Speech Act Strategy In Early Children With The Autism Spectrum Disorder

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Abstract

Speech acts are utterances or something that is said by the speaker while taking a certain meaningful action to get the expected response from the speech partner. The speech act chosen depends on several factors related to the function of language as a means of conveying messages. The speech acts used by early childhood speakers, especially for children with special needs (ASD) in this study, are interesting because especially how children with ASD choose speech strategies that are based on the context. This study aims to describe the speech strategies found in the speech acts of children with special needs. The research method used in this research is descriptive qualitative. Data collection through (1) interviews, (2) observation, (3) documentation. The result of this study is a form of strategy in language speech acts used by children with special needs.

Keywords: speech strategy; autism; language acquisition.

1. Introduction

Language is a very important means of communication in human life. Wiranty (2015: 13) argues that language is a means of communication, because human language can be a tools of communication with each other (communicate), share experiences, learn from others, and improve intellectual abilities. When communicating, there is a speech event involving the speaker and the speech partner with one main utterance in a certain time, place and situation.

Searle and Blum-Kulka explained that the minimum unit or smallest unit in linguistic communication is not a symbol or word or sentence, but the product of a sentence in the form of a speech act or speech act. Rohmadi (2014: 21) states that speech acts are closely related to the context situation. In line with that, Basuki (2013: 3-4) suggests that context is used to refer to the understanding between speakers and speech partners about knowledge, experiences, problems, presuppositions, situations, time, place, and events. Yule (2014: 31) says that actions displayed through speech are called speech acts.

Safrihady (2017: 60) states that the intent in speech acts needs to be considered with various possible speech acts according to the speaker's position, speech situation, and possible structures in the language. Speakers tend to use language as needed in communicating. Language selection by speakers leads to communicative language. Through the context of a clear situation, communication events can run smoothly. Speech uttered by speakers with a specific purpose and purpose. The context and speech acts of autistic children are different from other children in general. Children with autism spectrum disorders have neurological disorders that affect communication and social interaction skills.

Weaknesses of people with autism in social interaction, namely weaknesses in social recognition (less interested in their surroundings), weaknesses in social communication (body language is not visible, communication is limited to expressing their wants and needs), and weaknesses in imagination and social understanding (not able to play roles or imagine the thoughts and feelings of others). The development of speech and occupation in children with autism does not develop like that of other normal children. Both behaviors are very important to initiate communication and socialization so that intelligence, emotions, and social behavior cannot develop. In addition to socialization, communication and adjustment, autistic children also have difficulty focusing their attention so that children find it difficult to sit quietly and interact with their surroundings.

Bariyyah (2019) argues that autistic people understand language easier through the teaching process (learning theory) by giving examples of sounds from people around them, rather than through acquiring natural language without deliberately learning it. This also raises different speech strategies from autistic children so that this study will describe the speech strategies used by early childhood autistic children when communicating.

This research uses descriptive qualitative research. The research was carried out with the target of research on early childhood with special needs, namely Autism Spectrum Disorder (ASD) aged 4.5 years. The study period is projected to be around 3-6 months. The subjects of this study were children with special needs, namely Autism Spectrum Disorder (ASD), aged 4.5 years, accompanied by parents as guardians. The data collection technique is done by means of observation and documentation.

2. Assertive Order Strategy In Early Authentic Children

2.1. Guidance Strategy

The strategy of providing clues is assumed that if a speaker's utterance that says something is not explicitly related, it means that the speaker invites the speech partner to find an interpretation that may be of relevance. This basic mechanism is a violation of the maxim of relevance. Therefore, guidance is needed to increase the thinking of a stated action, for example a motive or reason for doing something. Every step in practical reasoning leads to something that one wants to do. The means of understanding can be used as clues that involve the response of the listener. An example of a guidance strategy can be seen in the following data:

> (13) Kana is hungry and holds her stomach asking to be fed food.
>
> Kana: "Mama I am apar" (holding the stomach) As / Dek / Nyat / Pet / 17
>
> Mama: "OK, just a minute"
>
> In the above conversation, Kana complained of being hungry to her mother by saying "Mama I'm hungry". Kana gave instructions by holding the stomach while saying hungry, so that Mama knew that Kana was hungry.
>
> (14) Cana behind playing cooking
>
> Mama: "Where where?"
>
> Kana: "I cocin" As / Dek / Nyat / Pet / 16

In the conversation above, Mama looked for Kana's whereabouts. When Kana was called, he said 'I cocin' which means 'I cook' because Kana's activities are playing cooking. Kana showed her mother that she was playing cooking (cooking)

2.2. Strategy for Providing Associative Guidance

Brown and Levinson (1989: 215) explain that giving association guidance can be divided into two categories, namely the strategy of giving association clues related to shared knowledge between speakers and speech partners, and strategies for using association hints regardless of shared knowledge between speakers and speech partners. Here's an example of an association giving strategy:

> (15) When the candy Kana ate fell
>
> Kana: "Ouch ouch"
>
> Mama: "Did the candy fall? Do not take."
>
> Kana: "Disgusted" As / Dek / Nyat / Aso / 6

In the quote of the conversation, Kana saw the candy fell. When he was told that he could not pick up the candy that had fallen, he then said "Disgusted". Disgust means a word that expresses dislike of seeing dirty things. Kana thought that the items that had fallen (including candy) were dirty. Kana knew the meaning of her mother's speech not to pick up things that had fallen because they were soiled she uttered the word 'disgust'.

> (16) While reading a book about rabbits and buttons
>
> Mama: Come on Kana, do you want to read a book?
>
> Kana: "Kaci" As / Dek / Nyat / Aso / 22

In the conversation quote above, Kana is invited to read a book by her mother. Kana knows the book she will read, by recognizing the characters in the book, namely the rabbit and the button. Because Kana remembers it, Kana calls the book to be read as "Kaci" (Button).

2.3. Presumptions Strategy

The presupposition strategy is used as a guide to determine the speaker's intentions related to the maxim of relevance. Speech can be entirely relevant in context, but violates the maxim of relevance only at the level of presupposition. Use this strategy to find relevant presuppositions before the narrative event. As a speech partner, presuppositions must be understood in order to understand the meaning of the speech. Presupposition strategy (presuppose), can be observed in the following data:

(17) KN and mama will go to the grocery store in the alley in front of the house, KN is a perfectionist kid. Every time he left the house he always made sure that the house was locked.

Mama: "Let's go to Mr. Ndut's shop". (while carrying the key)

KN: "This is Kuci". (shows the locked door) As / Dek / Nyat / Ang / 30

Mama: "Yes dear, clever. Already locked huh?

The data above has the context when Kana and her mother were about to go to a shop near the house. Cana has the presumption that when you go home, you must be purified. Cana made sure that the house was locked with a reminder

(18) Mama and KN are playing. Then papa came and gave snacks to KN.

Papa: "Want this?" (while bringing a snack)

KN: "Want"

Papa: "this" (handing over the snack)

Mama: "Mama can I ask?"

KN: "this" (handing over the snack to mama)

KN: "already" As / Dek / Nyat / Ang / 33

In the data above, when Kana was playing with mama, her father brought snacks. Kana gave some snacks when her mother asked. When Kana had given some snacks, Kana assumed that her mother would ask for more. Kana didn't want to share her snacks anymore so she said "Udah" which means that she had enough to share the snacks with Mama.

2.4. Understanding Strategy

The comprehension strategy aims to interpret the illocutionary goals of the speaker by understanding that the speaker is violating the maxims of quantity. In this case, there are two strategies, namely to consider how the recipient can be invited to make conclusions with the speaker's violation of the quantity maxim. This means that the conversational implicature violates the maxim of quantity which means to say something that is not more than what is needed, because indirectly the speaker must say something different from the meaning conveyed. Understanding strategies can be found in the following conversation:

(19) While traveling in the car, Cana saw a river

Kana: "Mama I cum" As / Dek / Nyat / Ham / 11

In the data quotation above, the context behind it is Kana seeing the river from inside the car. Cana has the understanding that a river is a water source that can be a place for bathing or playing water. So when he saw the river, he said he wanted to take a bath.

(20) KN and papa play cooking together in the living room. Papa teased KN by taking the ice cream toy that was given to KN

Papa: This is papa's. (while pinching KN's cheeks)

KN: Papa is reasonable (by pointing to papa while crying) As / Dek / Lap / Ham / 31

The data above shows the understanding strategy in Kana's utterances. This can be seen when Kana was bullied by her papa, she didn't like her so that Kana said "Papa makes sense" (naughty papa). Kana has the understanding that naughty people are annoying, so when she is bullied, Kana calls her Naughty.

Based on the results of the analysis of the data obtained, it is known that KN uses strategies in speaking. The strategies used can be classified into four types, namely (1) guidance strategies, (2) associative guidance strategies, (3) presupposition strategies, and (4) understanding strategies. The four types of strategies are used by KN in talking with speech partners. The amount of data with the use of strategy can be described in the following table:

Table1. Speech strategy

Types of Strategy	The total number of data
Guidance Strategy	28
Association Guidance Strategy	3
Presumptive Strategy	2
Understanding Strategy	7

In the data obtained, the type of strategy most often used is the guidance strategy. The strategy of providing guidance is assumed that if the speaker's speech which says something is not explicitly related, it means that the speaker invites the speech partner to look for interpretations that may be of relevance. Speech instructions are needed to improve the thinking of the speech stated, for example the motive or reason for the speech. Ways to understand speech can be used as a guide involving the response of the listener. In the data obtained, KN often gave instructions when speaking, such as pointing at the stomach when he said he was hungry, touching his neck when he told his mother that he had a cough, and so on, which was shown in the data. Instructions for speech can also be seen from the context of the speech involved.

The strategy of providing associative instructions is also used by KN in speaking. Often times KN gave instructions related to or associated with the utterance he meant. For example, when he is eating candy, the candy he eats falls so KN says "disgusted". Disgust is related to being dirty, so KN understands that when he saw the candy fall, the candy would become dirty and should not be taken because of "disgust".

The presupposition strategy is used as a guide to determine the speaker's intentions related to the maxim of relevance. Use this strategy to find relevant presuppositions before the narrative event. As a speech partner, presuppositions must be understood in order to understand the meaning of the speech. KN uses this strategy so that the speech partner he talks to understands his speech. An example of a speech was when KN gave part of the cake to mom when her mother asked, after giving some KN said 'okay' so that her mother would stop asking for more. Even though his mother didn't ask anymore. This speech uses a presupposition strategy.

The comprehension strategy aims to interpret the illocutionary goals of the speaker by understanding that the speaker is violating the maxims of quantity. In this case, there are two strategies, namely to consider how the recipient can be invited to make conclusions with the speaker's violation of the quantity maxim. This means that the conversational implicature violates the maxim of quantity which means to say something that is not more than what is needed, because indirectly the speaker must say something different from the meaning conveyed.

3. Conclusion

The speech acts performed by children with special needs (KN) who are 4.5 years old are illocutionary speech acts that are assertive types. There are four kinds of strategies used by KN in speaking, namely (1) guidance strategies, (2) associative guidance strategies, (3) presupposition strategies, and (4) understanding strategies. The type of strategy most often used is the guidance strategy. KN often gave simple instructions when speaking, such as pointing at the stomach when he said he was hungry, touching his neck when he told his mother that he had a cough, and so on what was shown in the data. Instructions for speech can also be seen from the context of the speech involved.

As a patient with ASD (autistic spectrum disorder), KN has been able to use assertive speech with various types and contexts of supportive situations, but has not been able to match the tone of the speech with the types of sentences in assertive speech. KN also cannot yet master the use of the question sentence "why, why, because of what" in interrogative sentences as normal children should have mastered.

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