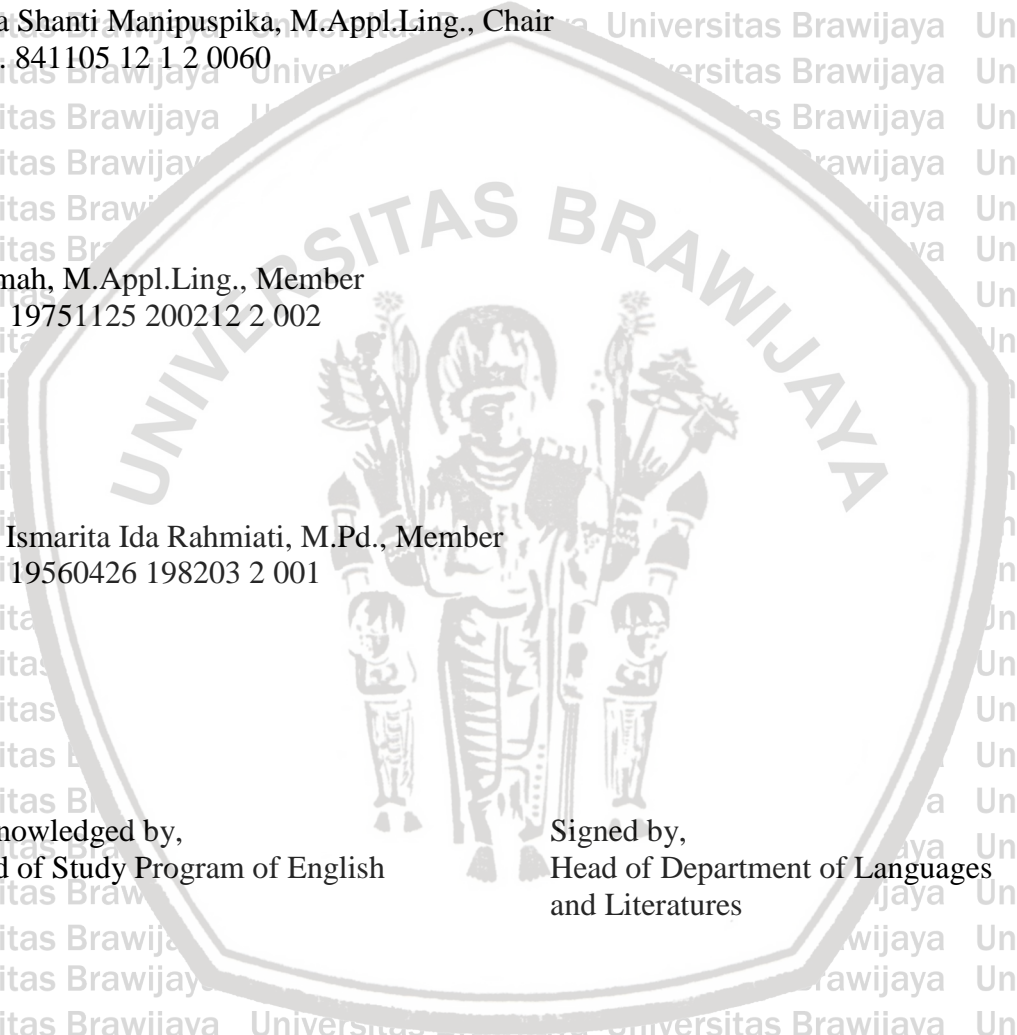
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ABSTRACT

Sri Hartuti. 2014. **A Psycholinguistic Study on Communication Impairment Found in the Character “Whitney” in Maverick Novel.** Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-Supervisor: Ismarita Ida R.

Keywords: Psycholinguistics, Communication Impairment, Speech and Language Impairment, Maverick Novel.

People need language to express or deliver messages to others. The process of conveying the messages is called communication. Communication is not successful when people's speech and language are impaired, which is then called communication impairment. It is a condition when someone cannot use speech and language well. The example of this impairment is depicted in Maverick novel which its main character named Whitney suffers from this impairment. Based on this background, there are 3 problems appear: (1) what are the referral characteristics of speech and language impairment suffered by Whitney?, (2) what are the types of communication impairment suffered by the character “Whitney” in Maverick novel?, (3) What does the nonverbal communication used by the character “Whitney” in Maverick novel to communicate with others?.

This study belongs to qualitative research since it focuses on dialogues rather than numbers. In obtaining the data, the writer did some steps: reading the novel, taking notes of the dialogues, and making list. Meanwhile, there are five theories used in this research to answer the problems, they are ADE: Special Education Unit (2014), Lanier (1963), NICHCY (2011), Pearson et al (2006), and DeVito (2005).

The result of this study reveals that Whitney suffers from communication impairment. Intellectually, he cannot respond environment with ease. Academically, his writing skill is below expected level. Behaviorally, he prefers to gaze hanging toys than playing with them. Moreover, his communicative ability is weak particularly his speaking ability, and physically, his hearing ability is not very good. In addition, he experiences speech disorder; his articulation is impaired, he repeats the same word many times, and his voice sounds monotonous. Meanwhile, language disorder plays significant role, he cannot follow verbal instruction and even he uses the wrong word in speech. Nevertheless, he still communicates through nonverbal communication by using his body movement; gesture and facial expression. As the conclusion, with these symptoms Whitney suffers from communication impairment.

By here, the writer gives suggestions to the readers to be aware of the characteristics of communication impairment and to those who have children to develop their language ability particularly receptive and expressive. Moreover, it is hoped the next researchers who are willing to conduct in the same field to use this study as the reference. The last, they can find other theories (Morrisey, 2010 or Guralnick, 2002) so that the result can be various.

ABSTRAK

Sri Hartuti. 2014. **Kajian Psikolinguistik pada Gangguan Komunikasi yang terdapat pada Karakter Utama “Whitney” dalam Novel Maverick**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I): Fatimah; Pembimbing (II): Ismarita Ida .

Kata Kunci: Psikolinguistik, Gangguan Komunikasi, Gangguan Berbicara dan Bahasa, Novel Maverick.

Manusia membutuhkan bahasa untuk mengekspresikan atau menyampaikan informasi kepada yang lainnya. Proses menyampaikan informasi disebut komunikasi. Komunikasi tidak akan sukses jika bahasa mereka terganggu, yang kemudian disebut gangguan komunikasi. Gangguan komunikasi merupakan sebuah kondisi dimana seseorang tidak bisa berbahasa dan berbicara dengan baik. Contoh dari gangguan ini tergambar dalam novel Maverick yang mana karakter utamanya bernama Whitney menderita gangguan ini. Berdasarkan latar belakang ini, ada 3 masalah yang muncul: (1) Sifat-sifat bawaan gangguan komunikasi apa saja yang dialami oleh Whitney dalam novel Maverick?, (2) Jenis-jenis gangguan komunikasi apa saja yang diderita oleh Whitney dalam novel Maverick?, (3) Bagaimanakah karakter Whitney di dalam novel Maverick berkomunikasi dengan yang lainnya?.

Penelitian ini merupakan penelitian kualitatif karena ia berfokus pada dialog-dialog daripada angka-angka. Dalam usaha memperoleh data, penulis melakukan beberapa langkah termasuk; membaca novel, menandai dialog, dan membuat daftar dialog. Sementara itu, ada lima teori yang digunakan dalam penelitian ini, yaitu; ADE: Special Education Unit (2014), Lanier (1963), NICHCY (2011), Pearson dkk. (2006), dan DeVito (2005).

Hasil penelitian ini menyatakan bahwa Whitney mengalami gangguan komunikasi. Secara intelektual, dia tidak bisa merespon lingkungan dengan baik. Secara akademik, kemampuan menulisnya masih ditingkat yang rendah. Perilakunya, dia lebih suka memandang mainan yang digantung daripada bermain dengan mereka, dan secara fisik, kemampuan mendengarnya tidak begitu baik. Sebagai tambahan, dia mengalami gangguan berbicara; artikulasinya terganggu, dia mengulang kata yang sama beberapa kali, dan suaranya terdengar sengau. Sementara itu, gangguan bahasa memainkan peran yang signifikan, dia tidak bisa mengikuti instruksi verbal dan bahkan menggunakan kata yang salah ketika berbicara. Walaupun demikian, dia masih berkomunikasi melalui bahasa isyarat dengan menggunakan bahasa tubuhnya: gerak-isyarat dan ekspresi wajah. Sebagai kesimpulan, dengan semua gejala ini, Whitney menderita gangguan komunikasi.

Dengan ini, penulis juga ingin menyampaikan saran kepada pembaca untuk mengetahui ciri-ciri gangguan berkomunikasi dan bagi orang tua yang memiliki anak-anak untuk meningkatkan kemampuan bahasa; reseptif dan ekspresif. Selain itu, untuk peneliti selanjutnya yang ingin membuat penelitian yang sama untuk menjadikan penelitian ini sebagai referensi. Terakhir, mereka bisa menemukan teori lainnya (Morrissey 2010, atau Guralnick, 2002) sehingga hasil penelitian lebih bervariasi.

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Malang,

The write

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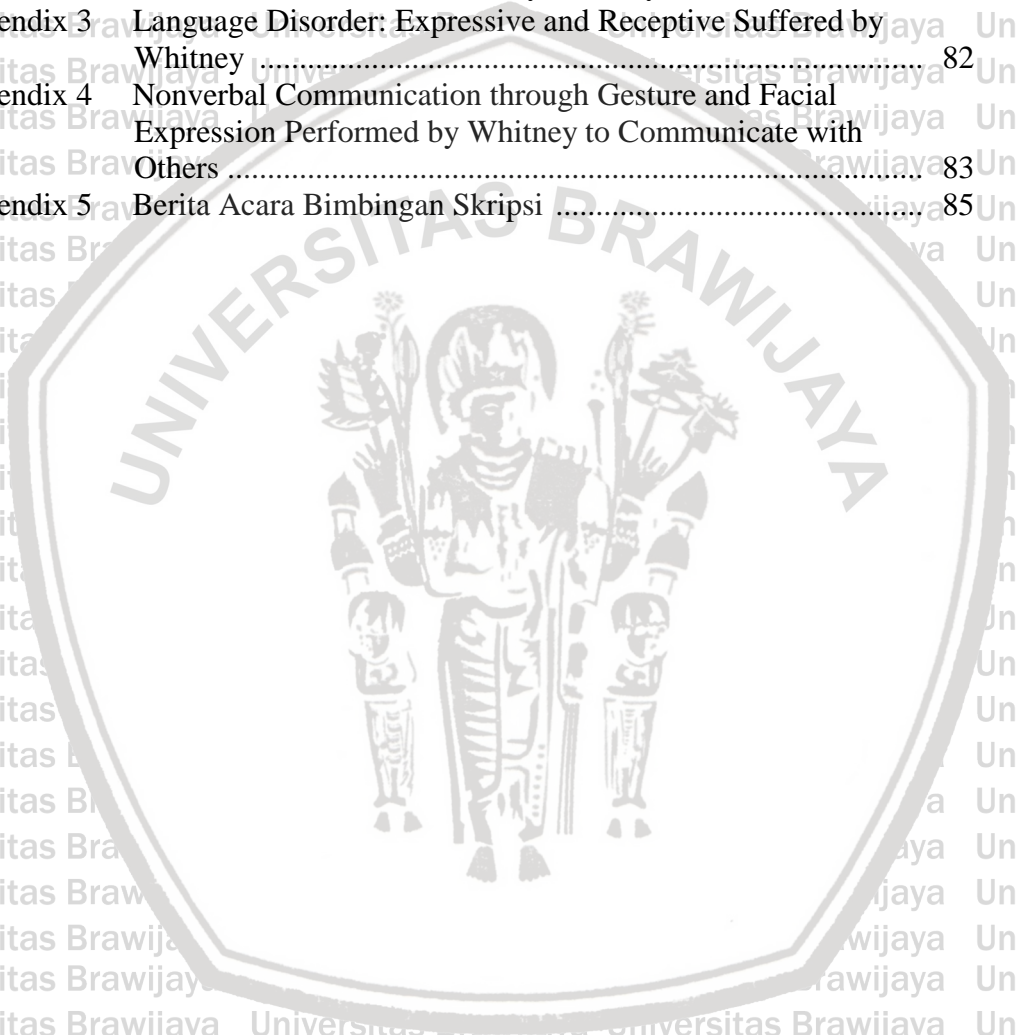
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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

People cannot live without depending on others. They should share and interact with others to fulfill physical and spiritual needs. Physical and spiritual needs are the essential part in people's life to socialize with others as social creatures. According to Taflinger (1996), he defines social creatures are the ways human being deals with each other, from the personal to international relationship can have as much an influence on our behavior as our instinctive reactions. It can be concluded that people cannot survive without others' helping which then impact their behavior to react toward others. However, socialization is not enough to have good relationship, so that people must have good communication with others. According to Guralnick (2002), communication is the process to exchange information with others and it includes the ability to produce and comprehend messages. So, it means that in the process of communication, everyone has a chance to understand and to be understood whether they are as speaker or as listener.

There are two types of communication which are generally well defined by people who use language; they are nonverbal communication and verbal communication. According to Pearson et al. (2006, p.80), nonverbal communication is

defined as the process of using message that are not words to generate meaning. It includes nonword vocalization such as inflection and non-word sound such as “ah” or “hmm.” It turns out that nonverbal communication is more complex, because people are demanded to understand language without words. This becomes more prevalent when facing people with disabilities. According to Seiler and Beall (2008, p. 119) nonverbal communication includes body movement which are divided into three parts, gesture, facial expressions and eye contact. Nonverbal communication is communication without words, which mean you use your gesture, smile or frown, and even widen your eyes to someone (Devito, 2007). For example, a deaf person will use non-verbal communication to interact with others as media delivering his needs.

In contrary, verbal communication mainly deals with language where people associate specific words with specific meaning (Seiler & Beall, 2008). According to Tubbs and Moss (1996, p. 8), they define that verbal communication is all types of oral communication which use one word or more. Another definition is also given by Fajar (2009, p. 110), he defines verbal communication as oral declaration between human by using words and common symbols which are agreed individually, group, and country.

Words are the essential part of verbal communication which absolutely used by people to interact with others. As the conclusion, words are the basic of verbal communication.

Besides communication, we also need a language as the tool to deliver the message. According to Robert and Karin (2012, p. 360), language is the use of organized means of combining words in order to communicate with those around us. It means that everyone, children or adults should comprehend language as well so that the communication process occurs. If someone cannot master language well,

communication cannot be well reached. In fact, we know that human being cannot live separately from other people as social creature. For example, we need farmers to produce rice and a designer to make clothes. Similarly, human and language do the same thing. They are related to each other. Without language, human could not communicate, indeed, without human, language is useless.

Not all of people can use verbal and nonverbal language well. Many of them undergo problems relating to verbal and nonverbal communication or language. When people cannot communicate verbally and nonverbally, so they are considered as having communication impairment. According to ASHA (1993), communication impairment is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. It may be evident in the processes of hearing, language, and/or speech. Communication impairment may range in severity from mild to profound. Moreover, According to NICHCY (2011), the forms of speech and language impairment include stuttering, impair articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. If children are diagnosed with these problems, they will undergo the difficulties in communication.

For example, children who have difficulty in articulating certain sound will produce wabbit instead of rabbit (Lanier, 1963).

There are many factors which affect communication impairment to occur. According to Widodo (2010) in his article entitled *Penyebab Keterlambatan Bicara pada Anak*, there are some factors affecting children with communication impairment, such as genetic, hearing loss, mental retardation, environment deprivation, and anomaly organ speech. These

problems then give big impact to the language development in children. Some of them are stuttering, autism, and behavior problem.

Speech and language impairment is chosen since this topic discusses intensively how people acquire and undergo problems related to language use as has been represented in Whitney. This is because speech and language are the essential part of human communication (JPNN.Mobile, 2014). So, people have to know the types of speech and language impairment and also the symptoms, in order that they can anticipate these. Besides the reason above, it is chosen since speech and language impairment are the essential part of human communication, so it is necessary to be informed to people. By these considerations, it is highly expected that people will realize function of speech and language.

There are many people suffering from speech and language impairment, one of them is depicted in the main character in Maverick novel named Whitney. He experiences the hardest thing in his childhood. In his early childhood life, he cannot speak until he is 3 years old. He cannot communicate and respond stimulation verbally. He does not react if someone is talking to him and sometimes, if he gets angry about something he will bite himself or even collide. He cannot express his ideas, feelings, and needs. These are some of his difficulties which he suffers. This novel is chosen because it indicates problem of speech and language. In details, it tells about Whitney's language development which is impaired and he is treated differently by others. By the explanation above, the main character represents speech and language impairment throughout his ability in understanding others. So, the writer is interested in conducting research under speech and language impairment.

In this study, the writer uses types of communication impairment especially in speech and language impairment which are proposed by two organizations and two experts, they are National Dissemination Center for Children with Disabilities (NICHCY, 2011), , Arkansas Department of Education (ADE): Special Education Unit for examining the characteristics as indications of speech or language impairment, Lanier (1963), Pearson et al (2006) who explains the theory of gesture, and DeVito (2005) who gives broad explanation about facial expression. These chosen theories are considered reasonable, because NICHCY is an organization which provides information and resources to the nation on disabilities in children and youth for many decades. The published resources are highly qualified and credible particularly in children with disabilities. Second, ADE: Special Education Unit is also an organization which concerns in children with disabilities by means of improving their ability to be normal children in their educational result. Moreover, Lanier's book is chosen since the book gives extensive explanation to the case especially speech disorder as a part of communication impairment. So, the writer convinces that those theories are reliant as the main theories of this research.

Furthermore, the reasons why this research is conducted are first, psycholinguistic research is rare and has not been much explored. Second, the writer wants this research to be the reference for the next researchers because of the first reason. In addition, the reasons why Maverick novel is chosen as the object of the research are, first, Maverick novel is one of the stories which is related to the problem in psycholinguistic field particularly in speech and language impairment which should be analyzed. Second, the background of the novel writer is pathologist and she is also a

director of the brain clinic of Ohio State University College of Medicine and Public Health. So, the writer of this research is sure that the writer of Maverick novel is highly qualified.

This research is expected to help the next researcher to know deeply about psycholinguistic field, particularly in speech and language impairment as a part of communication impairment so, it can improve their knowledge. The research is expected to give insight as additional resource for the next researchers when they are going to conduct research in this area. The result of this study is expected to enrich the collection of researches as reference and alternative information for those who are interested in communication impairment phenomenon specifically for students of Study Program of English, Faculty of Cultural Studies, Universitas Brawijaya. The last, this research is expected to give valuable information for parents to know whether their child suffers from speech and language impairment by observing its symptoms.

Therefore, based on the reasons, the writer is interested in conducting the research entitled "A Psycholinguistic Study on Communication Impairment found in the Character 'Whitney' in Maverick novel".

1.2 Problems of the Study

Referring to the previous background of the study, the problems proposed in this study are:

1. What are the referral characteristics of speech and language impairment suffered by Whitney?

2. What are the types of communication impairment suffered by the character

“Whitney” in Maverick novel?

3. What does the nonverbal communication used by the character “Whitney” in Maverick novel to communicate with others?

1.3 Objectives of the Study

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

1. To find out the referral characteristics of speech and language impairment done by Whitney.

2. To find out the types of communication impairment experienced by the character “Whitney” in Maverick novel.

3. To find out the ways in which the character “Whitney” in Maverick novel communicates with others.

1.4 Definition of the Key Terms

Here, the writer uses some terms in order to avoid misunderstanding in interpreting them and also to keep this study being specific, the key terms are:

1. Psycholinguistics: Psycholinguistics examines the psychology of language, how we acquire, understand, produce, and remember a language which than called psychological process. (Harley, 2005)

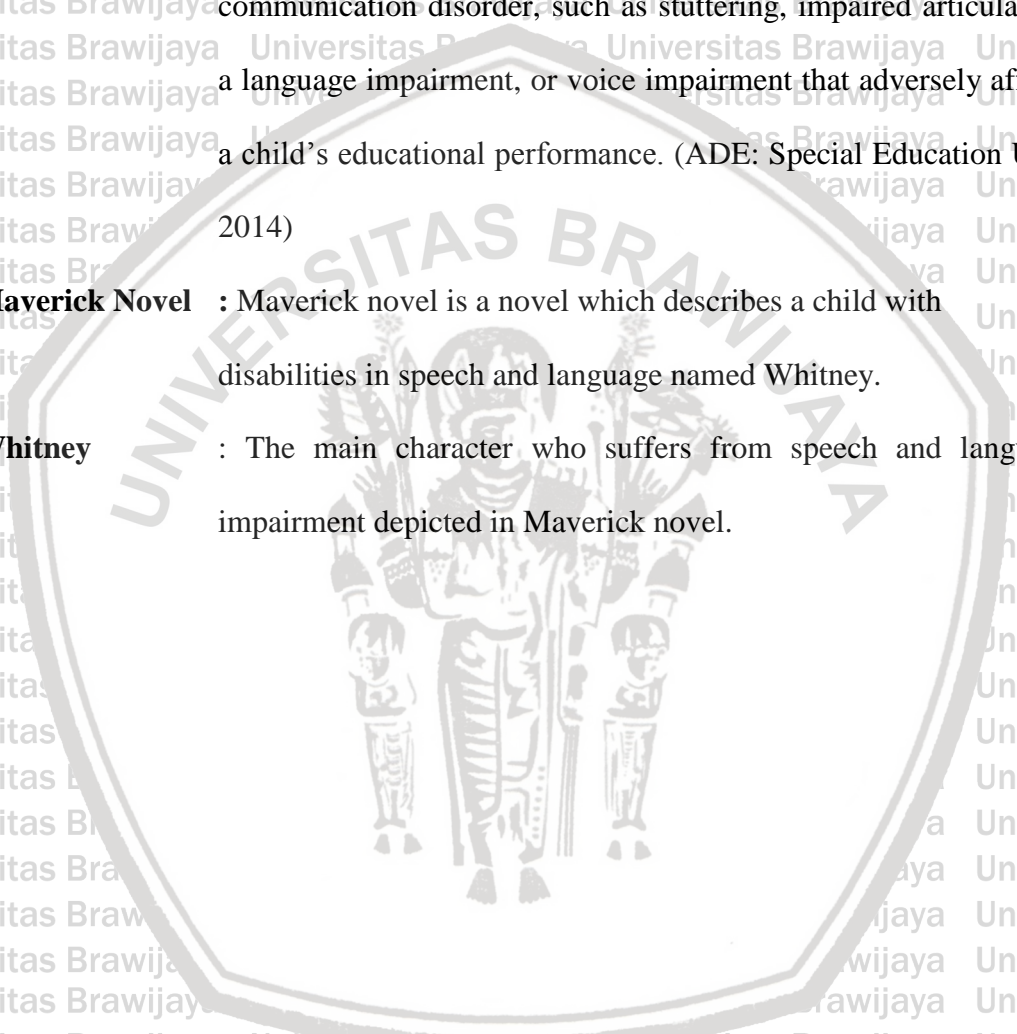
2. Communication: Communication is the process used to exchange information with others and include the ability to produce and comprehend messages. (Guralnick, 2002)

3. Communication Impairment: communication impairment is impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems (ASHA, 1993)

4. Speech and Language impairment: Speech and Language Impairment mean a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. (ADE: Special Education Unit, 2014)

5. Maverick Novel : Maverick novel is a novel which describes a child with disabilities in speech and language named Whitney.

6. Whitney : The main character who suffers from speech and language impairment depicted in Maverick novel.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the related literature. It consists of the following section: psycholinguistic, communication, speech and language impairment, types of speech and language impairment, gesture and facial expression, synopsis of Maverick novel, and previous studies.

2.1 Theoretical Framework

In this section, the writer presents some theories which are used to answer the problems of the study. There are 3 main theories, the first theory talks about the possible referral characteristic which divides into 5 types, intellectually, academically, behavioral, communicative ability, and physical (ADE:Special Education Unit, 2014).

Second theory explains about types of speech and language impairment (Lanier, 1963 and NICHCY, 2011), and the last theory describes about gesture and facial expression as the way that Whitney does to communicate with others (Guralnick, 2002).

2.1.1 Psycholinguistics

Human brain is like a CPU (Central Processing Unit). It controls the activities of a computer system. As the same way with brain, it governs all human activities such as understanding and producing language. It also controls body movement of people, where they want to walk and even talk. The relationship between language and brain is studied under the psycholinguistic field. According to Harley (2005) psycholinguistics

examines the psychology of language, how we acquire, understand, produce, and remember a language which is then called psychological process. Based on this definition, the relation between language and brain is crucial. People use all system of psycholinguistics to acquire language in their life which has been mentioned above.

Another definition is given by Gleason and Ratner (1998, p.3) who state that psycholinguistics or the psychology of language, is covering the psychological process by which human acquire and use language. Human being should keep and develop his brain ability to make his language more comprehensible especially for those who are diagnosed with communication impairment since psycholinguistics and communication have closed relationship.

People use language to communicate and interact with others. However, before communication occurs, they must master language first. Language mastery determines people's ability through communication process, for example face to face communication. If language is not properly acquired, people cannot communicate appropriately with their interlocutors. They will experience difficulties such as they do not understand what others say. If this problem is not recovered, it will cause what is called as communication impairment. Therefore, it will be necessary to detect indication of communication impairment earlier then to heal it. One of activities which help people to find out the indication is reading book related to communication impairment for those who are interested.

2.1.2 Communication

According to Guralnick (2002) communication is the process to exchange information with others and it includes the ability to produce and comprehend messages. Communication includes the transmission of all types of messages, including information related to needs, feelings, desires, perception, ideas, and knowledge. Based on the definition above, people must have good ability to produce and comprehend message or speech from their interlocutor in order to be accepted verbally and non-verbally. According to Scovel (1998, p. 27), in producing speech, people will typically go through four stages namely conceptualization, formulation, articulation, and self-monitoring. First, people would think about what they are going to say to others, this is called as conceptualization. Second, in formulation stages, people would organize or formulate their utterances. After the formulation is formed, then they will produce the speech or words called as articulation stages or in other word, they produce sound. The last stage is self-monitoring where people try to control their utterances when they speak or write.

However, when the information is delivered sometimes it cannot be well reached whether from the speaker or the hearer because of two factors. According to Hassanah (2014) in her article entitled *Hambatan Komunikasi*, the factors which affect communication are from the internal factor and external factor. The internal factor comes from the speaker himself related to physical and psychological condition. For example, there is a hearing problem or he/she gets stressed and etc. Second factor, is external factor caused from social/cultural environment. For example, noisy voice or the communication is happening in crowded situation.

These factors can affect someone's ability to comprehend language. In communication, not all people can easily deliver message, many of them are having problem such as articulation, fluency, voice. So, it can be concluded that people cannot easily communicate with others if they are having those problems.

2.1.3 Speech and Language Impairment

According to Arkansas Department of Education (ADE): Special Education Unit (2014), speech and language impairment are communication disorders, such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. Speech and language impairment includes demonstration of impairments in the areas of language, articulation, voice, or fluency. So, if people have those problems they might see difficulties concerning their communication process especially in speech and language. There are some possible referral characteristics as indications of speech or language impairment. According to ADE: Special Education Unit (2014), there are five forms of possible referral characteristics: they are intellectual, academic, behavioral, communicative ability, and physical.

2.1.3.1 Intellectual

Children with communication impairment will obviously have problem which differs them from common children. The problem that they might be faced can be in the form of Intellectual functioning is not as strong an indicator as are other referral

characteristics. So, their ability to comprehend something is below standard. For example, they cannot speak fluently in fact, they are four-year.

According to American Psychiatry Association (2013), there are three domains where intellectual disability can occur, they are the conceptual domain includes skills in language, reading, writing, math, reasoning, knowledge, and memory. The social domain refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities. The practical domain centers on self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks. These are the problem which might be encountered by people with communication impairment.

2.1.3.2 Academic

According to Arkansas Department of Education (ADE): Special Education Unit (2014), academically, people with communication impairment will face difficulties as follow:

1. Overall achievement may be below expectancy in relation to chronological age, mental age, or both.
2. Achievement in reading, spelling, written composition, grammatical usage or math processes may be below expected levels, often with delay or difficult in acquisition of pre-reading or other readiness skills.
3. Word knowledge may be below expectancy.
4. Word substitutions may occur frequently in reading and in writing from copy or reproducing from recall.

2.1.3.3 Behavioral

There are some difficulties which differentiate people with communication impairment. According to Arkansas Department of Education (ADE): Special Education Unit (2014), there are 17 characteristics as the indication. But, the writer only takes some of the symptoms because not all of the symptoms are experienced by Whitney.

1. Hesitates or refuses to participate in verbal activities.
2. Is inattentive, distractible; exhibits poor concentration; has difficulty "tuning in" to tasks or switching tasks.
3. Displays refusal behavior and/or low frustration tolerance.
4. Perseverates verbally and/or motorically.
5. Has difficulty following directions; must be "shown" what to do.
6. Has trouble analyzing/integrating information from what is seen, heard or felt.
7. Has difficulty interpreting emotions, attitudes and intentions to others and communicate through nonverbal aspects of communication (facial expressions and body language).
8. Responds inappropriately to subtle nonverbal social cues, often giving inappropriate social responses
9. May not establish or maintain eye contact.
10. Is slow to respond during verbal interaction or following verbal cues.
11. Is echolalic.
12. Has difficulty remembering and finding specific words to use during conversation or when answering a question.

2.1.3.4 Communicative Ability

There are some indications which are shown by people with communication impairment in their ability to communicate. According to Arkansas Department of Education (ADE): Special Education Unit (2014), there are 28 symptoms. But, the writer only takes some of symptoms which are close to Whitney's difficulties.

1. Asks questions and/or responds to questions inappropriately (especially "why" and "how" question forms.)
2. Has difficulty discriminating likenesses and differences.
3. Has difficulty comprehending and using linguistically complex sentences.
4. Has problems acquiring and using grammatical rules and patterns for word and sentence formation.
5. Has difficulty interpreting or formulating (oral or written) compound or complex sentences, and/or sentences which compare and contrast ideas or show cause-effect relationships.
6. Has difficulty analyzing and solving math reading problems of various complexity (one or multiple step), including those involving probability.
7. Has problems interpreting and/or using vocal pitch, intensity, and timing for purposes of communicating subtle distinctions in emotion and intention.
8. Has inappropriate vocal pitch for age and sex.
9. Does not use appropriate vocal control, particularly in regulating speaking volume (unusually loud or soft).
10. Has breathy, harsh, husky or monotone voice.
11. Continually sounds congested (denasal).

12. Sounds unusually nasal; voice has a "whining" quality.

13. Has abnormal rhythm or rate of speech.

14. Frequently prolongs or repeats sounds, words, phrases and/or sentences during speech.

15. Has unintelligible (cannot be understood) or indistinct speech.

16. Has difficulty articulating sounds within words.

2.1.3.5 Physical

According to Arkansas Department of Education (ADE): Special Education Unit (2014), the last is physical difficulties. They are explained as follow;

1. Conditions are indicated in the student's medical/developmental history, such as cleft lip and/or palate, deviant palatal-pharyngeal structure, cerebral palsy, muscular dystrophy, brain injury, aphasia, vocal nodules or other pathology of the vocal mechanism, hearing loss, myringotomy or other aural surgery, orofacial abnormalities, congenital disorders.
2. Has continuous allergy problems or frequent colds
3. Has deviant dental structure
4. Has oral muscular coordination slower than normal

As conclusion, people with speech and language impairment will typically face many difficulties in communication process as has been mentioned above, intellectually, academically, behaviorally, and even physically which make them not comprehend easily something they learn. These theories are used to see the symptoms of Whitney's language development by checking his inability in which part he was impaired,

language or speech or even both. The suitable characteristic will be taken as the data of this research.

2.1.4 Type of Speech and Language Impairment

There some types of speech and language disorder. According to Lanier (1963, p.8), he divides 3 types of speech disorder, they are articulation disorder, fluency disorder, and voice disorder. Besides, NICHCY (2011 p. 3) divides 2 types of language disorder, they are expressive language disorder (difficulty in expressing ideas or needs), and receptive language disorder (difficulty in understanding what others are saying).

The broad explanation is given below.

2.1.4.1 Speech Disorder

When people are unable to speak fluently during a long period of time, then they have a speech disorder. Usually, people with speech disorder are aware of what they would like to say but are unable to articulate their thoughts (Kahn, 2012). This opinion is also supported by Lanier (1963 p. 9) who defines speech disorders as follow.

“Speech disorder affect the way a person talks. A person with a speech disorder usually knows exactly what they want to say and what is appropriate for the situation, but they have trouble producing the sounds to communicate it effectively. Speech disorders include a variety of conditions that affect children and adults alike. They can range from trouble pronouncing a specific letter or sound to the inability to produce any understandable speech.”

Based on this explanation, people who suffer from speech disorder will be obviously hard to say what they think in their mind. They cannot easily express ideas and feelings through others and be able to interact successfully even if the circumstances are precise. Moreover, the sound or words are pronounced

inappropriately which cannot be comprehended because of trouble pronouncing. Based on Lanier (1963), there are 3 types of speech disorder; articulation disorder, fluency disorder, and voice disorder. The following is the detail explanation for each of the types which are proposed by Lanier (1963).

2.1.4.1.1 Articulation Disorder

According to Lanier (1963 p.12), a person with an articulation disorder typically has trouble pronouncing sounds or makes errors in the way these sounds are strung together. One sound might be substituted for another (“wabbit” for “rabbit”), omitted altogether (“and” for “hand”), or distorted by mispronouncing it (“ship” for “sip”). The most common error sounds include “s,” “l,” and “r.” In other word, articulation disorder is speech impairments where the child produces sounds. According to NICHCY (2011 p.1), when a child has an articulation disorder; he or she has difficulties making certain sounds. These sounds may be left off, added, changed, or distorted, which makes them hard for people to understand the child. Leaving out or changing certain sounds is common when young children are learning to talk, of course. The incorrect articulation is not necessarily a cause for concern unless it continues past the age where children are expected to produce such sounds correctly.

There are some types of articulation disorder among children such as substitutions, distortions, additions, and omissions. Substitutions occur when an individual literally substitutes one sound for another, for example pronouncing a “w” instead of an “r.” Distortions a type of articulation disorders in which the individual tries so hard to pronounce a sound correctly that he or she ends up actually distorting the

sound, such as by working too hard to produce a “w” and actually producing a whistling sound instead. Additions are articulation disorders in which the individual routinely pronounces an extra sound or syllable, for example saying “assembly” instead of “assembly.” The last, omissions are type of articulation disorder in which the individual omits or does not pronounce particular sound, such as dropping the “s” or “ch” sounds out of their words (Morrisey, 2013). So, children with articulation disorder will typically be identified to those, substitutions, distortions, additions, and omissions.

2.1.4.1.2 Fluency Disorder

According to Lanier (1963 p. 10) fluency disorders are related to the smoothness or rhythm of speech. A person with a fluency disorder may hesitate, repeat words, or prolong certain sounds, syllables, words, or phrases. These happen continuously even if the age of developing language has been past. Beside, NICHCY (2011 p. 3) also gives definition of fluency disorder as speech disorder where a child’s flow of speech is disrupted by sounds, syllables, and words that are repeated, prolonged, or avoided and where there may be silent blocks or inappropriate inhalation, exhalation, or phonation patterns. It has also some characteristics such as disrupting the rhythmic and forward flow of speech—usually, a stutter. As a result, the child’s speech contains an “abnormal number of repetitions, hesitations, prolongations, or disturbances. Tension may also be seen in the face, neck, shoulders, or fists. So, as conclusion, fluency disorder is a disorder which impacts someone’s ability in using language when he or she talks. Sometimes, fluency disorder is often called with stuttering where someone undergoes problem when she or he is not fluent to speak.

2.1.4.1.3 Voice Disorder

According to Lanier (1963 p. 10), a person with a voice disorder has a problem producing the sounds of speech. In some cases voice pitch may be monotonous or too high or too low for a person's age or gender. Sometimes listeners are startled by the harshness, hoarseness, or nasal quality of a person's voice. Occasionally, the sheer loudness or resonance of a person's voice will cause heads to turn when he or she speaks. Another definition is also given by NICHCY (2011 p. 1) that voice disorder is speech disorder where the child's voice has an abnormal quality to its pitch, resonance, or loudness. The voice may be hoarse, raspy, or harsh. For some, it may sound quite nasal; others might seem as if they are "stuffed up." People with voice problems often notice changes in pitch, loss of voice, loss of endurance, and sometimes a sharp or dull pain associated with voice use. Causes of voice disorder are vary, they can be in the form of routinely breathing dry polluted air, allowing the body become dehydrated, talking too much, talking too loudly, screaming/smoking can all cause stress on the vocal chords and result in voice disorder. In other words, voice disorder is related to sound of speech when produced by people.

2.1.4.2 Language Disorder

According to NICHCY (2011 p. 2), language disorder is language impairments where the child has problems expressing needs, ideas, or information, and/or in understanding what others say. There are 5 characteristics of language disorders include:

1. Improper use of words and their meanings,

2. Inability to express ideas,
3. Inappropriate grammatical patterns,
4. Reduced vocabulary, and
5. Inability to follow directions.

Children may hear or see a word but not be able to understand its meaning. They may have trouble getting others to understand what they are trying to communicate. So, children with language disorder cannot deliver their needs and ideas easily as normal people who can speak normally. Language disorder is divided into 2 categories as follow.

2.1.4.2.1 Receptive Language Disorder

Receptive language disorder is associated with difficulty in expressing ideas or needs (NICHCY, 2011). Another definition is also given by the article Receptive Language Disorder (2014), it means the child has difficulties with understanding what is said to them. The symptoms vary between children but, generally, problem with language comprehension usually begin before the age of four. There is no standard set of symptoms that indicates receptive language disorder, since it varies from one child to the next. However, the symptoms may include:

1. Not seeming to listen when they are spoken to
2. Appearing to lack interest when storybooks are read to them
3. Inability to understand complicated sentences
4. Inability to follow verbal instructions
5. Parroting words or phrases of things that are said to them (echolalia)

6. Language skills below the expected level for their age.

Besides the symptoms above, there are causes of receptive language disorder such as the child genetic susceptibility, the child's exposure to language, and child's general developmental and cognitive (thought and understanding) abilities. Generally, children with receptive language disorder are often associated with the difficulties understanding spoken, and sometimes written language. These are referred to as learning disabilities, and they are related to an individual's inability to efficiently process language (Morrisey, 2012).

2.1.4.2.2 Expressive Language Disorder

Expressive language disorder is often related with difficulty in understanding what others are saying (NICHCY, 2011). Another definition is given by Morales (2014), children with expressive language delays often do not talk much or often, although they generally understand language addressed to them. For example, a 2 year old may be able to follow 2-step commands, but he/she cannot name body parts. A 4 year old may understand stories read to him/her, but he/she may not be able to describe the story even in a simple narrative.

Imaginative play and social uses of language (i.e. manners, conversation) may also be impaired by expressive language limitations, causing difficulty in playing with peers. These are children who may have a lot to say, but are unable to retrieve the words they need. Some children may have no problem in simple expression, but have difficulties retrieving and organizing words and sentences when expressing more complicated thoughts and ideas. This may occur when they are trying to describe,

define, or explain information or retell an event or activity. In school-aged children, expressive language difficulties may be evident in writing as well. These children may have difficulties with spelling, using words correctly, composing sentences, performing written composition, etc.

In addition, they may express frustration because they recognize that they cannot express the idea they wish to communicate. Here, such individuals often have trouble putting words together to complete a sentence or thought. Speech may become hesitant while the individual attempts to select the right word, verb tense or grammar structure for what they are trying to express (Morrisey, 2010). There are some symptoms which can be observed to know whether someone is indicated as having expressive language disorder. According to the article Receptive Language Disorder (2013), the symptoms as shown below:

1. Using the wrong words in speech
2. Making grammatical mistakes
3. Relying on short, simple sentence construction
4. Relying on stock standard phrases
5. Inability to 'come to the point' of what they're trying to say
6. Problems with retelling a story or relaying information
7. Inability to start or hold a conversation.

As the conclusion, children with speech and language impairment have difficulties in producing and using language. They cannot freely convey what they feel as a result of not retrieving and organizing words or even sentences as well. So, by using these theories, it is expected to find symptoms quickly to those who are diagnosed

with speech and language impairment particularly to the main character, Whitney.

Expressive language disorder theory is used to check the characteristics of Whitney's difficulties as the main character who suffers from speech and language impairment.

2.1.5 Gesture and Facial Expression

Communication is not only done by spoken language but it can be in the form of nonverbal communication. Nonverbal Communication is information that is communicated without using words (Hybels & Weaver II, 2004). Nonverbal communication can be gesture and facial expression. The broad explanation is given as follow.

2.1.5.1 Gesture

Gestures are defined as a significant movement of the body that expresses a message to a receiver (Dobkin & Pace, 2006). Moving your hand to pointing something or nodding your head to say 'yes' or 'no' is kind of gesture (Iverson & Braddock, 2011). The functions of gesture are varied. According to Dobkin & Pace (2006) there are 3 functions of gesture: regulate information (raise your hand to speak), adjust or adapt (blowing on your hands when it is cold), and illustrate something (point at a parking lot while telling a friend, "I am parked over there").

In addition, there are 5 types of gesture. According to Pearson et al (2006), they are emblems (movements that substitute for words and phrases for example, 'V' for victory), illustrators (movements that accompany or reinforce verbal messages for example, nodding your head when you say yes), affect displays (movement of the face

and body to show emotion for example, listen to the door slam shut when an angry person leaves the room), regulators (nonverbal moves that control the flow or pace of communication for example, looking away when you are not interested), and the last adaptors (movements that you might perform fully in private or only partially in public for example, rubbing your nose). Moreover, Guralnick (2002) states that gesture is included into nonlinguistic process since it does not use spoken language. Gesture is used to certain purposes for example release tension and express emotion (ECG, 2003).

2.1.5.2 Facial Expression

Facial expression is related to mouth and also facial muscles (ECG, 2003). Facial expression can be in the form of smiling face, frown face, or tired face (Grana & Beristain, 2007). Besides, forms of facial expression can be anger. Facial expression is closely related to emotion and also feeling. Usually, when people are happy, they will smile brightly and in contrary, when people do not like something, they try to communicate it by frown face. Other definition is also given by DeVito (2005) who states that throughout interpersonal interactions, face communicates many things, especially emotions. In fact, facial movements alone seem to communicate the degree of pleasantness, agreement, and sympathy. Moreover, Guralnick (2002) delivers that facial expression is an example of nonlinguistic process since it does not use language as a tool.

2.2 Synopsis of Maverick Novel

Maverick novel is a novel written by Cheri L. Florance, Ph.D and Marin Gazzaniga which tells about a mother's struggle to heal her deaf son namely Whitney.

Physically, he is a normal son like others; he does not suffer any diseases and has healthy body. But, after years during his development, he shows queer symptoms. For example, he does not react through voice stimulation. This condition gets worse everyday. His behavior is uncontrollable; getting angry without reason, gazing object by hours, hitting himself, and even biting. His intelligence is below standard as normal child which has similar age. When he is three years old, he cannot speak as normal child. Only a few of words can be spoken, sometimes having no meaning. Based on these reason, his mother tries to send him to school and be a participant in his school. Sometimes, she becomes a teacher in his son's school. Moreover, she helps school to make a new system by means of increasing Whitney's ability (behave, speak, and express his ideas or feeling).

2.3 Previous Studies

The previous study which the writer uses as comparison was conducted by Fimawati (2013) entitled "A Psycholinguistic Study on Communication Impairment by an Autistic Child with PDD-NOS at SLB Muhammadiyah Sidayu Gresik." In this research, Fimawati used some theories, they are the theory of the diagnostics of qualitative impairment in communication used in ICD-10 (WHO, 1992) and DSM-IV (APA, 1994) by Bogdashina (2010).

This study found all types of communication impairment; they were repetitive or rigid language (33 occurrences), narrow interest and exceptional abilities (4 occurrences), uneven language development (1 occurrence), and non-verbal conversation skill (12 occurrences) by NIDCH, 2010. This study has similarity and differences with this previous study. The similarity is both of the writers use the same field, psycholinguistics field on communication impairment while the differences are, first the writer of this study uses theory by NICHY (2011) and Lanier (1963) to analyze communication impairment and Fimawati uses NIDCD (2010) and Bogdashina (2010). Second, in term of object, the writes uses book as the object of study, while Fimawati's object is real autistic child. These are the differences which differentiate the writer of this research and Fimawati's Thesis.

Second previous was conducted by Jana M. Iverson and Barbara A. Braddock (2011), entitled "Gesture and Motor Skill in Relation to Language in Children with Language Impairment." They examined 11 children with language impairment (LI) and also 16 typically developing (TD) children of similar chronological ages completed 2 pictures narration tasks and their language and also gestures. They found that relative to TD peers, children with LI used gestures at a higher rate and produced greater proportions of gesture-only communication, conventional gestures, and gestures that added unique information to co-occurring language. However, they performed more poorly on measures of fine and gross motor ability. Regression analyses indicated that within the LI but not the TD group, the more frequent gesture production was resulted from the poor expressive language. Here, the writer makes comparison to this previous study by means of finding the similarities and also differences. Both of writers choose

communication impairment field particularly in children. Nevertheless, there are some differences which differ this study and Iverson and Braddock. First, in term of object; this study uses novel to dig the phenomenon of communication impairment which is divided in to two, speech and language whereas Iverson and Braddock use humans as their object. Second, this study did not examine motor skill to measure someone's ability in using language. Third, this study did not use picture narration tasks as a tool to gain data because this study observes novel not living things. These are the differences which differ this study and second previous study.

These are the previous studies which the writer uses as the comparison to conduct this research and also as the guideline how to make relevant content. So, these two previous studies are helpful for the writer.



CHAPTER III

RESEARCH METHOD

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

3.1 Research Design

On the basis of the research problem, this study uses the qualitative research.

According to Creswell (1998, p. 14), the writer of qualitative research agrees that one undertakes qualitative research in a natural setting where the researcher is an instrument of the data collection who gathers words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language. Based on this definition, this study is categorized as qualitative research since the data form is taken from words and this study attempts to describe the process of communication experienced by “Whitney.”

This study attempted to achieve at a rich description of the main character “Whitney” in Maverick Novel. Qualitative research attempts to achieve at rich description of the people, objects, events, places, conversation, and so on.

3.2 Data Source

The data source of this research is the Maverick novel written by Cheri L. Florance, Ph.D and Marin Gazzaniga. This novel involves eighteen chapters, but only chapters one to thirteen are chosen because not all of the chapters describe Whitney’s difficulties in speech and language. S³⁰ them explain his mother and his siblings,

brother and sister's (William and Vanessa) struggling to support his ability to acquire and use language. In addition, the data are taken from the dialogues which indicate communication impairment, speech and language impairment produced by the main character "Whitney."

3.3 Data Collection

For the data collection, the writer collected the data by herself using the following steps:

1. Reading the Maverick novel.
2. Taking note of the dialogues or marking the dialogues that are produced by the main character "Whitney" which indicates communication impairment especially in speech and language impairment.
3. Making list of dialogues that show communication impairment especially in speech and language impairment.

3.4 Data Analysis

The writer analyzed the data through the following procedures:

1. Making table for each type of communication impairment. There are 4 tables representing: Table 3.1 describes the referral characteristic, Table 3.2 describes speech disorder, Table 3.3 describes language disorder, and the last, Table 3.4 describes gesture and facial expression.

Table 3.1 Sample Table of the Referral Characteristics of Communication Impairment Suffered by the Main Character “Whitney” in *Maverick* novel.

No	Dialogue	Characteristic	Page	The Referral Characteristics of Communication Impairment				
				1	2	3	4	5

Table 3.1 explains the referral characteristic of communication impairment suffered by Whitney based on the theory proposed by ADE: Special Education Unit (2014). There are 5 forms which were marked by number, 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5(Physical). This table is used to answer problems of study number 1.

Table 3.2 Sample Table of Speech Disorder: Articulation Disorder, Fluency Disorder, and Voice disorder Suffered by Whitney

No.	Dialogue	Page	Characteristic	Types of Speech Disorder		
				Articulation	Fluency	Voice

Table 3.2 is used to describe Whitney’s type of speech disorder based on the theory proposed by Lanier (1963). This table is used to answer problem of study number 2 (speech disorder).

Table 3.3 Sample Table of Language Disorder: Expressive and Receptive Suffered by Whitney

No.	Dialogue	Page	Characteristic	Types of Language Disorder	
				Receptive	Expressive

Table 3.3 is used to describe Whitney's type of language disorder based on the theory proposed by NICHCY (2011). This table is used to answer problem of study number 2 (language disorder).

Table 3.4 Sample Table of Gesture and Facial Expression Performed by Whitney to Communicate with Others

No.	Dialogue	Page	Types of Nonverbal Cues	
			Gesture	Facial Expression

Table 3.4 describes nonverbal communication that Whitney extensively used to communicate through others based on the theory proposed by Pearson et al (2006) and DeVito (2005). This table is used to answer the last problem of study.

2. Identifying the possible referral characteristics of speech and language impairment done by Whitney by using the theory of ADE: Special Education Unit (2014).
3. Identifying the types of communication impairment suffered by the main character "Whitney" in the *Maverick* novel and analyzing it with the theories of speech disorder proposed Lanier (1963) and language disorder by NICHCY (2011).
4. Examining how the character "Whitney" in *Maverick* novel communicates through nonverbal communication in the form of gesture (theory proposed by Pearson et al, 2006) and facial expression proposed by DeVito (2005).
5. Drawing conclusion from the finding.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the result of the study. In this chapter, the writer elaborates the finding and discussion. The discussion covers the data analysis that is established based on the theoretical framework and also previous studies.

4.1 Finding

This section illustrates the finding derived from research problems related to communication impairment found in the character “Whitney” in Maverick Novel. There were 50 data which described Whitney’s difficulties dealing with possible referral characteristic, speech and language impairment, and also gesture and facial expression to communicate with others. The data presentations below were taken from the dialogues of Whitney as the object. The analysis of the data was explained after displaying the data.

4.1.1 The Overall Result of Communication Impairment

In this section, the writer displays the overall result of communication impairment. Here, the writer found 26 referral characteristic (intellectually, academically, behaviorally, communicative ability, and physically) of communication impairment. Meanwhile, there were 4 data found related to speech disorder; 2 data were included into articulation, 1 datum was included into fluency, and 1 datum was included into voice disorder. In addition, the writer found 12 symptoms which were related to

language disorder; 6 data were included into receptive language disorder and 6 data were included into expressive language disorder. Moreover, the writer found 8 data related to nonverbal communication as a way for Whitney to interact with others: 2 data were included into facial expression and 6 data were included into gesture. In the analysis, the writer only presented some of the data to be taken and analyzed and the rest of the data could be seen on the appendix.

4.1.2 Analysis of the Referral Characteristics of Speech and Language Impairment

The possible referral characteristics of speech and language impairment is explained and analyzed clearly in this section based on the theory proposed by Arkansas Department of Education (ADE): Special Education unit (2014). There are 5 forms of possible referral characteristics including intellectual, academic, behavioral, communicative ability, and physical.

4.1.2.1 Intellectual

Intellectually, children with speech and language impairment will have some difficulties including inability to speak or delays in oral language, their IQ is low, and sometimes, they learn more slowly than normal child and also have problem with social skills; manners, knowing the rules of conversation, getting along in a group, playing a game which were proposed by National Dissemination Center for Children with Disabilities (NICHCY, 2011), and inability to respond environment well. On the other hand, APA (2013) proposed three domains of intellectual disability; conceptual, social, and practical. Another form of intellectual disability was behavior problem. The

following descriptions are the explanation from the data which the writer found from the novel.

Table 4.1 The Example of the Intellectual Referral Characteristics of Communication Impairment Suffered by the Main Character “Whitney” in *Maverick* Novel.

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
3.	Namun, Whitney tidak konsisten dalam merespon lingkungan. Jika anda menepukkan tangan keras-keras, dia tidak selalu menoleh.	36	inability to make and retain friendships		✓			
4.	Dia tampak tak berfokus pada wajah orang lain, termasuk padaku. Dia tidak menangis atau tertawa atau mengoceh seperti anak-anak yang lain.	36	Lack of interpersonal communication skill, language		✓			
6.	IQ Whitney dari sesi tes itu bernilai 50 untuk verbal dan 46 untuk kinerja, dengan rata-rata 100, tepat di bawah persentil pertama.	123	IQ Problem		✓			
7.	Kali lain, tanpa alasan nyata, tiba-tiba saja dia melarikan diri, membantingkan diri ke tanah atau menendang.	80-81	Behavior Problem		✓			

Note:

The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 (Physical).

Datum 1

Chapter : 1 Page : 36

Indonesian : *Namun, Whitney tidak konsisten dalam merespon lingkungan. Jika anda menepukkan tangan keras-keras, dia tidak selalu menoleh.*

English : However, Whitney is not consistent in responding environment. If you clap your hands roughly, he does not always turn his head.

Note: All English translation has been checked by Supervisor: Fatimah, M.Appl.Ling., and Co-Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd

Analysis :

Here, Whitney was 6 weeks old. His mother occasionally brought him to the office and tried to involve him in any activities. But, he could not perceive what people did to him particularly inability to respond what was surrounding him in datum 1. He did not react if someone was trying to make him produce sound like “aha” or just smile.

In common development, generally, a baby would produce sounds even if they were meaningless. He would move his body attractively to the right or left. He would react toward touches and sounds or just replayed you by cute face or a laugh by moving his hand. However, Whitney did not do this thing, he seldom moved his body when someone held him or made a contact. It proved that Whitney did not have paralinguistic ability such as affective (emotional) effect (Guralnick, 2002). He could not feel emotion toward something like others; happiness or sadness.

Datum 2

Chapter : 1 *Page* : 36

Indonesia : *Dia (Whitney) tampak tidak berfokus pada wajah orang lain, termasuk padaku (ibunya). Dia tidak menangis atau tertawa atau mengoceh seperti anak-anak yang lain.*

English : He (Whitney) seems not focus on others' face, including me (his mother). He does not cry or laugh or mumble like other children.

Analysis :

In intellectual functioning, babies revealed different level of reaction toward verbal stimulation or nonverbal stimulation such as gesture, facial expression, eye contact, body movement which are called as nonlinguistic process. Language learning on babies as verbal process was started when they were 12-18 months by producing single-word such as “hi, bye, please, thank you” (Guralnick, 2002). But, Whitney, in this case, he did not indicate these characteristics. His ability to be aware of facial expression when someone made him to react was not common. He did not spontaneously perceive stimulation; he acted just like nothing happened. In fact, we knew that a baby would react if someone tried to be connected in making some actions as have been mentioned above. In addition, Whitney also did not mumble like other children at his age, he did not produce any sound to replay or give sign to others that he could respond stimulation. It revealed that he did not have any motoric ability to do such kind of things.

Datum 3

Chapter Indonesian : 5 *Page* : 123
: *IQ Whitney dari sesi tes itu bernilai 50 untuk verbal dan 46 untuk kinerja, dengan rata-rata 100, tepat di bawah persentil pertama.*
English : Whitney’s IQ test was 50 for verbal and 46 for performance, by the average of 100, precisely under the first percentile.

Analysis

Usually, people had IQ scored between 90 and 110. This revealed that their development in any aspect of life were good. They could interact with others, use language well, and use nonverbal language appropriately based on context. But, this did not happen to Whitney in fact he was four years, when he was given an IQ test by Chapman elementary school located in Dublin, the result was unpleasant. He only had

50 for verbal and 46 for performance which meant that he was worse than 100 children being tested. It proved that Whitney would have difficulty in his development not only on language but also on behavior to be able to interact with others whereas he was four.

He could not use language by ease when interacting with others. In fact, we know in building relationship, people need these skills; use language use in order to be understood and behave appropriately based on circumstance. Furthermore, Whitney needed assistance from others especially to help him communicate.

Datum 4

Chapter : 4 Page : 80-81

Indonesian : *Kali lain, tanpa alasan nyata, tiba-tiba saja dia melarikan diri, membantingkan diri ke tanah, atau menendang-nendang.*

English : On other occasion, without any reason, suddenly he escaped himself, threw his body to the ground, or even kicked.

Analysis

One of the examples of people suffered from intellectual disability was behavior problem such as in datum 4. In this case, his age was three, he without being interrupted by others, suddenly acted as if he was disturbed by something. He acted very violently.

This behavior was not designated by common children; it was only shown for those who were involved in intellectual disability like Whitney. He could not control his behavior, what he thought and did. He did not have ability to be aware of things he did whether it was good or bad. He only reacted towards himself because he was not sensitive to the things surrounding him or could not feel it.

4.1.2.2 Academic

Academically, those who experienced communication impairment would have some disabilities such as achievement in reading, writing, spelling may be below

expectancy. Here, there were difficulties suffered by Whitney in his academic life. The explanation is given below.

Table 4.2 The Example of the Academic Referral Characteristics of Communication Impairment Suffered by the Main Character "Whitney" in *Maverick* Novel.

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
8.	Jika mereka memintanya menulis alfabet, mereka tidak dapat membaca apa yang dia tulis; tulisannya tampak seperti benang kusut.	197	Written composition may be below expected levels.		✓			
9.	Tulisan dan ejaannya masih setingkat anak kelas dua, padahal dia sudah kelas empat.	302	Overall achievement may be below expectancy in relation to chronological age		✓			
10.	Tulisan tangannya payah, dia melakukan banyak kesalahan ejaan, serta ada kalanya masih sulit untuk mengikuti hal yang dia bicarakan.	350	Written composition may be below expected levels.		✓			

Note:

The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 (Physical).

Datum 5

Chapter : 9 Page : 197

Indonesian : jika mereka memintanya menulis alfabet, mereka tidak dapat membaca huruf yang dia tulis; tulisannya tampak seperti benang kusut.

English : If they asked him to write alphabet, they could not read the letters he wrote. His writing seemed rumpled yarn.

Analysis :

The ability to write was the essential part for children during their development.

When this phase was blocked, children's ability to read has also blocked because writing and reading were connected. This disability was represented by Whitney; his writing was very chaotic just like someone who was not taught to write whereas he was six years old. This was resulted because his motoric function did not work properly as normal children, so it gave impact toward Whitney's movement in holding his pen. He could not point his pen to write what was on his mind so that his friends could not understand what he tried to write, even his teacher. In fact, in this datum his age was six. In addition, he needed this competency more than other children so that he could compete not only in school but in real life to support his job later.

Datum 6

Chapter	: 12	Page	: 302
Indonesian	: <i>tulisan dan ejaannya masih setingkat anak kelas dua, padahal dia sudah kelas 4.</i>		
English	: his writing and spelling skill were similar to second grade students, even though he was on fourth grade.		

Analysis :

Writing and spelling were at close relationship since they could not be separated in human life. These, determined children performance especially in school which were used to measure academic ability. Generally, children started to write and spell in earlier age with various kinds of method taught by parents and teachers at school. It was hoped by having this ability they could communicate well. In contrary, Whitney did not have such kind of ability so that his performance was different from common children. His writing skill was below expectancy; in fact we knew clearly that when children were at fourth grade, they could write and spell the words well. In other words, this ability had

been completed. So, it could be concluded that Whitney's writing and spelling were weak.

Datum 7

Chapter : 14 *Page* : 350 (last paragraph)

Indonesian : *Tulisan tangannya payah, dia melakukan banyak kesalahan ejaan, serta ada kalanya masih sulit untuk mengikuti hal yang dia bicarakan.*

English : His hand writing was bad, he did wrong spelling, and sometimes, people could not follow what he spoke.

Analysis :

One of important things during studying was writing ability. Writing ability filled a half of activity in school regulation. But, Whitney in this case was really difficult to write, even if his teacher has helped him to write well. His ability to process what was being asked to write by his teacher was dull. In fact, in writing purposes, it had to be comprehended by people who read it, so it was understandable. In addition, his ability to deliver speech or sounds was also apprehensive. His sentences could not be understood by others whereas he was in the fifth grade. It could be concluded that their meaning were queer. This might be resulted from his incompetent in conveying his ideas to others because his thinking was different with normal people. Furthermore, another possibility might come from his visual ability which made him process information in different way.

4.1.2.3 Behavioral

People with disability would have encountered many problems not only intellectual function and academic, but also behavioral one. They would show behaviors which were in opposite compared to common people, for example refuse to participate

in verbal activities, have difficulties in interpreting emotions, distractible, and also do not establish or maintain eye contact through others. In addition, they show deviated behaviors which are different from children who do not suffer from behavior disability.

The real example of these behaviors was reflected in Whitney. The following were the explanation.

Table 4.3 The Example of the Behavioral Referral Characteristics of Communication Impairment Suffered by the Main Character “Whitney” in *Maverick* Novel.

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
11.	Mereka sangat lucu dengan pakaian setelan dan celemek bayi, berusaha menunjukkan kehadiran mereka kepada adik bayi mereka. Kuperhatikan Whitney tidak memandang mereka berdua, juga tidak terkejut. Tak ada yang membuat Whitney bereaksi.	32	Hesitate or refuse to participate in verbal activities.			✓		
2.	Jika bereaksi terhadap mobil-mobilan atau mainan gantungan lain yang kami pegang, dia lebih banyak memandangnya - daripada memainkan, menyodok, atau menggapai-gapai dan mencoba menyentuh mainan itu.	48	Hesitates or refuses to participate in verbal activities.			✓		
12.	Aku memandang sekeliling dan melihat Whitney di pojok ruangan. Dia sedang megibas-ngibaskan tanganya dengan penuh ketakutan, seolah-olah sedang melepaskan diri dari perasaan tidak enak.	54	Distractible			✓		

Continuation of Table 4.3

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
13.	Whitney menyukai video-video itu, tetapi dia tidak akan ikut serta dalam banyak lagu dan tari kami.	208	Hesitates or refuses to participate in verbal activities			✓		

Note:

The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 (Physical).

Datum 8

Chapter : 2 *Page* : 48

Indonesian : Jika bereaksi terhadap mobil-mobilan atau mainan gantungan lain yang kami pegang, dia lebih banyak memandangnya daripada memainkan, menyodok, atau menggapai-gapai dan mencoba menyentuh mainan itu.

English : if he refers to car toys or other hanging toys that we hold, he prefers to gaze them than to thrust, or pick and try to touch those toys.

Analysis :

As had been mentioned above, one of the problems related to behavior was refuse to participate in verbal activity. Whitney indicated this problem; he was not interested or refused to communicate directly by taking the toys or even grabbing them than saying "thank you" whereas his age was one. According to Guralnick (2002) on this age, a child could understand protests; pushed object away or move away. Usually, common children would act attractively if someone did such kind of thing. They would play the toys cheerfully by moving them to the left and right. They would not let someone disturb or take their toys. In contrary, Whitney did the opposite, he preferred to gaze the toys than played with them. He did not want to take a part in playing the toys

as verbal activity with his brother and sister. Verbal activity seemed not interesting to him and even made him bored.

Datum 9

Chapter : 1 *Page* : 32

Indonesian : mereka sangat lucu dengan pakaian setelan dan celemek bayi, berusaha menunjukkan kehadiran mereka kepada adik bayi mereka. Kuperhatikan, Whitney tidak memandang mereka berdua, tidak juga terkejut. Tidak ada yang membuat Whitney bereaksi.

English : They (Vannesa and William) are so cute with those clothes and babies apron, they try to show their appearance to him. I think, Whitney does not watch them, not even surprised. No one can make him react.

Analysis :

Common children usually liked verbal contact such as voices. They would respond if someone was trying to communicate with them. Their response could be in the form of answering the question, laughing, or asking the same question. But, Whitney did not do these, he was busy to himself. Whitney preferred to keep silence than paying attention to his brother and sister even if they had tried to make him feel the circumstance when his family visited him and giving him presents. He was not sensitive for what surrounding him; it might be the reason why he was not surprised because his sensitivity phase was different compared to those who were normal. Moreover, Verbal activities were useless to centralize his attention in responding verbal cues.

Datum 10

Chapter : 2 *Page* : 54

Indonesian : aku memandang sekeliling dan melihat Whitney di pojok ruangan. Dia sedang mengibas-ngibaskan tanganya dengan penuh ketakutan, seolah-olah sedang melepaskan diri dari perasaan tidak enak.

English : I look around and find Whitney in the corner. He is flicking his hand frighteningly, as if he tries to escape from bad feeling.

Analysis :

Some of people with communication disability would be distractible or being destructive in action. They would do things which were considered strange and unpleasant to others such as Whitney's. He did not act naturally as human being because this behavior was done by those who were not common; flicking hand. The context of this was Whitney wrecked Christmas's present and then he was frightened. This was really peculiar since someone was very happy when he or she got present and even asked for more. But, Whitney, in contrary, did the opposite. Wrecking and then got frightened through something good were not proper to common person. In this phase, Whitney's age was one and a half. In fact, they would extremely be happy for it. Surely, people would consider Whitney was not at his age development and moreover, he fulfilled the second point of behavior problem being stated in theory proposed by ADE; Special Education Unit (2014) that someone with behavior problem would be inattentive, distractible, and exhibits poor concentration.

Datum 11

Chapter : 9 *Page* : 208
Indonesian : Whitney menyukai video-video itu, tetapi dia tidak akan ikut serta dalam banyak aktivitas lagu dan tari kami.
English : Whitney likes those videos, but he will not take a part in many activities such as our song and dance.

Analysis :

As had been mentioned before that one of problems of behavior was avoiding verbal cues, Whitney refused directly to participate when his family sang a song. The context of this was his mother and his siblings were singing some songs when they were at home or in a car. They sang loudly and even screamed by means of attracting Whitney to do that activity. Yet, Whitney was less interested to follow their songs. Since he was so visual, he just liked the video being watched and then observed on how

those video being created such the pictures as a part of visual things; it could move.

Here, verbal activities were not visible because his auditory system did not work properly. Verbal activities would make him ignorant, since his brain could not process verbal cues quickly so that words could not be produced to follow his mother sang. In addition, his soft motoric ability was not really active so when his mother danced, he could not move his body attractively. In fact, his age was six and seven months.

4.1.2.4 Communicative Ability

Since communicative ability was important to build relation, so people had to master the language well. If people could not mater the language, they would not be able to communicate. Here, Whitney indicated some of difficulties in communicative ability. The following explanations were the examples.

Table 4.4 The Example of Communicative Ability Referral Characteristics of Communication Impairment Suffered by the Main Character “Whitney” in *Maverick* Novel.

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
14.	Dia perlu meningkatkan matematikanya. Dia menghitung dampai du apuluh delapan..... tetapi banyak mengalami kesulitan dan membutuhkan banyak petunjuk.	254	Has difficulty analyzing and solving math reading problem.				✓	
15.	Whitney masih tidak banyak berusaha untuk bercakap-cakap walaupun kosakatanya telah meningkat, dan apa yang dia katakana masih sulit dimengerti.	260	Has unintelligible (cannot be understood) or indistinct speech.				✓	

9.	Dia masih tidak bisa memegang pensil dengan benar, jadi tulisannya masih sulit dibaca.	292	Written composition may be below expected levels.						✓
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Note:

The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 (Physical).

Datum 12

Chapter : 1 Page : 254

Indonesian : *“Dia perlu meningkatkan matematikanya. Dia menghitung sampai dua puluh delapan ..., tetapi banyak mengalami kesulitan dan membutuhkan banyak petunjuk”.*

English : *“He needs to improve his mathematic ability. He counts to twenty eight..., but undergoes many problems and need guidance.*

Analysis :

Here, the context of this was Whitney's age was seven. He was asked by his teacher to count. During the counting process, he only counted until twenty eight but needed guidance from his teacher. For example, after 28 then what number should be produced. Here, he could not formulate the formula to count. For example, after 20, we only needed to put number 1, 2, 3... and so forth till 9, and then change it into 30. Yet, Whitney did not have this ability. He should be demonstrated the formulation how to count then, he could continue counting the number. The term 'must be shown' was necessary for him to accomplish the task even when he had learnt much. In reality, it needed more effort to people with communicative ability in finishing any assignment for example counting the number or using grammatical rule to make sentences.

Datum 13

Chapter : 11 Page : 260

Indonesian : *Whitney masih tidak banyak berusaha untuk bercakap-cakap walaupun kosakatanya telah meningkat, dan apa yang dia katakan masih sulit dimengerti.*

English : Whitney does not talk much even if his language ability has developed, and what he says is not understandable.

Analysis :

Producing meaningless words for those who had communication impairment is natural when they are asked to speak. They would make their interlocutor talk to someone strange. This might be resulted from their voice sound quite nasal and it can be in the form of not acquiring the concept of language as usual as normal people. In addition, they could not be able to produce naturally the words meaning for example, putting verbs as predicate. We know exactly that predicate was action word such as cook, buy, watch, take and so on. But, people with communication ability could not differentiate part of speech as well how to use verb or noun. That was why their conversation occasionally not understandable for some people. It might be experienced too by Whitney as had been explained above in fact his age was seven.

Datum 14

Chapter : 12 Page : 292

Indonesian : *dia juga biasa menggunakan kata secara tidak tepat. Misalnya, suatu hari dia berkata kepada guru senamnya bahwa dia tidak bisa ikut pelajaran karena "sapi" ("cows")-nya sakit—kami akhirnya memahami bahwa maksudnya ada betis (calves)-nya sakit.*

English : he usually put words inappropriately. For instance, one day he said to his teacher that he could not follow the lesson because his "cows" was ill—we finally understood that his "cows" was his calves.

Analysis :

One of difficulties in communicative ability was, having problem in acquiring and using the grammatical rules and patterns for word and sentence formation. People with this problem could not put precisely part of speech such as in datum 14. Here, Whitney used the wrong noun for the word 'calf.' He put the wrong noun to explain his calf by using 'cows' whereas at that time he was in third grade. His diction to explain what he wanted to say was weak. This happened when his teacher asked him to do physical exercise; he refused to join it by saying his 'cows' instead of 'calves' were sore. Of course, his teacher could not catch his meaning and keep asking him to do physical exercise. It proved that his vocabularies and pattern for word were still weak and it was proven by choosing the wrong diction.

4.1.2.5 Physical

Physical effect sometimes still influenced people with communication impairment. They could be in the form of hearing lost, surgery, congenital disorder, and/or muscular coordination slower than normal.

Table 4.5 The Example of the Physical Referral Characteristics of Communication Impairment Suffered by the Main Character "Whitney" in *Maverick* Novel.

No.	Dialogue	Page of the novel	Characteristic	Referral Characteristics of Communication Impairment				
				1	2	3	4	5
17.	Ketidaktahuan mengenai apakah dia memahami perkataanku merupakan hal yang membuat frustrasi, Whitney masih saja tidak mendengar sebagaimana mestinya atau mengikuti petunjuk dengan cepat.	220	Hearing loss					✓

Note:

The types of referral characteristics of communication impairment were marked by 1 (Intellectual), 2 (Academic), 3 (Behavior), 4 (Communicative Ability), and 5 (Physical).

Datum 15

Chapter : 10 *Page* : 220

Indonesian : *Ketidaktahuan mengenai apakah dia memahami perkataanku merupakan hal yang membuat frustrasi, Whitney masih saja tidak mendengar sebagaimana mestinya atau mengikuti petunjuk dengan cepat.*

English : The unknown for whether he understands my words were the frustration thing. Whitney does not hear as usual or follows direction fast.

Analysis :

As had been mentioned above, that one of physical problems was hearing loss.

Hearing loss was the condition when someone could not hear what others said to them

even when they were close distance. Whitney in this case underdid this when he was

six, he could not hear even understand the meaning of words when his mother talked to

him. Here, he did not say something to make his mother knew that he understood the

words. Furthermore, he could not easily follow direction when someone pointed out

direction. He was not able to follow it, because his ability in processing verbal cue was

weak since he learnt things mostly in visual rift.

4.1.3 Analysis of the Types of Communication Impairment Performed by Whitney

Here, the writer analyzed types of communication impairment based on the

theory proposed by Lanier (1963) which divided speech disorder into three types:

articulation, fluency, and voice disorder. Meanwhile, language disorder is divided into

two categories: receptive and expressive language disorder (NICHCY, 2011). The

explanation is given as follow.

4.1.3.1 Articulation Disorder

As had been explained in chapter II, articulation disorder was trouble when people pronounced sounds or made errors when they spoke. Articulation disorder was represented in the main character, Whitney. He had difficulty when pronouncing certain words, which would be explained below.

Table 4.6 Speech Disorder: Articulation Disorder Suffered by Whitney

No.	Dialogue	Page of the novel	Characteristic	Types of Speech Disorder		
				1	2	3
1.	Baru saja dia sampai di gedung, dia menoleh kepadaku dan berteriak; "I whuwhu ooouuu, Mom."	216	Substitution and omission	✓		
2.	Whitney berseru, "Howyee Mama"	195	Addition	✓		

Note:

1 (Articulation), 2 (Fluency), 3 (Voice)

Datum 16

Chapter : 9 Page : 216

Indonesian : *Baru saja dia sampai di gedung, dia menoleh kepadaku dan berteriak: "I whuhve ooouuu, Mom."*

English : He just arrived in the building, he turned his head to me and shouted "I whuhve ooouuu, Mom."

Analysis :

People with articulation disorder would pronounce words differently. They would omit or substitute the words. One of the examples was depicted when Whitney was accompanied to school by his mother and he delivered his greeting by saying "I whuhve ooouuu, Mom" when his mother was about to go. By here, he underdid articulation disorder such as in datum 16. There were two words of incorrect articulation; the word "whuhve" and the word "ooouuu." He substituted the word "whuhve" instead of "love." He could not say the word "love" freely. He pronounced an "l" sound into "wh"; as a result the sound became queer for some people. Another form

of articulation disorder was the word “you.” He also omitted the word “you” into “ooouuu.” He omitted the sound “y” and prolonged the sound “ou” into “ooouuu” so he could not say the word you as usual. When this happened, his age was six.

Datum 17

Chapter : 9 *Page* : 195
Indonesian : Whitney berseru, “Howyee Mama”
English : Whitney shouted, “Howyee Mama”

Analysis :

One of types of articulation disorder was addition. Addition was articulation disorder in which the individual pronounced an extra sound or syllable. As had been mentioned above, articulation disorder; addition was also represented in the character ‘Whitney’. The form of addition was the word “hore.” He pronounced the “hore” instead of “howyee.” He pronounced an extra sound or syllable to the word “hore” by adding the syllable “w” within the word “howyee.” Moreover, the last sound “e” he also added double “ee” became “yee.” As a result, he, not only underdid substitution but also addition which made him difficult to pronouncing certain word. This happened when his age was six.

4.1.3.2 Fluency Disorder

People with fluency disorder had a problem producing the sound of speech. Their speech’s flow was disrupted by sound, syllable, and words were prolonged or repeated.

Whitney also did this symptom which was explained below.

Table 4.7 Speech Disorder: Fluency Disorder Suffered by Whitney

No.	Dialogue	Page of the novel	Characteristic	Types of Speech Disorder		
				1	2	3
3.	Whitney membuat beberapa respon pantulan (berarti dia berkata "mickimackey mickeymackey mickeymackey" berulang-ulang)	125	Repeating Word or echolalia (symptom in Behavioral point 11, p. 15)		✓	

Note:
1 (Articulation), 2 (Fluency), 3 (Voice)

Datum 18

Chapter : 5 *Page* : 125

Indonesian : Whitney membuat beberapa respon pantulan (berarti dia berkata "mickimackey mickeymackey mickeymackey" berulang-ulang.)

English : Whitney made some rebound responses (it meant he pronounced "mickimackey mickeymackey mickeymackey" many times.) –it was written in the form of past tense because this sentence was a report from Whitney’s speech and language therapist as a result of his test.

Analysis :

In this example, it was obviously seen that Whitney experienced fluency disorder.

In datum 17, his mother red report which was delivered by speech and language therapist. They found that Whitney underdid some problems such as inability to respond something, could not follow direction, he did not do his test and repeated words many times. He repeated words many times and its number was not common. He started to repeat the word again and again, for example "mickimackey," if the word was separated, it would result 2 syllable; "micki" and "mackey." The second syllable was repeated three times and he pronounced the same second syllable. He did not recognize that the word (second syllable) remained the same. It was a proof that he underdid fluency during his language development by repeating that word in fact his age was around four.

4.1.3.3 Voice Disorder

People with voice disorder would have problems producing the sounds of speech.

The problem could be in the form of voice pitch might be monotonous or too high or too low. In addition, the voice might be hoarse or raspy, and for some, it might sound quite nasal. People with voice problems often notice changes in pitch, loss of voice, loss of endurance, and sometimes a sharp or dull pain associated with voice use. Here, Whitney indicates these symptoms. The following was the explanation.

Table 4.8 Speech Disorder: Voice Disorder Suffered by Whitney

No.	Dialogue	Page of the novel	Characteristic	Types of Speech Disorder		
				1	2	3
4.	Gaya bicaranya masih terdengar seperti gaya bicara orang tuli—suaranya agak sengau serta monoton, dan perubahan tinggi rendah suaranya tidak selalu di bagian-bagian yang lazim.	351	-Voice pitch might be monotonous and it may sound quite nasal			✓

Note:

1 (Articulation), 2 (Fluency), 3 (Voice)

Datum 19

Chapter : 14 *Page* : 351

Indonesian : Gaya bicaranya masih terdengar seperti gaya bicara orang tuli—suaranya agak sengau serta monoton, dan perubahan tinggi rendah suaranya tidak selalu di bagian-bagian yang lazim.

English : his speaking style sounds like the deaf one—his voice seems quite nasal as well as monotonous, and his pitch alteration is always in atypical parts.

Analysis :

As had been explained above the symptoms of voice disorder; quite nasal and monotonous. Whitney fulfilled these; his voice seemed to be nasal and monotonous, so that the producing sound was disturbed. This might occurred because the air was going through his nose when he spoke. In addition, the voice pitch remained the same or

monotonous for some people to hear. This was the cause of why people sometimes did not understand what he was trying to say to others. This happened when his age was around twelve.

4.1.3.4 Receptive Language Disorder

Receptive language disorder was disorder where people could not understand what other said to them. Symptoms of receptive language disorder were various. This was also experienced by Whitney and it was explained below.

Table 4.9 Language Disorder: Receptive Language Disorder Suffered by Whitney

No.	Dialogue	Page of the novel	Characteristic	Types of Language Disorder	
				Receptive	Expressive
1.	Mereka memintaku untuk berperan sebagai aktris “pertunjukkan dan cerita” (show and tell) mereka di sekolah..... Willian dan teman-tamannya pun berteriak “kami ingin donat darah, kami ingin donat muntahan.” Sementara itu, Whitney terlupakan dari semua kehebohan.	99	Not seeming to listen when they are spoken to.	✓	
2.	Aku membungkuk dan menutup pintu mobil. Whitney masih tidak pernah menutup pintu di belakangnya, walaupun entah sudah berapa kali aku menyuruhnya.	215	Inability to follow verbal instruction	✓	

Datum 20

Chapter : 5 *Page* : 99
Indonesian : Mereka memintaku untuk berperan sebagai aktris “Pertunjukan dan Cerita” (Show and Tell) mereka di sekolah..... William dan teman-temannya pun berteriak, “Kami ingin donat darah, kami ingin donat muntahan!” dan tertawa histeris. Sementara itu, Whitney terlupakan dari semua kehebohan.

English : They ask me to be an actress, "*Pertunjukan dan Cerita*" (Show and Tell) in their show at school.... William and his friends shouted, "We want blood doughnut, we want vomit doughnut." While, Whitney seemed forgotten from all furor.

Analysis :

Some children would do the same thing like their friends did, for example screaming. Following their friends' behavior was common, for example shown in datum

20. The circumstance in datum 20 was William asked his mother to be an actress when the show at school was started later. William and his friends were excited, they were talking loud, playing, and telling story. They were happy except Whitney.

Unfortunately, he did not do such a thing like his brother's friends. Whitney seemed not to listen their conversation, even he did not react toward the noise. He was not interested to the activities his brother did. It could be concluded that he did not understand what his brother and friends talked about even if he might be asked to join.

Here, Whitney's age was three.

Datum 21

Chapter : 9 **Page** : 215
Indonesian : *Aku membungkuk dan menutup pintu mobil. Whitney masih tidak pernah menutup pintu di belakangnya, walaupun entah sudah berapa kali aku menyuruhnya*

English : I stoop and close the car's door. Whitney does not close the car's door behind him, although I have asked him many times.

Analysis :

One of symptoms of receptive language disorder was inability to follow verbal instruction. The form of verbal instruction was represented in datum 21. It was explained that Whitney's age was six but, he could not be able to catch his mother instruction to closing the car's door whereas he had been asked many times. It had been

normal; if he just asked only once then he forgot to close the car's door, even others children might do the same thing. But, if this instruction was not carried out continuously, so it became problem then. Here, he could not process the words which he accepted because he could not understand verbal instruction.

4.1.3.5 Expressive Language Disorder

Generally, children with expressive language disorder often did not talk much, they could not express his thoughts and ideas when they were trying to describe, define, explain information, or retell an activity. Here, Whitney indicated these symptoms. The following was the explanation.

Table 4.10 Language Disorder: Expressive Language Disorder Suffered by Whitney

No.	Dialogue	Page of the novel	Characteristic	Types of Language Disorder	
				Receptive	Expressive
3.	Jika benar-benar frustrasi, dia akan mengencengi kami. Dia akan berusaha keluar dari gedung, jika kami bertahan, dia mulai membentur-benturkan kepalanya dan berguncang-guncang—rasanya aku mulai mengerti. Dia tidak bisa bilang “tinggalkan aku sendiri,” sehingga dia mengencengi seseorang yang mengganggunya.	101	Inability to ‘come to point’ of what they are trying to say.		✓
4.	“Nggak ada! Aku memangginya ‘shack dan ‘ho’—kamu tahu, seolah-olah dia adalag ‘phat.’”	422	Using the wrong word in speech		✓

Datum 22

Chapter : 5 Page : 101

Indonesian : *jika benar-benar frustasi, dia akan mengencingi kami. Dia akan berusaha keluar dari gedung, jika kami bertahan, dia mulai membentur-benturkan kepalanya dan berguncang-guncang—rasanya aku mulai mengerti. Dia tidak bisa bilang “tinggalkan aku sendiri,” sehingga dia mengencingi seseorang yang mengganggunya.*

English : If he gets very frustrated, he will pee us. He will get out of the building. If we still ride out, he will collide his head and he is unstable—I start to understand. He cannot say “leave me alone” so that he pees someone who disturbs him.

Analysis :

Expressing ideas or thoughts were absolute thing for all people. That was the way communication occurred. But, in this case, Whitney whose his age was three could not convey his thought that he did not want to be disturbed. He could not express his thoughts with ease; he would deliver them rudely by colliding his head. He did not know how to express feeling in good way even if he had been learnt by his families. It might be concluded that Whitney’s inability to express thoughts was influenced by his language development.

Datum 23

Chapter : 16 Page : 422

Indonesian : *“Nggak ada! Aku memanggilnya ‘shack’ dan ‘ho’—kamu tahu, seolah-olah dia adalah ‘phat.’*

English : “no, I call her ‘shack’ and ‘ho’—you know, as if she was ‘phat’

Analysis :

Using the wrong words in speech was one of example of the symptoms of expressive language disorder. In this context, Whitney learnt the words ‘skack’ and ‘ho’ from television and he used the words without checking its meaning, for example asking his sister. These words’ meaning were not good, they meant something bad, bitch, even if when people used them, they did not directly come to point ‘bitch.’ Because of the

unknown meaning, Whitney freely put them into his speech and that was made him be slapped. As a result, Whitney was still lack of understanding the word meaning even if his language ability had developed everyday.

4.1.4 Analysis of Nonverbal Communication through Gesture and Facial Expression

There were some ways to do communication. According to Guralnick (2002), there were 3 processes that influence an individual's ability to communicate with others; they were nonlinguistic processes including gesture, facial expression, and eye contact; verbal communication, and paralinguistic processes. But, in this thesis, the writer would only choose nonlinguistic processes since the main character; Whitney could not interact through verbal cues. The following were the explanation of gesture and facial expression.

Table 4.11 Nonverbal Communication through Gesture and Facial Expression Performed by Whitney to Communicate with Others

No.	Dialogue	Page of the novel	Types of Nonverbal Cues	
			Gesture	Facial Expression
1.	Whitney juga tampak terkejut melihat sesuatu yang begitu menyenangkan terjadi di luar sebuah sekolah. Bocah itu- <i>tersenyum</i> pada Mr. Niemie, tapi terus memegang tanganku.	228		✓
2.	Ketika para guru mencoba mengembalikan dia ke pelbetnya, <i>dia mulai menggigit, menyentak tangannya ke mana-mana, dan berputar-putar.</i>	116	✓	
3.	Serangan mendadak Whitney sangat menyedihkan untuk dilihat. <i>Wajahnya dengan cepat berubah merah padam</i> , tapi tak ada air mata atau suara tangisan.	82		✓
4.	Kami selesai menyanyi. "waktunya makanan kecil." Mrs. Lud menghampiri Whitney untuk mengalihkan perhatiannya. <i>Bocah itu mendorong gurunya.</i>	128	✓	

Datum 24

Chapter : 10 Page : 228

Indonesian : *Whitney juga tampak terkejut melihat sesuatu yang begitu menyenangkan terjadi di luar sebuah sekolah. Bocah itu tersenyum pada Mr. Niemie, tapi terus memegang tanganku.*

English : Whitney gets shocked seeing something please outside of a school (the situation around his school was enjoyable, there are children play bisbol cards). He *smiles* to Mr. Niemie, still holds my hand.

Analysis

As had been mentioned above, that one of nonverbal activities was facial expression. It could be in the form of smile, laugh, or sad which were resulted from good or bad feeling. These sign were normally done by those who were diagnosed having communication problem because they could not freely interact by using words. Here, since Whitney could not communicate through verbal interaction in fact his age was six, he used nonverbal cue such as smile. It would be understandable if he used nonverbal expression than saying words to please Mr. Niemie because of his non-fluent articulation. Mr. Niemie was the headmaster of a school located in Riverside and this was the first day for Whitney went to school. He smiled to Mr. Niemie as a sign that he was happy to meet him in school. He accepted Mr. Niemie as a person who would help him during studying in school. That was the way Whitney did when he wanted to deliver his words.

Datum 25

Chapter : 9 Page : 116

Indonesian : *Ketika para guru mencoba mengembalikan dia ke pelbetnya, dia mulai menggigit, menyentakkan tangannya ke mana-mana, dan berputar-putar.*

English : When the teachers try to bring him back to his pelbet, he tries to bite, snap his hand everywhere, and turn.

Analysis :

Gesture was the way that could be observed toward someone who suffered from communication impairment. In this case, Whitney did gesture to communicate his feeling because he did not want to return to his pelbet. As a result, he reacted in uncommon way which had been in datum 25, such as biting, snapping, and turning. It could be concluded that his ability to process the verbal information was weak. He could not process the information in his brain so that he used gesture to convey his feeling. As common children with normal development, this would not happen.

Datum 26

Chapter : 4 Page : 82

Indonesia : *serangan mendadak Whitney sangat menyedihkan untuk dilihat. Wajahnya dengan cepat berubah merah padam, tapi tak ada air mata atau suara tangisan.*

English : Whitney's bout was extremely tearful to be seen. ***His face turns red quickly***, but there is no tear or crying.

Analysis :

One of the ways that could be analyzed for those who experienced communication impairment to communicate was his facial expression. By observing facial expression, it could be known whether they were happy, angry, or sad. Here, the context of datum 26 was Whitney whose his age was around three wanted to buy a big train but his mother did not have enough money, then he was angry, his face turned red. He delivered his feeling by showing his angry face. He did not say any words but his behavior was uncontrollable. He started to bite, kick, and slammed his body to the floor.

This was the way when Whitney communicated his feeling when he got angry and showed his red face.

Datum 27

Chapter : 6 Page : 128

Indonesia : Kami selesai menyanyi. "Waktunya makanan kecil." Mrs. Lud menghampiri Whitney untuk mengalihkan perhatiannya. Bocah itu mendorong gurunya.

English : We have sung. "Eating time." Mrs. Lud comes close to Whitney to throw out his attention. He **pushes** his teacher away.

Analysis :

There were many uncommon things to respond something by people with communication impairment, such as Whitney. He used his gesture "push" to deliver if he did not want to be interrupted by his teacher even for eating. He did not say "No, I don't want to eat" but he responded in roughly in fact his age was five. This was not really polite as student to do such kind of thing. In this situation, Whitney had been going to school but his behavior was really uncontrollable. This proved that his ability to respond in a good way was not enough. It could be concluded that even if he could respond by using gesture, but he used the gesture destructively which could not be understood by his teacher and might be others.

4.2 Discussion

After obtaining and analyzing the data, the writer found kinds of communication impairment suffered by the main character Whitney in *Maverick* Novel written by Cheri L. Florance, Ph.D, and Marin Gazzaniga. Generally, Whitney fulfilled the symptom of communication impairment: speech and language impairment which then he experienced difficulties in using language.

Arkansas Department of Education (ADE): Special Education Unit (2014), divided 5 forms of referral characteristic in people suffered from communication

impairment. They were intellectual, academic, behavioral, communicative ability, and physical. Intellectually, as an example in datum 1, he could not respond his environment easily. In other words, he could not socialize with others surrounding him: how to make relation and how to participate in social interaction. Moreover, his ability to comprehend environment was weak. Academically, Whitney also had this problem since he could not write well and put the wrong words in making sentences and of course, it was not common to children who did not have communication problem.

Behaviorally, Whitney was generally avoiding verbal interaction if someone asked him to participate. In addition, he preferred to observe something which for some people it was strange for example, gazing wall more than one hour. In communicative ability, Whitney's word meaning could not be understood. So, people who communicated with him especially his family should guess its meaning by themselves. The last was physical: hearing lost. Whitney could not hear what others said to him, he sometimes, did not react if someone was talking to him.

Moreover, Whitney also had speech disorder. His speech sometimes could not be comprehensible: his words had articulation disorder which could be seen in datum 16 and datum 17 by substituted the word "whuwhe" instead of "love" that was explained in the novel. He could not produce sounds appropriately as common children. It might be for some people, his articulation could not be understood with ease so that people had to guess what he was trying to say. In addition, he also had fluency disorder which prolonged words many times such in datum 18. The number of repeating words was not natural but it was more than expected (e.g. more than 4 times). Moreover, Whitney also suffered from language disorders; he sometimes could not understand what others said

to him and could not replay when someone tried to speak with him which then called as receptive language disorder. In addition, he also suffered from expressive language disorder. He could not express his thought through others when he got angry. He reacted in an uncommon way to show if he felt distressed for example kicking or biting. These were difficulties which experienced by Whitney during his language development.

However, people with communication disorder could still interact with others with different ways. One of the ways was by using illustrator, type of gesture (Pearson et al, 2006). Illustrator was movements that accompany or reinforce verbal messages. In this case, Whitney used illustrators to describe his feeling, for example, in datum 25.

Whitney used illustrator to deliver his feeling which described by his movement (biting and snapping) that accompany or reinforce verbal message. Besides, facial expression also played significant role in Whitney's communication, for example, he smiled when he liked which was described in datum 24.

As common people, language development had to be mastered by all people so that communication could happen because language and communication could not be separated since they were closely related. Communication needed language, and language being used to communicate. If people underdid communication problem because his language development was impaired, so they suffered from communication impairment. The example of communication impairment had been explained above which was represented in the main character, Whitney. Mostly, his speech and language were weak: when his age was four, he could not speak as common children at his age where generally children could speak fluently at this age. In fact, according to article Language Development 4-5 years (2013) at this age (4 years) children had used

complex sentences. In addition, He did not feel the pain when his hand was clamped.

This was very confusing, how it could happen 'he did not cry.' In other words, he did not have the sense of pain.

Here, the writer made comparison to both, first previous study and also second previous study. In the first previous study conducted by Fimawati (2013), she found all types of communication impairment; they were repetitive or rigid language (33 occurrences). Repetitive meant that someone with communication impairment did not understand the meaning of their speech and just repeated. Compared to this study, Whitney also repeated words many times when he said 'mickimackey' which was reported by his speech and language therapist. He continuously repeated this word and ignored people who wanted to interact. It turned out that children with communication impairment experienced the large number of repetition of word. Besides, narrow interest and exceptional abilities (4 occurrences), which meant someone could not respond what other said in the same topic but still produce the speech, were found in Fimawati's thesis, but in this study, Whitney could not respond entirely when someone talked to him in his early development. In addition, Fimawati found uneven language development (1 occurrence) which meant children had a good memory of speech and language but they might not comprehend what they said. In this case, Whitney did not have good memory so that, his vocabularies were fragile. Moreover, Fimawati found non-verbal conversation skill (12 occurrences) which described children could not use meaningful gesture to communicate. Differently, Whitney used gestures (illustrator) to communicate his needs either to his family or to others such in datum 25. Besides gesture, facial expression played an important role in Whitney's communication. He

used facial expression to deliver his feeling when he was happy or angry such in datum

24. But, in Fimawati's thesis result, the use of facial expression was poor. It was explained by Fimawati that in communication process the participant rarely used eye contact and any other facial expressions such in conversation 1, 3 and 4.

In addition, the writer also made comparison to the second previous study conducted by Iverson and Braddock (2011). They found that children with language impairment would use gesture at a higher rate and also greater proportions of gesture only-communication, conventional gestures (e.g. head nod "yes," shoulder shrug "I don't know") and gestures that showed unique information to co-occurring language (e.g. shaking the head while saying "there's no frog there"). In this case, it turned out that Whitney did not use gesture by means of added unique information to co-occurring language otherwise, conventional gesture was used at a high rate to convey what he felt such as pushing away his teacher in datum 4 and 5 as the examples. Then, gesture became an important part in Whitney's communication since his speech and language were impaired. By having this gesture, it was expected that people could obviously understand what he tried to communicate. In contrary, Iverson and Braddock found that deictic was covered over half of gesture production.

Besides, they found that children with language impairment would be poor on fine (e.g. opens door by turning knob) and gross motor ability assessed balance and coordination (e.g. jumps forward on both feet). Similarly, Whitney had been poor in gross motor ability. He could not balance his hand when he held his pen so that it influenced his writing skill. It seemed that the coordination between what he thought in his brain to be an order which became an action was not processed well. As a result, the

use of higher gesture rate impacted on poorer expressive language. Furthermore, fine motor ability particularly in writing skill, Whitney was less developed compared to common children. As had been explained before, his writing skill was at the second grade whereas he turned out at four grades. This also happened to Iverson and Braddock's result which found that children with language impairment had lower gross motor ability.

Moreover, the writer would like to highlight the interesting part of this finding.

When children had communication impairment, they would experience the backwardness in behavior, education and social skill as represented in Whitney. These things made his thinking ability were less developed than common children in his age.

In addition, behavior problem put him in apprehensive condition and was expelled. This happened because his speech and language were impaired so he could not be able to convey his needs. One of ways which might help Whitney to improve his ability in speech and language was going to speech and language pathologist.

Another interesting part was, 1 datum represented two categories of the referral characteristic of communication impairment: intellectual and academic. ***"Tulisannya termasuk bagian yang sangat memprihatikan.,"*** this datum described that his ability to write was not at expected level where children at his age could write well in fact, Whitney had been a junior high school student. This fulfilled the characteristic of intellectual and academic (point 2, p. 13); writing skill may be below expected level.

Another example was ***"Dia perlu meningkatkan matematikanya. Dia menghitung dampai dua puluh delapan—tetapi banyak mengalami kesulitan dan membutuhkan banyak petunjuk,"*** similarly, this datum also represented two categories, intellectual

and communicative ability; math reading problem. He had to be shown the formulation how to count after twenty eight that was twenty nine.

In sum, it turned out that this study and two previous studies found at least when children or child suffered from communication impairment, difficulties were also apparent on language ability: they could not use language as fluent as normal children.

In addition, behavior problems might be the first indication that could be considered whether children suffered from communication impairment or not. It was because indications or symptoms could be observed and compared between children who suffered from communication impairment and children who did not. Nevertheless, children with this impairment could still communicate by using gesture and facial expression. Similarly, Whitney conveyed his feelings and needs by using gesture (particularly illustrator) and facial expression since his speech and language were impaired. So, as the conclusion, gesture and facial expression became an interface between language and communication.

BAB V

CONCLUSION AND SUGGESTION

After presenting the finding and discussion in the preceding chapter, the writer derives to the conclusion and also provides some suggestion to the readers, especially to people who concern with communication impairment.

5.1 Conclusion

From the research problems and the discussion of the data analysis, the following conclusion can be described dealing with communication impairment suffered by the main character Whitney in *Maverick* novel. Based on the data taken from *Maverick* novel, it can be concluded that Whitney fulfilled the possible referral characteristics; intellectually, academically, behaviorally, communicative ability, and also physical. He cannot respond environment easily, his IQ score was weak and his hand writing cannot be written. Moreover, he also suffered from speech and language impairment. He has articulation disorder, fluency disorder, and voice disorder, his speech sometimes cannot be understood by others. Because of these problems, he cannot express his thoughts through others freely which then called as expressive language disorder, and sometimes, he does not understand when especially his mother asks him to do something which then called as receptive language disorder. Besides, he often collides his head even kicks or bite if he gets angry, and finally he suffers from hearing lost. However, He still communicates by using gesture especially illustrator and facial expression for example, smiling if he is happy and pushing someone away when

he disturbs. So, as the conclusion, it turns out that Whitney suffered from communication impairment to both speech and language because he completes all symptoms of communication impairment.

5.2 Suggestion

Since this study emphasizes on communication impairment, it may give contribution on the improvement of understanding on how people can suffered from communication impairment. Here, the writer gives some suggestion to the readers and also the next researchers who want to conduct in the same field. First, the readers need to be aware of the characteristic of communication impairment whether it was possible referral characteristic, speech or language impairment. It is hoped that by knowing communication impairment quickly, so people who are diagnosed can be recovered soon. Second, it is very important to readers especially those who have children (3-5 years) to develop their language ability, receptive as well as expressive so that they were avoided from communication impairment. Finally, for the next researchers who are willing to conduct in the same field to use this study as the reference and also find the real object such human, so that not only book but also living thing. Moreover, they can find other theory such as proposed by Morrisey (2010) who divided two types of expressive language disorder; acquired and developmental type or theory proposed by Guralnick (2002) who discussed articulation and phonology. So, by having this theory, the result of research could be various.

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