

**PRAGMATIC IMPAIRMENT OF ASPERGER SYNDROME
CHARACTER IN *TEMPLE GRANDIN* MOVIE**

THESIS

**Presented to
Maulana Malik Ibrahim State Islamic University of Malang
in partial fulfillment of the requirements
for the degree of Sarjana Sastra**

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STATE ISLAMIC UNIVERSITY OF MALANG
2015**

APPROVAL SHEET

This is to certify that the Sarjana thesis of Silmy Arizatul Humaira', entitled "Pragmatic Impairment of Asperger Syndrome Character in *Temple Grandin* Movie" has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in English Language and Letters Department.

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CERTIFICATE OF THESIS AUTHORSHIP

I declare that the thesis I wrote to fulfill the requirement for the degree of *Sarjana Sastra (S1)* in English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University of Malang entitled “Pragmatic Impairment of Asperger Syndrome Character in *Temple Grandin* Movie” is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 22 June 2015

Silmy Arizatul Humaira’

MOTTO

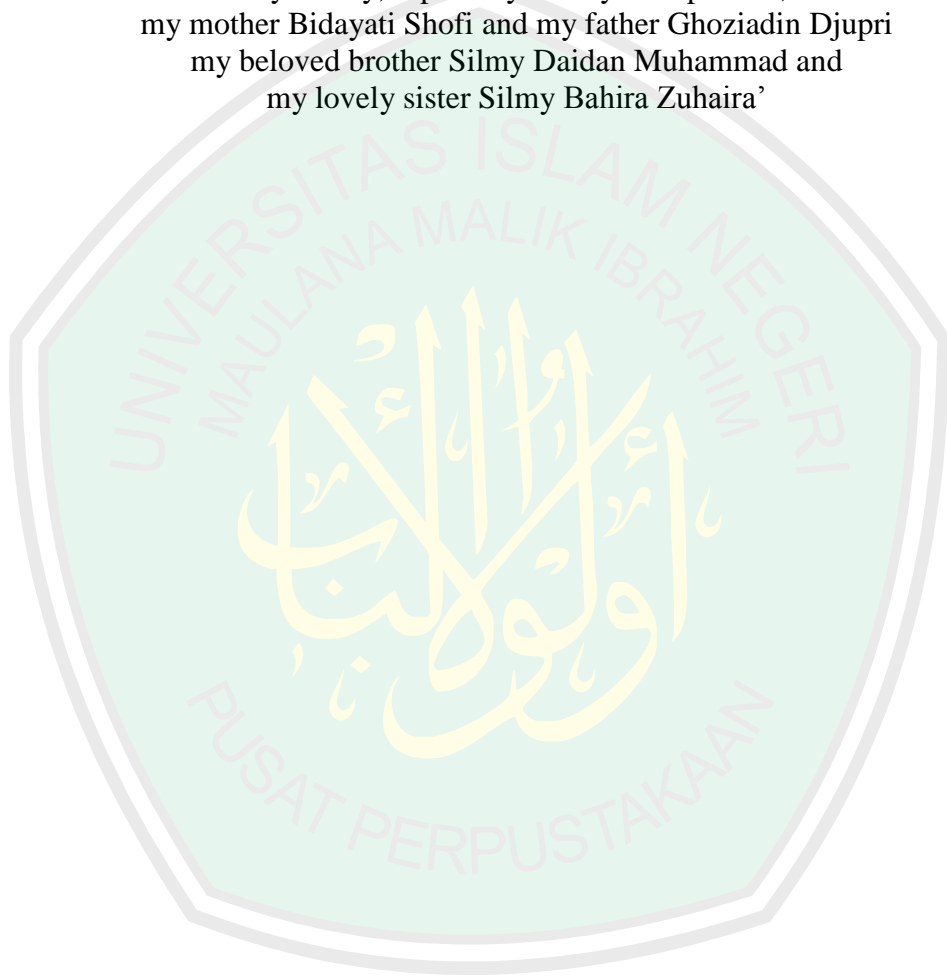
لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا
اَكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ
عَلَيْنَا أَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا
مَا لَا طَاقَةَ لَنَا بِهِ ۖ وَاعْفُ عَنَّا وَارْحَمْنَا أَنْتَ مَوْلَانَا
فَاَنْصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

“Allah does not charge a soul except (with that within) its capacity. It will have (the consequence of) what (good) it has gained, and it will bear (the consequence of) what (evil) it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which You laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people.”

(Al Baqarah: 286)

DEDICATION

This thesis is dedicated to:
my family, especially for my dear parents,
my mother Bidayati Shofi and my father Ghoziadin Djupri
my beloved brother Silmy Daidan Muhammad and
my lovely sister Silmy Bahira Zuhaira'



ACKNOWLEDGEMENT

First and foremost, I would like to say “*Alhamdulillah.*” All praise and gratitude are due to the Great Almighty, Allah for all the blessings he has bestowed upon me. My shalawat and salam be with our glorious prophet Muhammad peace be upon him, may Allah blesses Prophet Muhammad, his family, his companions, and all those who follow his guidance until the day of judgment.

I realize that this thesis would not be possible without any contributions and supports from many people. Therefore, I would like to express my gratitude to all those who helped me by giving valuable input during completing this thesis.

My sincere gratitude is specially expressed to my advisor, Dr. Rohmani Nur Indah, M.Pd., who has provided me with the encouragement, direction, and insight needed to successfully complete this thesis. I love her kindness and generosity. Importantly, this thesis would not have been possible without her expertise and dedication.

My deep gratitude is delivered to the board of examiners, Dr. Meinarni Susilowati, M.Ed., as the examiner and Deny Efita Nur Rakhmawati, M.Pd., as the chair, who provide me very valuable feedback such as constructive criticism and suggestion which are very helpful for improving my thesis into a better work.

I am extremely grateful to all my teachers and lecturers at the university who have taught me and given me much worth knowledge about everythings. I am indebted to them for sharing expertise, valuable guidance and encouragement extended to me. I am also grateful to all of the members of the Faculty of Humanities for their help and support.

Thank you for all my friends who has given me invaluable supports, perceptive ideas and constructive comments about my work. Then, my deepest appreciation goes to those with Asperger Syndrome and their families. The ir struggles to communicate with others in social life bring a meaningful inspiration for me to conduct this study. Finally, I extend my sincere gratitude to all those who has helped, supported, motivated, and inspired me in my life whose name I have not mentioned here.

Malang, 3 July 2015

The author,

Silmy Arizatul Humaira’

ABSTRACT

Humaira', Silmy Arizatul. 2015. Pragmatic Impairment of Asperger Syndrome Character in *Temple Grandin* Movie. Thesis. English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

The Advisor : Dr. Rohmani Nur Indah, M.Pd

Keywords: Asperger Syndrome, Pragmatic Impairment

Pragmatic impairment noticed in all people with Autism Spectrum Disorder (ASD) including Asperger Syndrome (AS). It means that those with these disorders have disability in social aspects of language use, for example, to express their utterances and in responding the partner of talk appropriately. Nowadays, many excellent books that deals with various aspects on ASD whereas the books deal with pragmatic impairment of adults with AS have not been extensively examined. Therefore, this study is conducted to provide empirical explanations about pragmatic impairment of an adult with AS in doing social communication.

This study employs descriptive qualitative design since it aims at developing a detailed understanding about a case of an individual with AS who has pragmatic impairment. Besides, the collected data in this study are the utterances taken from the conversation between an AS character with her partner of talk. Then, the pragmatic impairment is elaborated in depth based on the verbal language profiles of autism purposed by MacDonald (2004).

Despites of some expressions and responses which utter well and can be accepted by the listener, the pragmatic impairments occur in certain social contexts. The results of the analysis reports that all of the five types of pragmatic impairment appear and the dominant type of which is unresponsive. There are two kinds of unresponsive such as, giving no respond and shifting the topic. Moreover, the language profiles related to adult with AS are seen in the movie are almost similar to those shown in children with autism and children in common. In conclusion, the pragmatic capability of individual with AS are not fully developed well yet, because their ability in using language appropriately like those with common development is often still impaired until adult.

Above all, regarding all of the types of the pragmatic impairment exposed and the story from reality of life told in the movie, this movie is highly recommended for those who are interested in understanding more about the language, the communication and the social life of inspiring successful individual with AS named Temple Grandin with both of her unique strengths and drawbacks.

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مستخلص البحث

الحميراء، سلمى آرزة ٢٠١٥ . الإعجاز الإجرائي لتناذر أسرجير في الفيلم الموضوع (Temple Grandin). قسم اللغة والأدب الإنجليزي، كلية الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية المالانق. المشرفة : الدكتورة رحمان نور عنده. الكلمات الأساسية : تناذر أسرجير، الإعجاز الإجرائي.

الإعجاز الإجرائي الذي وقع به الانطواء الطبقي المضطرب من الإعجاز الإجرائي. وذلك يعني أن من وقع به يشعر بالصعوبة في استعمال اللغة المناسبة بالأسلوب التطبيقي في المعاملة والاتصال، سواء أكان ذلك في تعبير لفظة أو الرد على الخطاب. ولو كان في هذه الآونة قد صدرت الكتب الجيدة التي تبحث عن الانطواء الطبقي المضطرب، ولكن المعلومات في ما يتعلق بالإعجاز الإجرائي الخاص به، يعني لمن أصابه تناذر أسرجير في هذه الآونة مثلاً محدودة جداً. بسبب قلة من البحث عن هذا الموضوع. لذلك هذه الدراسة يقام بها للإيضاح التحريفي في الإعجاز الإجرائي الذي أصاب تناذر أسرجير في الاتصال الاجتماعي. هذا البحث العلمي يستعمل طريقة الوصف الكيفي. بمعنى الغرض للإفهام الدقيقي في مسألة وقعت على تناذر أسرجير الرشيد المصاب بالإعجاز الإجرائي. بجانب ذلك، أن البيانات المجموعة في هذا البحث العلمي هي العبارة التي يعبر بها أحد مصاب بتناذر أسرجير في الكلام بينهم. فالإعجاز الإجرائي عبرت دقيقة تناسب مظهر جانبي للغة الأولاد المنطوئسن بالطيف المضطرب الذي قدمه مك دونالد (٢٠٠٤). بجانب العبارات أو الدر عليها المعبرة جيدة و مقبولة من قبل المستمع، فالإعجاز الإجرائي هذا مازال يصدر في العبارات الاجتماعية. قدم حصول التحليل أن خمسة أنواع من الإعجاز الإجرائي الصادرة، النوع الهامل هو الذي صدر كثيراً. وهذا النوع الهامل يقسم إلى قسمين، يعني الذي لا يرد عليه أصلاً و يعرض موضوع الكلام. ولا سيما علي المظهر الجانبي لأحد تناذر أسرجير الذي نشأ رشيداً المشاهد في الفيلم الموضوع (Temple Grandin) يدل علي سواء بين الأطفال بتناذر أسرجير و الأطفال الآخرين عادة. وخلاصة القول أن الكفاءة التطبيقية علي أحد بتناذر أسرجير لا يزال ينشأ كاملة جيدة غالباً، لأنه لا يستطيع أن يستعمل اللغة حتى الرشيد.

بناء على جميع الأنواع من الإعجاز الإجرائي المقدمة في الفيلم الموضوع (Temple Grandin). ينبغي أن يشاهد هذا الفيلم من يهتم بفهم اللغة والاتصال والحياة الاجتماعية ملهم تناذر أسرجير المسمى — (Temple Grandin)، سواء أكان من جانب المزايا الأنيقة أو من جانب النقائص النادرة.

ABSTRAK

Humaira', Silmy Arizatul. 2015. Kelemahan Pragmatik yang Dialami oleh Penyandang Sindrom Asperger dalam Film berjudul *Temple Grandin*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Dr. Rohmani Nur Indah, M.Pd
Kata Kunci: Asperger Sindrom, Pragmatic Impairment.

Para penyandang Autism Spectrum Disorder (ASD), termasuk penyandang sindrom Asperger mempunyai kelemahan dalam melakukan komunikasi sosial (pragmatik). Akibatnya, para penderitanya mengalami kesulitan dalam berkomunikasi menggunakan bahasa yang sesuai dengan situasi sosial (pragmatik), baik dalam mengekspresikan suatu ucapan maupun merespon lawan bicaranya. Dewasa ini, telah banyak diterbitkan buku-buku yang mengulas tentang ASD namun pengetahuan mengenai kelemahan pragmatik yang diderita oleh penyandang sindrom Asperger dewasa masih sangat minim karena belum banyak yang meneliti lebih lanjut. Sehingga, studi ini dimaksudkan untuk memberikan penjelasan empirik mengenai kelemahan pragmatik yang dialami oleh seorang penyandang sindrom Asperger.

Metode deskriptif kualitatif digunakan dengan tujuan untuk memberikan pengetahuan mendalam mengenai suatu kasus yang terjadi pada seorang penyandang sindrom Asperger dewasa berikut dengan kelemahan pragmatiknya. Data diambil dari percakapan antara seorang aktor yang berperan sebagai penyandang sindrom Asperger dengan lawan bicaranya dalam film *Temple Grandin*. Sedangkan, kelemahan pragmatik akan dipaparkan lebih mendalam sesuai dengan teori MacDonald (2004) yang menjelaskan tentang profil bahasa anak-anak penyandang autisme.

Walaupun ada beberapa ucapan maupun respon yang dapat diterima dengan baik oleh pendengarnya, kelemahan pragmatik ini masih sering muncul dalam beberapa situasi sosial. Hasil analisis mengungkapkan bahwa tipe *unresponsive* merupakan tipe yang paling sering muncul, yakni ditunjukkan dengan sikap tidak menanggapi lawan bicara sama sekali dan mengalihkan topik pembicaraan ke arah lain. Selain itu, seorang penyandang sindrom Asperger dewasa menunjukkan kesamaan profil bahasa anak-anak penyandang autisme dan anak-anak pada umumnya. Kesimpulannya, kemampuan pragmatik seorang penyandang sindrom Asperger masih belum berkembang optimal seperti orang pada umumnya, karena belum mampu berkomunikasi sosial dengan seutuhnya hingga dewasa.

Berdasarkan kelemahan pragmatik yang dipaparkan dalam sebuah kisah nyata dalam film berjudul *Temple Grandin*, film ini sangat direkomendasikan bagi siapa saja yang tertarik untuk memahami lebih lanjut tentang bahasa, komunikasi, dan kehidupan sosial dari seorang inspirator penyandang sindrom Asperger yang bernama Temple Grandin, baik dari sisi kelebihanannya yang unik maupun kelemahannya.

ABSTRACT

Humaira', Silmy Arizatul. 2015. Pragmatic Impairment of Asperger Syndrome Character in *Temple Grandin* Movie. Thesis. English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

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Above all, regarding all of the types of the pragmatic impairment exposed and the story from reality of life told in the movie entitled Temple Grandin, this movie is highly recommended for those who are interested in understanding more about the language, the communication and the social life of inspiring successful individual with AS named Temple Grandin with both of her unique strengths and drawbacks.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

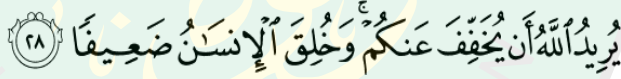
Communication is very important for everyone to exchange any information one another in daily life. However, communication is not as easy as it seems, especially for those who have communication disorder including people with Asperger Syndrome (AS). Those with AS are known as having disability in using language appropriately for social purposes or known as pragmatic impairment. The examples of pragmatic impairment are the disability to hold a conversation and to give appropriate or related responses during conversations.

Nowadays, there are many excellent books that deal with various aspects on ASD whereas the books concern on pragmatic impairment of adults with AS have not been extensively examined. Consequently, those with AS sometimes do not get proper treatment in their entire life (Shore & Rastelli, 2006). Therefore, this study is highly needed to provide a broad understanding about pragmatic impairment suffered by an adult with AS.

People with AS (a relatively mild ASD) experience pragmatic impairment in social communication although they exhibit normal language development (Eysenck & Keane, 2015). Moreover, Frith (1991) explains that physically, people with AS resemble to each other, but appear clumsy in the way they move and sound odd in the way they speak. It means that the physical appearance looks like people in common but, their manner of speech are quite problematic. Interrupting,

talking more loudly or softly, changing topic abruptly, are some of the examples of the inappropriate social language use provided by Abele & Grenier (n.d.).

Pragmatic impairment phenomenon can be seen in one of the movies entitled “Temple Grandin” released in 2010. This movie is chosen as the main object of the study because it represents the the real life story of Temple Grandin who has been diagnosed as having AS (Ray, 2015). She is known as an associate professor at Colorado State College in animal husbandry and livestock handling (Lerner & Johns, 2015). Despite her miraculous talent in animal handling, this movie also exposes Temple Grandin’s struggles to communicate with other people. Therefore, the unusual utterances from Temple Grandin’s expressions and responses in the movie are very meaningful to be explored more detailed, especially in terms of the pragmatic impairment.

Temple Grandin weaknesses and strengths are relevant with the Quran, surah An-Nisa’: 28  يُرِيدُ اللَّهُ أَنْ يُخَفِّفَ عَنْكُمْ وَخُلِقَ الْإِنْسَانُ ضَعِيفًا

As it is translated by Shahih international in quran.com, this verse means that “Allah wants to lighten for you [your difficulties]; and mankind was created weak.” Indeed, this verse reveals a message that Allah will help those in need. So, there are always strengths in every weaknesses.

So far, there are few prior studies related to AS in Indonesia. For instance, Wulan (2010) conducted a psycholinguistics analysis on AS character in *My Name is Khan* movie which concerns on comprehension disorder and the context causing comprehension disorder. The results reported that absurd response is the most dominant types of utterances which occurs in the movie and there are certain

contexts which might cause comprehension disorder. Another study, Utomo (2011) identified the types of receptive language disorder and the utterances which cannot be understood by the AS character in *Adam* movie. The result showed that the relevant but not very polite response is the most frequently responses appear and lips service is one of the types of utterances which cannot be understood by AS character.

Although many other researchers conduct studies about AS, the studies related to pragmatic impairment are still very limited. For example, Soile (2007) conducted a study about the use of context in pragmatic language comprehension in normally developing children and children with AS. She conducted a study within the framework of relevance theory about how pragmatic processing affects the ability to comprehend language. Then, this study explored that the pragmatic comprehension occurs in both English and Finnish.

Academically, this study is expected to give valuable contributions towards psycholinguistics and pragmatics field. It is relevant with psycholinguistics aspect because it explains about the social communication difficulties of a person with developmental disorder, called AS and it also considers as pragmatics aspect because it concerns on the impairment of pragmatic skills. Thus, theoretically, it is important to explore further about an adult with AS focusing on the pragmatic impairment exhibited. Practically, it is a helpful reference which can be used by professionals, lecturers, students, clinicians, language pathologists, therapists, and the readers from many other different fields of interest who are interested in psycholinguistics and pragmatics.

1.2. Problems of the Study

This study investigates the following problems:

1. What kinds of pragmatic impairment do occur in AS character?
2. How does AS character suffer from pragmatic impairment?

1.3. Objectives of the Study

Based on the research problems, the objectives of this study are to identify the kinds of pragmatic impairment in AS character and to explain the pragmatic impairment suffered by AS character in *Temple Grandin* movie.

1.4. Significance of the Study

This paper is about the integration between psycholinguistics and pragmatics. It is contributed for both theoretical and practical aspects. Theoretically, it provides valuable insights and extented information on the communication challenges of people with AS, especially the pragmatic impairment in interpersonal conversations. Meanwhile, practically, it attempts to be beneficial reference for professionals, lecturers, students, clinicians, language pathologists, therapist, and readers from other fields of interest to enrich their knowledge about AS and pragmatic impairment to be used as the basis for creating some strategies to overcome the sufferers' difficulties in carrying conversation.

1.5. Scope and Limitation

The focus of this study is on pragmatic impairment, especially about an adult's with AS communication disfluencies. This study is the combination of both psycholinguistics and pragmatics knowledge because it refers to the pragmatic impairment experienced by a person with developmental disorder, known as AS. Furthermore, the limitation of this study is the verbal and non-verbal utterances of the character who plays as the AS person in the movie entitled *Temple Grandin*. It should be noted that all the data taken in this study are related to the unsuccessful communication of AS character with the partners of talk in conversations.

1.6. Definition of the Key Terms

The following definitions are necessary for giving appropriate understanding of the key terms and for helping the readers to avoid ambiguity and misinterpretations.

1. Asperger Syndrome (AS) : a developmental disorder considered as a mild form of Autism spectrum Disorder (ASD) with is marked by the difficulties in communication and interaction and restricted restrictive behavior, interest and activities. Those with AS have standard or even high IQ.
2. Pragmatic impairment: the deficit in language use or the communication disfluencies. Those with pragmatic impairment have disability in doing communicative interaction although having very good expressive language skills.

3. Unbalanced: A speaker is too much talking than the partner of talk.
4. Mismatched: A speaker seems talking about different topic which is out of the presupposition of the partner of talk.
5. Unresponsive: A speaker does not give any appropriate responses or ignores the partner of talk.
6. Lack of sharing control: A speaker dominates the conversations and talks about his/ her own interest without considering the partner of talk's thinking and feeling.
7. Lack of playfulness: A speaker is neither understand nor express any humorous words.

1.7. Research Method

This chapter covers the seven sections related to the research method of this study. Those are research design, subject of the study, data source, research instrument, data collection, and data analysis.

1.7.1. Research Design

This study applies descriptive qualitative method since it generates the data in words about the specific individual in specific context. The researcher undertakes a qualitative research project, because it aims at developing a detailed understanding about a case on how an individual with AS experienced pragmatic impairment. So, the readers can understand what happened to Temple Grandin as individual with AS and how she suffered from pragmatic impairment.

1.7.2. Subject of the Study

The subject of this study is an individual with AS named Temple Grandin. Her real life story as an individual who was diagnosed as having AS is depicted in a movie entitled *Temple Grandin*. Thus, the movie is taken as a main source because it represents what has happened in Grandin's real life. In this case, the social communication difficulties which occur in the movie become the valuable source to observe deeply.

1.7.3. Data Source

The primary source of the study is the movie entitled *Temple Grandin* released in 2010 and the transcript. The movie is taken from kat.cr and the transcript is transcribed from the movie's subtitle which is from subscene.com. The data are taken in the form of conversations between Temple Grandin and the other characters. Mainly, this study concerns on noting Temple's expressions to other characters and her responses toward what has been said.

1.7.4. Research Instrument

The main instrument of this study is the researcher herself who attempts to make sense the language phenomena of AS, particularly concerning on the pragmatic impairment. Therefore, she is the one who is responsible to collect, analyze, and interpret the qualitative data.

1.7.5. Data Collection

The data are collected from the conversations between an individual with AS named Temple Grandin with other characters. The researcher watched the movies many times to understand the whole story of the movie, made movie's script, and did documentation to collect the data. Regarded the research questions, the documentation of the data is in the form of conversations which represent the pragmatic impairment experienced by AS character. Then, each datum is classified into 5 types of language profiles of children with autism who are provided by MacDonald (2004) based on the sequence of events. In addition, the data are minimized based on the research questions by unconsidering all successful conversations. Moreover, the secondary data are taken from related textbooks, journals and articles are concerned to support the credibility of the data.

1.7.6. Data Analysis

After all the data are collected, the contexts of the conversation in each datum are explored. The non verbal behaviour of the people engaged in conversations is added. The explanation of the conversational contexts is very important in pragmatic because those contexts are used for analyzing the data in depth based on the other relevant supporting theories. Moreover, the non-verbal aspect is being considered to interpret the data logically. Furthermore, the results from analyzing process are reported as the new findings. The unique aspect of this study which makes it different from the prior studies is that because it is integration of psycholinguistics and pragmatics knowledge as the new theoretical

framework. In the next stage, those findings are discussed in detail not only for the sake of answering the research questions and conforming to the review of the related literature but also for enriching theoretical concept of psycholinguistics and pragmatics as the integrated knowledge.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter reviews the related theories of the study. They include language disorder, pragmatic impairment, AS and language profiles of AS.

2.1. Language Disorder

As a social creature, human being needs other people to interact with. One of the ways to interact with others is by using a certain language for communicating. Therefore, communication becomes a great problem for those who have language disorders including people with AS, who have difficulties on how to use the language appropriately. With regard to this language phenomenon, it is significant to conduct this study to answer the research problems analytically and also to understand language disorder more deeply.

According to Bloom (1988) as cited in Johnson (1996), a person must comprehend three dimensions of language consisting of language content, language form, and language use to achieve language competence. The language content is the meaning of the language or semantics. The language form is the surface features of the language such as phonology, morphology, prosody and syntax. The language use is the function of the language in certain context called as pragmatics. These three dimensions are integrated as a whole so, it cannot be separated each other.

Bloom & Lahey (1978) as cited in Shipley & McAfee (1992) purposed some ideas related to the types of language disorders. They had identified five kinds of language disorders consisting of the difficulties in learning language

form (phonologic, morphologic, syntactic), the difficulties in semantics area, the difficulties in using language called pragmatic disorders, the difficulties integrating the form, content, and use of language, and the language delay

Owens (2008) as cited by Benner & Nelson (n.d.) explained that expressive language disorder includes problems using language and receptive language disorder related to problems understanding language and the example of expressive language is speaking whereas the example of receptive language is listening. Then, Benner & Nelson (n.d.) also added that pragmatic language disorder is considered as one of the language components rather than a specific type of language disorder because it relates to the difficulties in using language in social settings. On the other hand, APA (2013) stated that language disorder and social (pragmatic) communication disorder are two separate disorder which includes as the parts of the communication disorder.

According to American Psychiatric Association called APA (2013) the most recent diagnostic and manual statistics of mental disorder explained that communication disorder includes the deficits in speech, language and communication. Speech is related to the sounds production including articulation, fluency, voice, and resonance quality whereas language is referred to the form, the function, and the use of conventional symbols for communication. Then, communication is associated with the verbal and non-verbal behavior influencing another individual's behavior, ideas or attitude.

From all of the explanation above, it can be concluded that there are two different perspectives about pragmatic disorder or the difficulty in language use, about whether it is included as one of the kinds of language disorders or as the independent type beyond the language disorder. The important information is that the pragmatic belongs to the part of the language competence for communication purpose.

2.2. Pragmatic Impairment

Communication is very important in everyday life. All communication includes the transfer of information from one person to other people. There is a lot of kinds of communication including spoken language, written language, or even sign language. In spoken language there are many signals transmitted from the speaker to the listener, for both verbally or non-verbally. Verbal communication is the spoken words whereas non-verbal communication is not related to words but it rather concerns on body language, facial expression eye contact, and so on (Rizvi & Kapoor, 2010). In order to communicate effectively, a person should know how to use language appropriately in the social context which is called as pragmatic competence.

However, there is a certain condition which makes an individual lacks of pragmatic competence. Those people considered as having pragmatic impairment. As Gillberg (2002) states that children and adults with AS have great problems in pragmatics even they have excellent expressive language skills. In the other words, he explained that it refers to the difficulties in using the language to interact with others while the knowledge of individual words is good.

Landa (n.d.) states that the syntactically well-formed sentence does not ensure the ability to express semantically meaningful sentence in appropriate social context (pragmatic skills). It means that there is a person who can produce syntactically well-formed sentence but semantically ill meaning because the sentence is not suitable in the context of conversation. For example, those with AS may be able to talk much about their own topic of interest but do not aware that they make anyone feel bored (Hagland, 2010).

The importance of context in pragmatics is explained by Sperber and Wilson (2005) as cited in Perkins (2007) who define pragmatics as ‘the study of the use of language’ and more specifically as ‘the study of how contextual factors interact with linguistic meaning in the interpretation of utterances’. In other words, pragmatics deals with the ability to use the language appropriately depending on the context it used.

The term pragmatic impairment has been used to refers to pragmatic disability found in aphasia, Asperger’s syndrome, autism, dementia, Down’s syndrome, focal brain injury, frontal lobe damage, hearing impairment, hydrocephalus, learning disability, right hemisphere damage and schizophrenia (Perkins, 2003) as cited by Perkins (n.d.). For example, Paul et al. (2009) explain that people with HFA (High Functioning Autism) and AS have a great problems in pragmatic such as topic management, information management and reciprocity (Ghaziuddin & Gerstein, 1996) as cited by Paul, Landa & Simmons (n.d.). Topic management is giving comment related to the topic introduced by the partner of talk, and introducing the topic relevance to the shared interest. Next, information

management related to the information amount and type that should be provided as needed. Then, reciprocity related to the ability to produce and respond to conversational exchanges for both verbal and non verbal.

In accordance with the pragmatic impairment experienced by people with AS, this following theory proposed by MacDonald (2004) gave empirical descriptions of the verbal communication difficulties of autistic children. He says that the individuals' speech of AS or autistic sounds different from others mainly in the terms of the lack of ease and reciprocity in conversations. These are the following profiles describes many verbal autistic spectrum children:

1. Unbalanced.
There is little give and take and neither person waits for the other to talk. One partner is often doing most of the talking with little change for the other to talk
2. Mismatched.
Often the two persons are not really talking about the same thing, or one person is doing much more of the talking than the other.
3. Unresponsive.
One person often feels that the other is not responding genuinely to them but is just talking at them. The person may be ignoring the other or just talking at them. The person may be ignoring the other or just not responding to what the other is saying or meaning.
4. Lack of sharing control.
One partner makes most of the decisions and directions as the other plays a passive or resistant role. The conversation often seems stuck and there is no apparent development of a topic.
5. Lack of playfulness.
The conversation is usually more tense and task-oriented than relaxed and seldom reflects much humor. (MacDonald, 2004, p. 208-209).

However, it is noted by Mesibov, Shea & Adams (2002), the term *impairment* means that the skill and behaviour is not absolutely absent but it is limited or unusual comparing to people in common.

2.3. Asperger Syndrome (AS)

Every person is a unique individual who has both strengths and weaknesses. People with AS have some disabilities which make them different from people in common. However, behind their feebleness, they have contributed very much to the development of science and knowledge in this world. Hence, many professionals in many fields such as psychology, neurology, linguistics and many more conduct research related to AS.

Historically, AS is first time identified by Kanner and Asperger in 1943 and 1944 (Mesibov, Shea & Adams, 2002) but, it became popular after Wing (1981) introduced the term “Asperger Syndrome” in English (in Bowler, 2007). Mesibov, Shea & Adams (2002) explained that both Kanner and Asperger noted symptoms of AS in three areas including social difficulties, communication problems for both verbal and non-verbal, and repetitive and restricted activities called “Triad of Impairment.” In addition, the major symptoms of AS is anxiety, as Hagland (2010) stated that people with AS are worried about something new or changed.

AS is defined as one of the developmental disorders which is included as Autism Spectrum Disorder (ASD). Further, Field (2004) explained that developmental disorder occurs during the first language acquisition. Meanwhile, according to APA (2013), AS falls under the umbrella of ASD which is characterized by first, deficits in social communication and interaction and second, restricted repetitive behavior, interests and activities.

It is important to note that ASD is ranging from mild to severe condition depending on the number of developmental impairments exhibited and the occurrence of the delay in certain developmental areas. Thus, those aspects are the basic method to categorize the diagnosis and to differentiate the disorders among individuals on the spectrum. In addition, Cotugno (2009) noted that AS is considered as milder form of Autistic disorder (AuD)

The prevalence of AS is not well establish. It is reported by Dewi (2012, April 15) that there is no exact information about the prevalence of people with AS in Indonesia, but generally, the expert has estimated that there are 2 in every 10.000 children are born with AS and compared to girls, boys are 3-4 times more often. Despite that, the causes of AS are also not clear enough because there are no obvious results about that. Nevertheless, Gillberg (2002) states that the potential caused of AS are genetic factors and brains injury/ brains damaging.

In the encyclopedia of autism spectrum disorders, Turkington & Anan (2007) describe broad symptoms to diagnose AS. It is said that there are no obvious delays in language and cognitive development. The IQ is usually normal and they often get gifted intelligence. They have difficulties in non-verbal communication, social gestures, facial expressions, eye contact. Moreover, it is explained that individuals with AS are interested in having friends, but their social skills deficits becomes great barrier to build a friendship. In addition, their speech commonly sounds awkward. As Frith (1991) has explained that physically, people with AS resemblance to each other, but appear clumsy in the way they move and sound odd in the way they speak.

2.4. Language Profiles of Asperger Syndrome (AS)

It is known that those with AS can speak grammatically even in a long sentences, but the language seems unusual in terms of both content and expression. It relates to what Gillberg (1989) has reported that AS individual has capability in producing language that is superficially perfect expressive language, but impaired comprehension, particularly for literal and implied meanings (as cited in Kowalski, 2005).

Hagland (2010), pointed out that that children with AS do not usually have an obvious language delay but, acquire language at the normal rate. So, AS language development is good enough except their challenges in social communication skills. Consequently, people with AS appear to have a good verbal skills (Gilberg, 2002). Thus, it shows that they have problems in pragmatic areas in which the language are unsuccessfully delivered in social conversation.

Mesibov, Shea & Adams (2002) concluded that the professionals used two considerations to identify individual with AS: first, people with AS have some social interests and second, they have better verbal skill although sounds unusual. Importantly, both content and expression of the language of people with AS can be uncommon (Hagland, 2010). In brief, Kowalski (2005) has emphasized that the deficits in pragmatic language abilities occupy the greatest area of communication of people with AS.

In fact, the communication deficits in AS are supported by Ghaziuddin (2005) who stated that one of the three major symptoms of ASD is the impairment of communication. Apart from this, the degree of impairment varies while all of

the problems in the social use of language can be found in all cases. For example, unlike the common turn taking in common communication, one of the examples is that they tend to dominate their speaking with a little regard to the listener (Ghaziuddin, 2005). It means that they speak much endlessly without caring to the feelings or thoughts of the partner of talk. Moreover, Hagland (2010) stated that people with AS tend to change the topic suddenly without warning and does not want their topic of interest being changed with others. This style of talking related to the disability in information management which triggers the unbalanced amount of conversation that correlating with the lack of sharing control with the partner of speech.

Moreover, people with AS also have difficulty to understand that words can have multiple meanings which sometimes lead them to misunderstand others' speech because they tend to speak and think literally. Hagland (2010) explained about the tendency of taking things literally leads them to have misunderstanding to the speech of the partners of talk. The examples of non-literal sentence such as idiom, colloquial, metaphor, jokes and another connotative expression can make them confused because they lack of playfulness. For example, when someone says 'give me your hand,' an AS person may think that someone want to cut his hand and feel afraid because they do not understand that the utterance means that someone asks for help. So, this misunderstanding in certain events triggers the emergence of the mismatched conversation in which the unrelated comments has existed.

Those with AS often seems unresponsive. It is supported by Gillberg (2002) who explained that people with AS appear to live in their own world and does not appear to listen the other people who speak to them. Moreover, Hagland (2010) stated that people with AS have social difficulties, for example they often ignore what has been said to them. Those explanation shows that they have disability in reciprocity or the communication exchange, because they sometimes do not give any response to the partner of talk.

2.5. Synopsys

The title of the movie is taken from the real person with AS named Temple Grandin. It represents the real life story of Temple Grandin, the expert on animal husbandry who is diagnosed as having AS (Ray, 2015). According to IMDb (The Internet Movie Database), it is released in 2010 by HBO production based on the book, “Emergence” published in 1996 by Temple Grandin and Margaret M. Scariano, and “Thinking in pictures” written by temple Grandin in 1995. This movie won 1 Golden Globe and several awards.

The story begins when she visiting her aunt and uncle’s ranch. It is her new experience to know the cattle and she really loves that. She observes the cattle’s behavior and becoming understand the cattle’s feelings. Moreover, as an animal lover, she successfully creates a new way for dealing with cattle, a design of slaughterhouse which is helpful for gentling the cattle and calming it down.

The movie exposes her difficulties in dealing with people. Despite her intelligence, she has peculiar communication skills. Therefore, in her entire life, she often misunderstands the people around her because it is difficult for her to understand other's intentions, feelings and behaviors.

The ending of the movie depicts her attendance to the autism convention. She speaks out from the crowd explaining how she could speak and how her mother has contributed to her success in dealing with everyday life. Then, the audience becomes fascinated and requests her to speak up in the podium.

2.6. Previous Study

There are several previous studies concerning to AS. For example, Wulan (2010) conducted a psycholinguistic analysis on comprehension disorder of AS in the main character of *My Name is Khan* Movie. She analyzed the comprehension disorder, focusing in the types of utterances and the contexts causing the comprehension disorder. She used three theories including Carroll's, Shank's and Attwood's theories to analyze the research problems. Then, she found that there were some common responses of an individual with AS named Khan, and the certain contexts which might cause comprehension disorder.

Another study conducted by Utomo (2011) who analyzed the receptive language disorder of Asperger Syndrome in *Adam* Movie. She identified the types of receptive language disorder by Shank's theory and also used Happe's theory to explain the utterances which could not be understood by Adam, an individual with AS. She found that sometimes Adam could give reasonable response and in another case, he did not understand sarcasm and lip service.

Next, Soile (2007) conducted a study which is related to pragmatic. He explored about the use of context in pragmatic language comprehension in normally developing children and children with AS. She conducted a study within the framework of relevance theory about how does pragmatic processing affect the ability to comprehend language? Then this study found that the pragmatic comprehension occurs in both English and Finnish.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter elucidates the data findings and discussion based on the explanation of the prior chapters. Importantly, the findings are discussed to answer the research questions. Therefore, the findings are based on the results of the data analysis of an individual with AS's utterances in conversation by using MacDonald's (2004) theory. Furthermore, the discussion basically explores the analysis of research findings.

3.1. Research Findings

This section contains of the analysis of the data and the findings. The data are described by using the theory proposed by MacDonald (2004). There are 18 data which are taken from the movie based on the sequences of the scenes that can describe the types of language impairment experience by AS character in the movie entitled *Temple Grandin*. Those data are presented in these following sequences. First, the data are shown based on the chronological order of the scenes in the movie. Second, the data are divided into 5 types of pragmatic impairment. Third, the certain contexts of the data where the data are taken place are explained. Next, those data are described more in detail.

Datum 1

Conversation:

Temple	: The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" (laughing)
Ann	: I'm sorry, Temple, you lost me.
Temple	: The Man from U.N.C.L.E. The Gazebo in the Maze. The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" "Would you like for me to open the gate?"

This conversation occurred when Temple has been picked up by her aunt, Ann, from the airport. During the trip, Temple speaks at length about her favourite movie and laughing in the car but her aunt does not understand or not really sure why Temple gets laugh at. Then, she asks Temple to clarify the meaning of what Temple said. However, Temple is not successfully explain what she said. It can be seen, in the movie that the conversation is not run well because her aunt looks confused whereas Temple looks so happy.

It is shown that the conversation is dominated by Temple, she talks much rather than her aunt named Ann. Temple repeats the phrases in the movie over and over again and she seems not communicating well with her aunt in conversation but she enjoys talking to herself or mumbling. In the other words, this conversation turns to be monologues which monopolized by Temple. Therefore, those explanations indicate that the dialogue between Temple and her aunt is *unbalanced*. Moreover, this condition strengthened by Ghaziuddin (2005) who said that there is a 'give and take' in the common conversation whereas, people with AS lack of this aspect and they tend to be one-sided in conversation with little regard to the existence of the listener.

Temple is also *unresponsive* with what her aunt says because she does not give any clarification in order to make her sentences clear enough to be understood. This scene shows that Temple does not care with whether her aunt understands her saying or not because she does not stop talking even her aunt complains to her that she does not understand what Temple has said. It can be seen that Temple is still continuing her speaking without trying to rephrase her

story into a more effective sentences which is more understandable. Meanwhile, it is suggested for Temple is supposed to say that she is telling about her favourite parts of the movie's story entitled *The Man from U.N.C.L.E.*, then it will make her aunt understand clearly about what Temple told.

In addition, Temple's utterances also mark the *lack of sharing control* in which she drives the conversation as desired without considering her partner of talk. Moreover, she makes her aunt plays a passive role in the conversation because her aunt just listens to Temple passively or just follows Temple's control. It occurs because when those with AS may be able to talk at length about the topic which related to their special interest, and often make anyone around them feel bored. (Hagland, 2010).

Datum 2

Conversation:

Temple	: “Would you like for me to open the gate?”
Temple	: “Would you like for me to open the gate?”
Ann	: Yes. Yes, please!
Temple	: (laughing)
Ann	: Open the gate, please, Temple! (her aunt asks Temple again more explicitly)
Temple	: Would you like for me to open that gate? (she looks shocked)
Ann	: Yes!

Temple repeats her favourite sentences taken from the movie, “Would you like for me to open the gate?” Her aunt thinks that Temple offers a help to open the gate and she answer it, “Yes.” However, Temple enjoys her talking and laughing a lot until she does not realize that her aunt wants her help to open the gate in front of the car. Then, her aunt asks Temple again “Open the gate, please, Temple! Because there is no response from Temple.

Relied on the context above, Temple looks enthusiastically repeating her favourite phrase “Would you like for me to open the gate?” taken from the movie she loves. In line with this context, Stoddart (2005) reports that there are many parents say that language of their children is related to the special interest, and learn language in rigid way, for example, by continually repeating a movie dialogue. This situation is almost similar to Temple’s attitude, although she has grown up as teenager at that time, she often repeats the phrases of a movie dialogue like a child.

Despite of that fact, Temple utterances in this context cannot be understood by her aunt. It happens because Temple’s aunt does not have the same ideas of thinking with Temple. They does not share the same experience about the movie. In this case, Temple’s aunt seems unfamiliar with the movie Temple watched. This dialogue tells that Ann wants Temple to open the gate in front of the car whereas Temple talks about the gate in the movie.

Consequently, their conversation in this scene seems that it does not smoothly engage together. Her aunt misunderstands with Temple’s expression and either does Temple herself. It is called as *mismatched* because both of them are not really talking about the same thing or the same topic. It can be seen from Ann’s utterance, “Yes. Yes, please!” which is repeated by clarifying it into a new form of sentence which has the same meaning more explicitly, “Open the gate please, Temple!” indicating that Ann wants to reinforce her previous sentence.

Additionally, Temple is seen to be *unresponsive* to her aunt's command. She looks motionless for a while when her aunt asks her to open the gate in front of the car. It seems that she is having thought about something else beyond. Then, her aunt asks Temple once more to open the gate by rephrasing the previous utterances "Yes. Yes, please!" into a new fully sentence, "Open the gate, please, Temple!"

Datum 3

Conversation:

Ann : Say hi to your Uncle Mike.

Mike : Hi, Temple. I have just been telling Billy here all about our summer visitor.

Temple : Are you a cowboy? (addressing to Billy)

Ann : Excuse my niece. That's not how we greet people, Temple. You know better than that. (suggesting Temple to say appropriate response)

Temple and her aunt have just arrived in the ranch. Then, Temple meets her uncle, Mike and his assistance, Billy. Her aunt asks Temple to say hi but she does not give any response to her uncle's welcoming saying. She ignores her uncle and asks Billy abruptly. It can be seen that Temple is interested to Billy's physical appearance which looks like a cowboy she seen in the movie. Then, her aunt gives Temple an advice to answer the greeting well.

The context of this conversation shows that Temple is welcomed by her uncle named Mike but she does not give any response to her uncle's greeting. In this case, she should say Hi! to her uncle and it will be more polite if Temple says thanks to her uncle who has welcomed her coming. That will be more appropriate. Meanwhile, Temple response is out of the prediction because she ignores her uncle and directly asks Billy, his uncle's assistance in the ranch. Temple looks

interested in Billy's physical appearance because Billy's clothes looks like a cowboy's dress in the movie she ever watched. Then, she asks Billy to break her curiosity. However, the words she says are not appropriate for her age and that is why Billy does not try to answer Temple's question because he is shock and stuck.

This conversation indicates as *unresponsive* because Temple clearly ignores her uncle's saying and she prefer to ask Billy than to give warm response to her uncle. It looks like she just focuses on paying attention to Billy's appearance. Moreover, her question to Billy is meaningless and it sounds too childish. As it mentioned by Hagland (2010) that those with AS often appear naive like a child in social interaction.

Datum 4

Conversation:

Mike : So, Temple, you excited about college? That's something... (his sentence has not complete yet)

Ann : (Preparing meals for dinner on the table)
Thank you. (said Mike to Ann)

Temple : I can't eat that. I have colitis. I get it from nervousness. I eat pudding and Jell-O. (Temple looks afraid of the aquarium bubbles and gives comment to the meal served)

Ann : I know. Your mom said.

Ann : (She sits down on the chair and asks Temple) So you didn't answer Mike's question. Are you excited about going to college?

In the dining room, Temple's uncle named Mike asks her whether she wants to go to college or not. However, at that time Temple looks afraid of the aquarium bubbles because her feet are trembled. Meanwhile, Temple does not give an appropriate response to his uncle's question in conversation. She ignores her uncle and does not answer her uncle's question, but she gives comments on

her uncle's food which is served by her aunt. It possibly happens because she could not eat any food except of pudding and jell-O.

This scene shows that Temple does not give any response to her uncle's question. She ignores her uncle's questions about going to college. Meanwhile, she keeps focusing on the food rather than her uncle's face. Temple says that she does not want to eat the same food like him instead of answering the question. In brief, Temple is *unresponsive* to her uncle because she ignores her uncle's question and does not answer that question. Temple's attitude toward her uncle is one of a social difficulty of those with AS as Hagland (2010) stated that people with AS often seem not to listen to the partner of talk and interrupt with irrelevant answer which makes them appear to be a rude person.

Datum 5

Conversation:

Ann : So, good night. (Ann wants to hug Temple)
 Temple : I don't want you to do that. (Temple refuses her aunt's hug)
 Ann : I'm sorry. I forgot. No hugs. Good night then.

At night, in Temple's bedroom. Her aunt wants to hug her and says "good night." However Temple refuses that because she does not want to be hugged. It is ever shown in another scene of the movie that Temple is very sensitive to touch and she does not want to be hugged by anyone including her own Mom.

Based on the context above, Temple should answer her aunt's greeting by saying "good night." However, in the reality she does not say it to her aunt. It may happen because she does not want to be hugged so that she does not answer her aunt's greeting. Therefore, from this explanation, it is indicated as *unresponsive* act because she ignores her aunt. This may happen because people with AS are more

sensitive to many forms of stimulation in the environment such as sensitive to noise, touch, food, (especially, taste and texture), colours, lighting, and smells. (Hagland, 2010). In this case, Temple is sensitive to physical contact so, she dislike being touched by others . Therefore, in this case Temple is uncomfortable if she is being hugged.

Datum 6

Conversation:

Ann : You don't have to decide just yet, do you?
 Temple : It's better than boarding school.
 Ann : That's great. Lots of choices...
 Temple : Danny's looking at you. See? He can see all around without moving his head. (Temple seems uninterested in the topic of the conversation)
 Ann : So how do you know where he's looking?
 Temple : His ears. He points his ears where he's looking. See? He's looking at you. And he's looking at those cowboys. See? Now I've got his attention. Now he's looking at me

The setting of this scene is the ranch. At that time, Temple grooms the horses with her aunt, Ann. Ann asks Temple about what is the major of study which will be chosen by Temple in the college. However, Temple seems uninterested in her aunt's question and she introduce a new topic.

This context shows that Temple likely ignores her aunt and changes the topic into another topic. This scene shows that Temple is *unresponsive*. Moreover, she shifts the topic to talk about Danny, the horse she grooms. She looks enjoy exploring her thoughts and knowledge about horse's behaviour to her aunt. Therefore, this conversation also shows that Temple is *lack of sharing control*. It considers as lack of sharing control conversation because Temple is the one who make decision to discuss the topic she likes and her aunt just passively follows her

topic. In line with this statement, Hagland (2010) states that people with AS tend to change the topic suddenly without warning and does not want their topic of interest being changed with others.

Datum 7

Conversation:

Ann : You're right. How'd you figure that out?

Temple : (Looking at the men in the slaughterhouse, wondering what they are doing)

Men : There you go! (hitting sticks to the fence to herd the cows into a traditional machine and inoculating them)

Temple : What are they doing?

This conversation is occurred in the ranch, when Temple grooms the horses with her aunt. Temple enthusiastically talks about horse with her aunt. Then, her aunt is being interested with Temple explanation about horse and asks a question more deeply, but Temple ignores her aunt when she looks at some men in the ranch and wonders what the men are doing.

Ann asks Temple a question about how Temple can figure out that the direction of the horse's sight can be seen from its ears, but Temple does not give her any answer for that question. Temple's behavior indicates that she is *unresponsive* because she does not give any response to her aunt and she asks her aunt about another different topic related to the interesting view she sees. This situation is somewhat similar to Gillberg's (2002) explanation that children with AS may spontaneously comment to what he or she sees and hears but often neglects giving any respond to other people questions or other approaches. As it can be seen from the movie, although Temple is not a child anymore, this situation happens in her life when she has grown up as teenager or even adult. In

addition, Temple's attitude towards her aunt in this conversation also shows that she *lacks of sharing control* because she directs the conversation into another different topic.

Datum 8

Conversation:

Carlock: Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay?

Temple: I see Chestnut the day I arrived. I see grooming Chestnut. I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 119 near a feed store. There was one on a calendar at Aunt Ann's, there was one in Life magazine opposite the page of Mr. Kennedy... (Temple says loudly about what is in her mind about a horse and another things related to it)

Carlock: Okay. Okay (Carlock interrupts and stops Temple's talk, because Temple cannot stop talking.

Temple is in the horses' stall with Dr. Carlock. She sees the horse named Chesnut has died. She wonders where does Chesnut go when it died. She becomes so stress and worried about what has happened to Chestnut.

This conversation reveals the *unbalanced* response from Temple. This event may occur because Temple takes Carlock's advice literally and began to talk unendlessly. She hears Carlock says, "When animals and people die, they stay with us in our minds. We can still see them. So, I think it would be best not to remember Chestnut like this." Her response to this utterances are unusual, it is enough to say "yes" or "okay" instead of talked much about everything she remembered.

The sentence above makes Temple directly thinks and recalls her memories about the horse named Chestnut, and she expresses loudly about all what she thinks. As what is explained by Gillberg (2002) some individuals with

AS have photographic memory as the ability of to remember everything they ever experienced in a photographic description in their mind and marvellous rote memory skills of auditory or visual information which leads them to remember everything they even experienced. As it can be seen in the movie, Temple has photographic memory about the horse which makes her talking ramblingly about Chestnut and anything in her memory relating to horses she has ever looked. In addition, Hagland (2010) points out that people with AS tend to say whatever comes to their mind. In the other words, they are easy to say what they think.

Datum 9

Conversation:

Teacher: Miss Grandin? First off, (the sentence is not complete yet because Temple interrupts him)

Temple: I talked to my old teacher Dr. Carlock. And he said I should stress that it wasn't that I hadn't done the work, because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time just to make it coherent. But if you look at these results, you'll see that it's not just me, but in fact, a majority of people who become calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade.

Teacher: Did your... (Temple interrupts her teacher again)

Temple: Certainly more than a pass.

Teacher: Did your previous teacher, Dr. Carlock, suggest the good grade?

Temple: No, that's me.

Temple talks with her teacher or lecturer at the office to complain about why she gets the bad grades. It happens when she studies in university to get her bachelor degree. Temple complains to her teacher about why she gets bad score. She directly asks her teacher in very long sentences. She explains in detail that she really deserves to get a good score. This conversation is classified as *unbalanced* because her acts show that she talk too much and too detail than what her teacher said. Moreover she also interrupts the teacher again and again.

Datum 10

Conversation:

Temple : Why are some mooing more loudly than others? I never heard so much mooing!

Don : Honey, I've been around cattle all my working life. About all I can tell you is that, just like the female of the species, cattle love to yammer and gossip or sulk. It's always just one thing or the other. But like I was saying...

People : (laughing sarcastically)

Temple : Well, there must be a reason. They're saying something. (Temple interrupts Don and she looks so worried with the cow's moos).

Don : Well, I reckon you could get Dr. Dolittle on out here. He probably could tell you. While missy here is listening to what the cattle are saying to each other, why don't you boys step over here with me and see a dip in action? (then he leaves Temple).

People : (Laughing sarcastically)

Temple is in the ranch, doing an observation with some people and the supervisor of the slaughterhouse named Don. Don looks that he turns the back upon Temple. But Temple does not care about that because she is more interested to the cows' moos.

Considered to the conversation above, Temple indicates as *lack of playfulness*. This is shown in the conversation when Don makes a joke about cattle, all of people are laughing while Temple does not laugh at all. Temple also does not feel offended to Don that has teased her and has made fun of her. Many people being laughed at her but she is the one who does not laugh together because she does not know that is being teased by Don. In this case, although her comment is unpredictable and unusual, it does not mean that she has a low IQ but it is because she has extreme interest to the cattle or any other animal which allows her to understand animal behavior better than the other.

That is in line with Hagland (2010) who states that those with AS often take everything literally because of poor comprehension. It means that they just understand the real meaning or denotation than the figurative meaning or connotation such as figures of speech like jokes, colloquial expressions, and other words with metaphorical meaning.

Datum 11

Conversation:

Don : Dolittle, how you holding up? Too much for you?
 Temple : They like to walk in circles.
 Don : Well, what do you know, boys? Cattle like to walk in circles! Dang, give that girl a prize.
 People : (Laughing)
 Temple : It calms them down. They walk in circles away from the handlers.
 Don : Maybe you ought to wait out here when we go inside.

Temple is in the ranch, doing an observation with some people and the supervisor of the slaughterhouse named Don. Don seems that he turns the back upon Temple, but Temple does not care with what Don has said.

Again, the conversation above shows that Temple does not understand sarcasm. She does not care that the other people are laughing because of her eccentricity. It happens because Temple *lacks of playfulness*. It can be indicated in the conversation when Temple does not feel offended to Don that has teased her and has made fun of her. She seriously explains about how cattle acts while the other feels that she is funny. But once again, it does not mean that she is stupid, she is simply expressing her ideas about cattle behaviour and she does not feel that there is something wrong with her. In addition, her curiosity leads her to get better understanding about cattle more deeply.

Datum 12

Conversation:

Don : So, Dolittle, what do you think?

Temple : Where does it go? (She looks afraid when the cows are slaughtered)

Don : Meat processing.

Temple : No, where does it go? It was here, and now it's meat. Where did it go? (Temple looks so stressful because of her afraidness.)

Temple is in the meat processing factory, doing an observation with some people and the supervisor of the slaughterhouse named Don. However, she is very afraid when she looks at the cows that are slaughtered. She wonders where do that cows go if they died. Temple asks Don, "Where does it go?" which means where is the cows go if they has died? For example, go to heaven or somewhere. At that time, Temple feels afraid, worry, and confused when she saw the cows were slaughtered.

However, Don does not have the same ideas of thinking with what Temple said. He explains that after the cows are slaughtered they will go to the next process, meat processing. Temple repeats again her question when she really feels confused about how cows change into meat or how come a living creature is dead? Where does the soul go?

In accordance with that condition, Hagland (2010) writes that people with AS may ask the same question over again or again for several purposes and one of the purposes is because they may be worried about what may happen. Temple responds to Don's answer shows that there is *mismatched* between Temple and Don, because they actually do not really talk about the same thing and they have not share the same ideas during their talk.

Datum 13

Conversation:

Signer : Hey! You gotta remember to drink out here.
 Temple : Well, I have data on things that make them balk, like shadows, reflections on water, a chain glinting in the sun.
 Signer : Is that right?
 Temple : They won't walk into shaded areas. They need to see where they're going. I've lots of important information on all this and I need Mr. Michaels to sign off on it.
 Signer : Don? Don don't sign nothing.
 Temple : I need Mr. Michaels to sign...
 Signer : You're not hearing me right. Don don't sign nothing. I sign everything around here. His signature, but I do the signing. I'm not even sure if Don can write.
 Temple : (smiling).

Temple stands in the ranch/ slaughterhouse named Scottsdale Feedlot waiting for Don to ask for signature. Unfortunately, Don does not want to give her the signature. Then, she observes the cattle's alone. When, she seriously writes notes about the cattle's behaviour, a strange ranchman approaches her. After talking with Temple, this strange ranchman is kindly giving her his signature as the acceptance of her study.

In this case, Temple never meets that person but she directly tells him about her study. She explains in detail about the reasons why she comes to the ranch to meet Don particularly and to ask for his signature. It shows that Temple gets difficulty in beginning the conversation because ordinary person will not easily tell an important thing to the stranger and what is more with long explanation in detail. In this case, the conversation is *unbalanced* because Temple talks much and gives much information in detail to the stranger. As Ghaziuddin (2005) states that it is common for people with AS approaching a stranger and initiating a conversation. In accordance to those explanations,

Hagland (2010) explains that people with AS seems odd because they tend to give a great deal of extra information in any reply.

Datum 14

Conversation:

Temple : Sir, Scottsdale Feedlot signed off on my cattle agitation study.
(Temple gives a dirty signed paper to her profeessor)
Professor : Smells like half the herd signed it first.
Temple : No, sir. Cattle can't do that.

Temple talks with her professor in the office to give and to show the signed paper from Scottsdale Feedlot. The signed paper given by Temple is dirty. So, her teacher teases her with metaphorical words but, Temple does not understand that and does not feel embarrassed.

This context is in line with Hagland's explanation, Temple does not understand that sometimes people says something with implicitly meaning. People with AS mostly think literally, so does Temple. As Hagland (2010) stated, people with AS tend to take things literally which often leads to misunderstandings or even real fear and nightmares. It can be seen from the conversation that when her professor uses satirical words, she does not understand to that statement and takes the words literally. As we know, because the signed paper given by Temple is dirty, the professor says that the satirical words. However, Temple takes it literally and her answer is not related to what the professor said has implicitly mean. She explained that Cattle cannot make a signature is actually not an appropriate response in this context. It should be noted again that people with AS is not stupid, they just lack of implicit meaning like metaphore. As Gillberg (2002) states that people with AS have problems with metaphorical language or any

language that has not been explained explicitly to them. This is the reason why this conversation indicates *lack of playfulness*.

Datum 15

Conversation:

Scott's mother: I'm sure he didn't. Temple, tell Scott about your writing.

Temple : I published two articles in the Arizona Farmer Ranchman.

Scott : The Arizona...

Temple : The Arizona Farmer-Ranchman. One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems. Just...

Scott's Mother: It's lovely to see you, Temple. Bye. (They seems uninterested with Temple and look confused of Temple's way of talk.

Scott's Father : Merry Christmas.

Temple : Merry Christmas!

Temple is in the Christmas party. She meets her old friend, Scott with his both parents. At first she feels nervous when starting to talk with them, but when she talks about her published articles in magazine she becomes too enthusiastic. In this conversation, Temple makes the Scott's family feel confused and they stop talking with Temple and say good bye.

Although Temple looks clumsy when she talks with Scott's family, she tries to communicate with them. However, the conversation among them do not work well. Temple talks about her interest enthusiastically without regarding to others feeling especially about whether or not they have the same interest with her. Therefore, Scott's family leaves Temple without giving any response to Temple's explanation about her articles. It is because Scotts's family is uninterested with Temple's story and they choose to leave Temple than to listen to her story passively. In this case, the conversation shows that Tempe *lacks of sharing control* because she talks too enthusiastically about the topic of her

interest without considering others feeling on whether they are interested in or not.

That condition is related to Hagland (2010) who writes that people with AS tend to speak endlessly about their special interest and fail to see that others are being bored with her, therefore, many people give up in trying to interact with them.

Datum 16

Conversation:

Temple: Cattle aren't dangerous! (Temple is very angry and she talks about the people in slaughterhouse who do not handle the cattle in proper way)

Carlock: Temple?

Temple: And they're predictable. So it's not hard to design a system that won't hurt them!

Carlock: What are you doing in California?

Temple: But the cowboys would rather prod them and scare them.

Carlock: Did you drive all night?

Temple: I designed a dip vat at John Wayne Red River Feedlot based on the way cattle see and think and behave and the editor of Cattle magazine said it was a masterpiece, but the cowboys killed three cows in it! Three. In five minutes. Because they wouldn't follow my design!

Carlock: Temple, would you like to sit down?

Temple: I can't protect the cattle...

Carlock: I'm just having a cup of tea.

Temple: ...unless I design the whole system from the moment they enter to the moment they get slaughtered.

Carlock: Are you talking about a slaughterhouse?

Temple: Well, of course they're gonna get slaughtered. Do you think we'd have cattle if people didn't eat them every day? They'd just be funny looking animals in zoos. No, we raise them for us. That means we owe them some respect. Nature is cruel, but we don't have to be. I wouldn't want to have my guts ripped out by a lion. I'd much rather die in a slaughterhouse if it was done right!

Carlock: Well, it seems to me that you should be the one who's to design...

Temple: We can easily do it in a way where they don't feel pain and they don't get scared. And their cortisol levels go through the roof!

Carlock: Okay. Did you hear what I said, Temple? I think you're the one who should design the slaughterhouse.

Temple: Yeah, I'm going... I know a slaughterhouse that's a mess and I know exactly how to fix it

Temple comes to Dr. Carlock's house to share her bad experience. She tells all of her problems to Dr. Carlock. She talks very fast and non-stop and she ignores almost all Carlock's asked. Temple expresses her dissatisfaction about the problems happen in the ranch to her teacher, Dr. Carlock. Dr. Carlock is like his own friend who always welcomes her and accepts her as what she is. Therefore, when Temple talks to Carlock, she can express her thoughts and feelings freely.

The condition in this context shows that she is being more talkative. She complains about other people's behaviour towards the animals in the slaughterhouse. Everything seems out of the plan, and goes wrong for her. Therefore, she says everything on her mind with no regard to Dr. Carlock and there is no consideration to test whether or not Dr. Carlock understands to what she said.

This context shows that the conversation between Temple and Dr. Carlock is *unbalanced*. As Zwaigenbaum & Szatmari (1999) cited in Painter (2006) state that people with AS have a tendency to monopolize the topic of the conversation with their own and do not regard the listener aptly. It can be seen from Temple's utterances which dominate the conversation more than Dr. Carlock does.

Meanwhile, the conversation between Temple and Dr. Carlock are *mismatched* because both of them talk about different things. Temple talks about her discomfortability in the slaughterhouse whereas Dr. Carlock responds related to what are Temple's experiences in California. Moreover, Temple is also *unresponsive* with what Dr. Carlock asks. For several times she does not answer Dr. Carlock's questions.

It also shown that there is a *lack of sharing control* in the conversation because the main topic of conversation is always coming from Temple. She dominates the conversation and maintains the topic based on her own willingness. As Hagland (2010) states that for people with AS it is easy for fear to turn to anger or vice versa. They worry about everything and sometimes get frustration. In this case, Temple is very stressful because everything around her seems going wrong and happens unexpectedly.

Datum 17

Conversation:

Receptionist : Can I help you?

Temple : Hello, it's very nice to meet you. I'd like to tour your slaughterhouse. (She looks so worry because of coming to the new place)

Receptionist : Excuse me? (She is very shocked when she looks Temple who talked loud like a person who is angry and it makes the receptionist scared of her)

Temple : Hello, it's very nice to meet you. I'd like to tour your slaughterhouse.

Receptionist : We don't do tours, ma'am. (She tries to answer calmly)

Temple : I designed a dip vat at John Wayne's Red River Feedlot that the editor of Cattle magazine said was a masterpiece... (Temple is still act innocently with loud voice and high intonation)

Receptionist : Security? Can I get security to the front office?

Temple is in the slaughterhouse office. She wants to tour the slaughterhouse and the receptionist refuses her permission. It happens because her behaviour is odd and she likes an angry person. Then, it makes the receptionist calls the security because she feels insecurity.

In this conversation, *mismatched* is occurred because Temple's utterances are unclear. She is fail to make the receptionist understand what she says. Besides, the receptionist thinks that Temple is crazy when Temple's speaking sounds

awkward in loud voice. It seems awkward because Temple uses the strightly same sentence and delivers it over and over again like robots “Hello. It’s very nice to meet you. I’d like to tour your slaughterhouse.” Moreover, her face looks like a person who is angry and speaking in a hurry. Moreover, she cannot convince the receptionist to accept her coming because she explains more about unimportant information instead of telling the reasons why she comes to Abbot slaughterhouse in a right manner and right words. Because of being nervous, what she says makes other fear of her. Thus in this case, both of them do not share the same ideas which makes them fail to communicate effectively. They do not understand each other. That is what caused both of them do not talk the same thing. Additionally, people with AS are not good in giving appropriate feedbacks to others and even, do not realize that others avoid them because of their behaviour. (Hagland, 2010).

Datum 18

Conversation:

Supervisor : This looks like an airport for cows.
 Staff : Yeah.
 Staff : Yeah. (laughing)
 Temple : Thank you. (she smiles)
 Supervisor : I didn't mean that as a compliment.

Temple is in the meeting room together with the supervisor and some staff in Abbot slaughterhouse, discussing about the innovation of slaughterhouse which is designed by Temple.

This conversation shows that Temple misunderstands with what has been said by the supervisor. She thinks that the supervisor gives her a compliment and then she says “thank you” to reply that. Yet, her answer is unrelated because, the supervisor just wants to express his opinion by using analogical sentence or

known as metaphorical language to describe the slaughterhouse design made by Temple. As it has been mentioned by Gillberg (2002) that people with AS have problems with metaphorical language or any language that has not been explained explicitly to them. Thus, this conversation is included as *lack of playfulness* conversation because she has different sense of humor which is unlike people in common. Other people are laughing and she does not understand why others are laughing for.



3.2. Discussion

After analyzing the data, the discussion of the findings is needed to be explored in detail. It aims at answering the two problems of study: first, what kinds of pragmatic impairment occur in AS character and second, how AS character experiences pragmatic impairment. Both of the questions used MacDonald's theory (2004) about the verbal language profiles of children with autism. The first question considered to the kinds of pragmatic impairments which are related to the the social conversation disability while the second question is the comparisons between AS communication and communication skill of people in common. Then, those problems of study are discussed further in this section below.

3.2.1 Kinds of pragmatic impairment occur in AS character in *Temple Grandin* Movie.

As Gillberg (2002) states that pragmatics is the great problem experienced by children and adults with AS eventhough they have excellent expressive language skills. They may know the meaning of each words, have good grammar skill, and able to construct syntactically well formed sentences, but they often do not use the words appropriately in the certain contexts. Therefore, this problem often leads them to face difficulties in communicate interactively with other people. Furthermore, MacDonald (2004) has proposed the five profiles of the verbal autistic children consisting of unbalanced, mismatched, unresponsive, lack of sharing control and lack of playfulness. Those profiles show that the child with

autism or language disorder like those who have AS have communication challenges which make them look and sound different with their peers.

This study found that all of kinds of language profiles related to deficits in social pragmatic use of language which proposed by MacDonald (2004) occur in the conversation between Temple and her partners of talk. However, the occurrence of the inappropriate expressions or responses are not always presenting in all entire contexts of conversation.

Furthermore, despite of some relevant conversations, there are 26 social language deficits taken from 18 data of impaired conversations which shown the pragmatic impairment of Temple's utterances. Then, the language profiles considers as pragmatic impairment experiences by Temple Grandin such as unbalanced, mismatched, unresponsive, lack of sharing control and lack of playfulness are elaborated further.

There are many data are classified as unresponsive type. Unresponsive is the situation when a speaker in the conversation is ignored by the partner and the partner does not give respond to what speaker said. There are 8 data considered as unresponsive, they are: datum 1, datum 2, datum 3, datum 4, datum 5, datum 6, datum 7, and datum 16. Gillberg (2002) explains that people with AS appear to live in their own world and does not appear to listen the other people who speak to them.

In accordance with Gillberg's explanation, the example of unresponsive conversation can be seen in datum 1 when Temple does not give any response at all to her aunt and does not stop talking about her interest to the movie. Another

example is shown in datum 3 and 4 when Temple does not answer her uncle's question and asks another person about a different topic. Once more, in datum 6 Temple does not give an appropriate response to her aunt and she shifts a topic into a new different topic.

It can be concluded that the unresponsiveness shown in the movie is in the form of giving no response at all or ignoring the partner of talk by introducing a new topic immediately to the partner of talk or talking to the other person outside the previous conversation. In line with those illustrations, Hagland (2010) states that people with AS have social difficulties, for example they often ignore what has been said to them and it makes them appear to be rude person who unconsidered to others.

Moreover, Hagland (2010) states that people with AS often change the topic without warning because they link topics one another in their minds but sometimes failed to connect their thinking to the listener so that it becomes confusing for the listener. So, the unresponsiveness is occurred.

Next, unbalanced is the situation when a person talks too much than the partner of talk, so the partner of talk waits much time for the other and talks with little chance. There are 5 data that considered as unbalanced conversation, they are: datum 1, datum 8, datum 9, datum 13, and datum 16. According to Ghaziuddin and Gerstein (1996) as cited in Ghaziuddin (2005) the conversation with people with AS lacks of reciprocal relationship which makes it tends to be dominated by those with AS because they have no regard to the listener and the speech is jumbled. Therefore, it makes their speech often sounds awkward.

In addition, Hagland (2010) points out that those with AS also tends to give lots of extra information in any replay they made. Moreover, Hagland (2010) also states that people with AS may speak at length about their favorite interest and sometimes give irrelevant comment without noticing other people reactions toward what they say on whether other people is interested in or bored with their topics. Therefore, it is common for them to talk much about a special topic which is related to their interest and even neglecting the listener.

For many times, Temple talks non stop about a certain topic but it can be seen that she wants to tell others about a certain topic and she wants the partner of talk to pay attention and listen to her. It is related to what has been stated by Zwaigenbaum & Szatmari (1999) as cited in Painter (2006) that people with AS have a tendency to monopolize the topic of the conversation with their own interest and do not respond the listener appropriately.

For example, in datum 1, Temple talks much about a movie whereas she does not want to listen her aunt. It seems that her utterances are in the form of monologues. As it can be seen in the movie, Temple's aunt interrupts Temple while talking but Temple just ignores her and does not stop talking. In brief, Temple is dominating the talk because she enjoys continuing telling the story she likes without any regard to the listener.

Another term which is almost similar to unbalanced is lack of sharing control. Lack of sharing control is the situation when a person makes all the desicion and direction while the others are playing a passive role. Besides, the conversation seems stuck and does not develop further. There are 5 data

considered as lack of sharing control, they are: datum 1, datum 6, datum 7, datum 15 and datum 16. Sometimes, the terms unbalanced and lack of sharing control are confusing because they seem similar.

The similarity between those terms above is because a speaker seems that he or she neglects the listener. Neglecting the listener means that a speaker wants the listener to keep paying attention and listening to him or her but do not let the listener to participate and speak actively in the conversation.

However, those terms also have a significant different because unbalanced means that a speaker are too much talking than the partner whereas lack of sharing control happens when a speaker drives the topic of conversation into his or her own interest and the partner just passively follows that topic.

Hagland (2010) states that people with AS sometimes seems to not listen what is being said and even interrupt other with something irrelevant to the topic of conversation. As it is shown in datum 16 when Temple keep on talking about her problems in the slaughterhouse to Dr. Carlocks. She even does not give any chance for Dr. Carlock to say any words. She continues talking non-stop and does not care towards any replies from Dr. Carlock's. Temple ignores all what Dr. Carlock has said, she does not listen to and always drives the topic into her own topic of interest.

Mismatched is the situation when two people seem do not talk the same thing. There are 4 data considered as mismatched, they are: datum 2, datum 12, datum 16, and datum 17. MacDonald (2004) reminds the reader that many autistic spectrum children have different minds to people in common. In

accordance with that condition, Hagland (2010) explains that people with AS are having difficulty in understanding other people point of view, social rules, non-verbal cues, and emotional signals which happens because they lack of “theory of minds” that makes them difficult to understand or guess what people around them likely think or feel.

Moreover, Hagland (2010) emphasizes that people with AS see the world only from their own perspective, so they cannot imagine what other people feel. It means that people with AS just think from their own perspectives and fail to understand another person’s point of view which make them easily to say whatever comes to their mind. For example in datum 17, Temple asks a permission to the receptionist to tour the slaughterhouse but the receptionist misunderstands with Temple’s unusual utterances. Temple’s utterances sound pedantic and unlike people in common so, it makes the receptionist feels afraid of Temple’s too detail or long-winded explanation about her design of the slaughterhouse. In this case, Temple really does not know how to construct sentences which are matched with the listener’s thoughts and how to express sentences appropriately regarding the listener’s feeling.

Furthermore, lack of playfulness is the situation when the conversation tends to be tense than relax because seldom reflects humor. It might happen because a speaker cannot express and understand the implied meaning of certain sentences including humor. There are 4 data considered as lack of playfulness, they are: datum 10, datum 11, datum 14, and datum 18. Those with AS often take everything literally (Hagland, 2010). In another words, Gillberg (2002) states that

people with AS have problems with metaphorical language or any language that has not been explained explicitly to them. Therefore, it means that they just understand the real meaning or denotation than the figurative meaning or connotation. It is difficult for them to understand figures of speech such as: jokes, colloquial expressions, and other words. Those metaphorical words often make them confuse a lot.

For example, in datum 14, Temple misunderstands with her professor who says that the paper has been signed by the cattle. Then, Temple seriously answers by explaining that cattle cannot make a signature. As we know that what her professor says is satirical words which excluded because of the dirty signed paper that Temple given to him.

Lack of playfulness has the correlation with mismatched. Both of them make unsuccessful conversation because of the misunderstanding to the statement made by the partner of talk. Consequently, the intended meaning of the partner of talk cannot be understood well. So, the information between two speakers are not shared successfully. This condition is explained by Paul, Landa and Simmons (n.d.) that speakers with ASD has pragmatic problems which related to presupposition, the ability to provide relevant answer containing information as needed by the listener. As a consequence, this problem leads those with ASD to say inappropriate answers toward the partner of talk's statements or questions.

Overall, based on the results of analysis, the frequent type of pragmatic impairment in social social communication which mostly appear is unresponsive. There are 8 conversations which is identified as unresponsive. Then it also found that there are two kinds of unresponsiveness such as, giving no respond at all and shifting the topic of speech.

3.2.2. The pragmatic impairment of an individual with AS compares to communication skills of people in common.

As we know, the important aspect in conversation is a joint action. Carroll (2008) explains that a joint action means that the speakers acting in coordination one another. In the other word the conversation should be balanced, match, responsive, sharing control, and sometimes playfulness. Therefore, both speakers should actively build a nice conversation by supporting each other in order to make the conversation works smoothly. However, most people with AS lack of those social skills in conversation. Thus, the explanation below explores about the social language use laxity or pragmatic impairment compares with the communication skills of people in common.

In communication speakers should regard one another to make the interaction communicative and flow smoothly, because basically everyone does not want to be ignored by somebody. Bostom (1990) & Steil (1991) as cited in Molen & Hoogland (2005) states that to have a good structure and to let the partner know that he is being listened to are important in a conversation. Unfortunately, sometimes people with AS ignores another person while talking as it is shown in datum 1. Sometimes, their unresponsive attitude like that shown in

the datum appears rude for the partner of talk. In the other case their ignorance is like children with common development such as those shown in datum 2, 3, and 7.

Besides, Molen & Hoogland (2005) explain about one of the basic conversational skills is verbal following which means that the comments are made in line to the previous speaker and should not introduce a new topic until that speaker finish his train of thought. However, Temple shows that she ignores the partner of talk as those shown in datum 8, 9, 13, and 16. Thus, Temple's attitudes show that she has difficulty in giving an appropriate feedback toward her partner of talk in the conversation. It is because she does not give appropriate responses to the questions given instead of say unrelated utterances to what has been spoken previously by the partner of talk. Then, they shift the topic into another different topic.

The reciprocal relationship is necessary for avoiding monotonous conversation. Each speaker builds an effective regular turn taking activity while speaking. One of the speaker speaks as needed and give the next turn to another speaker. So, the turn exchange is exist when one speaker's turn ending and another one is beginning. However, those with AS like Temple is likely to talk much, for example about her topic of interests in datum 1 and about her problems in datum 8 and 9, 13 and 16 which seems that she wants to express all her thoughts to the other but she does not need any responses or comments from the listener. As we can imagine, in common daily conversation, that when a person talk much about his or her interest endlessly, the conversation becomes so

boring for the partner of talk. It happens because the other also wants to share his or her experience too. It is common willing for both speakers to be listened to by each other so that they might feel much pleasure in conversation.

Dimitracopoulou (1990) states that even a children must learn to be a better conversationalist, one of the way is by adapting his or her speech to the listener's need. Moreover, Hargie & Dickson (2004) noted that by noticing the cues, people have the ability to understand when they can take the floor in the conversation to speak at particular time. However, this rules of communication is difficult to understand by those with AS because they lack of sharing control. It means that they always want the others to follow his own interest and control the topic of speech. So, the partner just passively follow the given topic from him without any further development of the topic as it can be seen in datum 1, 6, 7, 15, and 16. These data show that Temple does not give relevant answer to the given question instead of shifting the topic into another topic.

Negotiating topic is very important. As it has been illustrated by Carrol (2008) that in the conversation, therapist must negotiate topics with the client in order to build a productive relationship. It also represents what happen in the daily conversation when the negotiating topic can make conversation becomes more comfortable . In this case, the negotiating topic is done by two speakers, then the conversation will not be dominated by one person but two of them or more having the same chance to speak about some topics. However this negotiating topic is not experience by those with AS because they lack of sharing control. It means that

they talk about their own topic of interest without letting the partner to talk and then passively follow the direction of those with AS.

Most people in common can imagine or think carefully how someone else might feel if we say or behave like this or alike. That is known as “theory of mind,” which related to the ability to assume what other’s feeling or thinking (Cotugno, 2009). The mind leads people to understand the intention of the other speaker or to guess other people’s thoughts and feelings so that the communication will run smoothly and both of the speakers communicate interactively. However, people with AS do not experience this knowledge because they have limited ability of the theory of mind or mentalizing skill above so they are incapable to understand other’s perspectives or mental states in communication (Gillberg, 2002). As a consequence, they are not always succeed in their communication and sometimes appears innocent.

It has been known that people with AS cannot always understand correctly the meaning of what other’s talk. It happens because their mind’s deficit which unable them to consider other people’s perspective (Painter, 2006). It leads them to misunderstand with other people’s thoughts. For example, when a sentence has more than a single meaning they usually misunderstand. Besides, a sentence can have multiple meanings depending on the contexts it used. This conditions often leads them to produce unrelated utterances as the consequence of their incapability to match their thinking with others. The examples of the mismatched conversation between Temple with the partner of talk can be seen in datum 2, 12, 16, and 17.

Lindblad (n.d.) explains that the people with AS also has a problem with receptive language skills, for instance, in understanding deeper meaning in words, phrases, and social situation. It means that they just understand the meaning of the explicitly stated words whereas does not understand the figures of speech which refer to implicit intention like inferences, double meanings, idioms, metaphors, irony, sarcasm and humor, jokes, colloquial expressions, and other words. It is called as lack of playfulness. Lack of playfulness can be seen in datum 10, 11, 14, and 18. So, people with AS often taken everything too serious. As a consequence, when they do not understand non-literal language, they will easily to misunderstand what people said. In certain condition, they may not laugh when others are laughing together because it is difficult for them to understand that. Thus, every word should be thought carefully when talking with individual with AS, to avoid multiple meanings in a sentence and then the delivered meaning will be understood clearly.

In conclusion, all pragmatic language laxity in social communication appears in adult with AS, such as unresponsive, too much talking, dominating the conversation, giving unrelated comments as the results of mismatch and misunderstand to the others' utterances. The five profiles of the verbal autistic children are also suitable for adults with AS. It means that the pragmatic impairment could still remain occurring until the people with AS grown up as adult. Then, compared to children with normal development, the style of speech of adult with AS is sometimes also similar to children in common. Thus, their manners of speaking are not appropriate in their real age.

CHAPTER IV

CONCLUSION AND SUGGESTION

In the last chapter of the study, the following conclusions and suggestions are drawn.

4.1. Conclusion

From this study, the following conclusions related to the findings are drawn based on the statement of the problems, the results of the analysis, and the discussion of the findings. The results of the study show that all of the kinds of pragmatic impairment occur in the conversation in *Temple Grandin* movie. Moreover, it should be noted that the impairment does not exist in every context in conversation because there is some expressions and responses which utter well and can be accepted by the listener.

It reports that the most frequent type occurs in the conversation is unresponsive. This study also found that there are two kinds of unresponsiveness in the unsuccessful conversations, first, there is no response at all, the conversation is block because of the muteness for a while, then second, there is no response toward the questions given by the partner of talk but the topic is shifted into another unrelated topic.

The language profiles related to Autism children is similar to those shown in adult with AS in the movie. In brief, the pragmatic capability of adult with AS are not fully developed well yet, because their ability in using language which is suitable in the social context still impaired. Moreover, compared to the

communication skills of the people in common, their expressions and responses of adult with AS are sometimes like children with common development or the way they speak is not similar to adult with common development.

4.2. Suggestion

Based on the findings of this study, the suggestions are offered for further research. Since we know that people with AS have laxity in pragmatic area which makes their conversation seems odd or unusual, the listener should understand that being different does not mean incompetent at the intelligence. Besides, it is shown in the movie that unresponsive is the most frequent types appearing in the conversation with an individual with AS in the movie, so the listener should understand this situation and does not misunderstand with their ignorance.

In light of the findings of this study, the researcher also offers some suggestions for the next researchers. First, it is better for the them to do field research which exposes interesting language phenomenon of people with AS in a real conversation. Second, it is important to concern not only on the drawbacks of people with AS but also the way to improve the language abilities and social skills of people with AS so that they can have a better skills to communicate interactively with others people for their better life in future.

Above all, regarding all of the types of the pragmatic impairment exposed and the story from reality of life told in the movie, this movie is highly recommended for those who are interested in understanding more about the language, the communication and the social life of inspiring successful individual with AS named Temple Grandin with both of her unique strengths and drawbacks.

It is noted in the movie when she tries to explain to many people that she can be more social because of the machine she made, the social manner and rules she learned to adapt with social community, and the support from her mother. It is believed that when there is a will there is a way. It is suggested for anyone in the world to respect those with the disability by trying to understand their disability and finding strategies to help those in need.



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Appendix

Data Tabulation

No.	Data (Utterances)	Context	Types of the Utterances		Types of the Pragmatic Impairment				
			Expression	Response	Unbalanced	Mismatched	Unresponsive	Lack of sharing control	Lack of playfulness
1.	<p><i>Temple:</i> The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?"</p> <p><i>Ann:</i> I'm sorry, Temple, you lost me.</p> <p><i>Temple:</i> The Man from U.N.C.L.E. The Gazebo in the Maze. The wolf is growling and the man with the shotgun says to Illya Kuryakin, "Would you like for me to open the gate?" "Would you like for me to open the gate?"</p>	Temple has been picked up by her aunt, Ann, from the airport. During the trip, Temple speaks at length about her favourite movie and laughing in the car but her aunt does not understand or not really sure why Temple gets laugh at. This scene shows that Temple looks so happy.	√		√		√	√	
2.	<p><i>Temple:</i> "Would you like for me to open the gate?" "Would you like for me to open the gate?"</p>	Temple repeats her favourite sentences taken from the movie, "Would you like for me to open the gate?" Her	√			√	√		

	<p><i>Ann:</i> Yes. Yes, please! Open the gate, please, Temple!</p> <p><i>Temple:</i> Would you like for me to open that gate?</p> <p><i>Ann:</i> Yes!</p>	aunt thinks that Temple offers a help to open the gate. However, Temple enjoys her talking until she does not realize that her aunt wants her help.							
3.	<p><i>Ann:</i> Say hi to your Uncle Mike.</p> <p><i>Mike:</i> Hi, Temple. I have just been telling Billy here all about our summer visitor.</p> <p><i>Temple:</i> Are you a cowboy?</p> <p><i>Ann:</i> Excuse my niece. That's not how we greet people, Temple. You know better than that.</p>	Temple and her aunt have just arrived in the ranch. Then, Temple meets her uncle, Mike and the assistance, Billy. Her aunt asks her to say hi but she does not give an appropriate response to her uncle's welcoming saying. She ignores her uncle and asks Billy about cowboy. Then her aunt gives Temple an advice to answer the greeting well.	√				√		
4.	<p><i>Mike:</i> So, Temple, you excited about college? That's something. Thank you.</p> <p><i>Temple:</i> I can't eat that. I have colitis. I get it from nervousness. I eat</p>	In the dining room, Temple's uncle named Mike asks her whether she wants to go to college or not. However, Temple does not give an appropriate	√				√		

	pudding and Jell-O. <i>Ann:</i> I know. Your mom said. So you didn't answer Mike's question. Are you excited about going to college?	response to that question. She does not answer her uncle's question but she give comments on her uncle's food which is served by her aunt.							
5.	<i>Ann:</i> So, good night. <i>Temple:</i> I don't want you to do that. <i>Ann:</i> I'm sorry. I forgot. No hugs. Good night then.	At night, in Temple's bedroom. Her aunt wants to hug her and says "good night." However Temple refuses that because she does not want to be hugged. It is ever shown in another scene of the movie that Temple never want to be hug by anyone including her own Mom.	√				√		
6.	<i>Ann:</i> You don't have to decide just yet, do you? <i>Temple:</i> It's better than boarding school. <i>Ann:</i> That's great. Lots of choices... <i>Temple:</i> Danny's looking at you. See? He can see all around	In the ranch, Temple grooms the horses with her aunt, Ann..	√				√	√	

	<p>without moving his head.</p> <p><i>Ann:</i> So how do you know where he's looking?</p> <p><i>Temple:</i> His ears. He points his ears where he's looking. See? He's looking at you. And he's looking at those cowboys. See? Now I've got his attention. Now he's looking at me.</p>								
7.	<p><i>Ann:</i> You're right. How'd you figure that out?</p> <p><i>Men:</i> There you go!</p> <p><i>Temple:</i> What are they doing?</p>	<p>In the ranch, when Temple grooms the horses with her aunt. And talks with her Aunt. Her aunt is being interested with Temple explanation about horse and asks a question more deeply, but when she looks at some men, she wonders what they are doing and ignores her aunt.</p>	√				√	√	

8.	<p><i>Carlock:</i> Temple, when animals and people die, they stay with us in our minds. We can still see them. So I think it would be best not to remember Chestnut like this. Okay?</p> <p><i>Temple:</i> I see Chestnut the day I arrived. I see grooming Chestnut. I see a picture of a horse just like Chestnut in a book. We passed a Chestnut horse on route 119 near a feed store. There was one on a calendar at Aunt Ann's, there was one in Life magazine opposite the page of Mr. Kennedy...</p> <p><i>Carlock:</i> Okay. Okay.</p>	<p>Temple is in the horses' stall with Dr. Carlock. She sees the horse named Chesnut has died.</p>		√	√				
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9.	<p><i>Teacher:</i> Miss Grandin? First off,</p> <p><i>Temple:</i> I talked to my old teacher Dr. Carlock. And he said I should stress that it wasn't that I hadn't done the work, because I had, but I'd collected way too much data and backed it up with far too many citations, that I needed extra time just to make it coherent. But if you look at these results, you'll see that it's not just me, but in fact, a majority of people who become calmer when using my machine. And that really makes a clear case for me keeping it. And I should get a good grade.</p> <p><i>Teacher:</i> Did your...</p> <p><i>Temple:</i> Certainly more than a pass.</p> <p><i>Teacher:</i> Did your previous teacher, Dr. Carlock, suggest the good grade?</p> <p><i>Temple:</i> No, that's me.</p>	<p>Temple talks with her teacher or lecturer in the office to complain about why she gets the bad grades.</p>	√		√						
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10.	<p><i>Temple:</i> Why are some mooing more loudly than others? I never heard so much mooing!</p> <p><i>Don:</i> Honey, I've been around cattle all my working life. About all I can tell you is that, just like the female of the species, cattle love to yammer and gossip or sulk. It's always just one thing or the other. But like I was saying...</p> <p><i>Temple:</i> Well, there must be a reason. They're saying something.</p> <p><i>Don:</i> Well, I reckon you could get Dr. Dolittle on out here. He probably could tell you. While missy here is listening to what the cattle are saying to each other, why don't you boys step over here with me and see a dip in action?</p>	<p>Temple is in the ranch, doing an observation with some people and the supervisor of the slaughterhouse named Don. Don looks that he turns the back upon Temple.</p>	√						√
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11.	<p><i>Don:</i> Dolittle, how you holding up? Too much for you?</p> <p><i>Temple:</i> They like to walk in circles.</p> <p><i>Don:</i> Well, what do you know, boys? Cattle like to walk in circles! Dang, give that girl a prize.</p> <p><i>People:</i> (Laughing)</p> <p><i>Temple:</i> It calms them down. They walk in circles away from the handlers.</p> <p><i>Don:</i> Maybe you ought to wait out here when we go inside.</p>	<p>Temple is in the ranch, doing an observation with some people and the supervisor of the slaughterhouse named Don. Don looks that he turns the back upon Temple.</p>		√					√
12.	<p><i>Don:</i> So, Dolittle, what do you think?</p> <p><i>Temple:</i> Where does it go?</p> <p><i>Don:</i> Meat processing.</p> <p><i>Temple:</i> No, where does it go? It was here, and now it's meat. Where did it go?</p>	<p>Temple is in the meat processing factory, doing an observation with some people and the supervisor of the slaughterhouse named Don.</p>		√		√			

13.	<p><i>Ranchman:</i> Hey! You gotta remember to drink out here.</p> <p><i>Temple:</i> Well, I have data on things that make them balk, like shadows, reflections on water, a chain glinting in the sun.</p> <p><i>Ranchman:</i> Is that right?</p> <p><i>Temple:</i> They won't walk into shaded areas. They need to see where they're going. I've lots of important information on all this and I need Mr. Michaels to sign off on it.</p> <p><i>Ranchman:</i> Don? Don don't sign nothing.</p> <p><i>Temple:</i> I need Mr. Michaels to sign...</p> <p><i>Ranchman:</i> You're not hearing me right. Don don't sign nothing. I sign everything around here. His signature, but I do the signing. I'm not even sure if Don can write.</p> <p><i>Temple:</i> (smiling).</p>	<p>Temple stands in the ranch/ slaughterhouse named Scottsdale Feedlot waiting for Don to ask for signature but, she meets another ranchman (the signer/ stranger) who is kindly giving her his signature as the acceptance of her study.</p>		√	√				
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14.	<p><i>Temple:</i> Sir, Scottsdale Feedlot signed off on my cattle agitation study.</p> <p><i>Professor:</i> Smells like half the herd signed it first.</p> <p><i>Temple:</i> No, sir. Cattle can't do that.</p>	Temple talks with her professor in the office to give and to show the sign from Scottsdale Feedlot.		√					√
15.	<p><i>Scott's mother:</i> I'm sure he didn't. Temple, tell Scott about your writing.</p> <p><i>Temple:</i> I published two articles in the Arizona Farmer Ranchman.</p> <p><i>Scott:</i> The Arizona...</p> <p><i>Temple:</i> The Arizona Farmer-Ranchman. One was on good moos and bad moos. The other was on head restraints in cattle chutes and killing pens. They're really badly designed. Just terrible systems. Just...</p> <p><i>Scott's mother:</i> It's lovely to see you, Temple. Bye.</p> <p><i>Scott's father:</i> Merry Christmas.</p>	Temple is in the Christmas party. She meets her old friend, Scott with both parents.		√				√	

	<i>Temple:</i> Merry Christmas!								
16.	<i>Temple:</i> Cattle aren't dangerous! <i>Carlock:</i> Temple? <i>Temple:</i> And they're predictable. So it's not hard to design a system that won't hurt them! <i>Carlock:</i> What are you doing in California? <i>Temple:</i> But the cowboys would rather prod them and scare them. <i>Carlock:</i> Did you drive all night? <i>Temple:</i> I designed a dip vat at John Wayne Red River Feedlot based on the way cattle see and think and behave and the editor of Cattle magazine said it was a masterpiece, but the cowboys killed three cows in it! Three. In five minutes. Because they wouldn't follow my design!	Temple comes to Dr. Carlock's house to share her bad experience. She tells all of her problems to Dr. Carlock.	√	√	√	√	√		

<p><i>Carlock:</i> Temple, would you like to sit down?</p> <p><i>Temple:</i> I can't protect the cattle...</p> <p><i>Carlock:</i> I'm just having a cup of tea.</p> <p><i>Temple:</i> ...unless I design the whole system from the moment they enter to the moment they get slaughtered.</p> <p><i>Carlock:</i> Are you talking about a slaughterhouse?</p> <p><i>Temple:</i> Well, of course they're gonna get slaughtered. Do you think we'd have cattle if people didn't eat them every day? They'd just be funny looking animals in zoos. No, we raise them for us. That means we owe them some respect. Nature is cruel, but we don't have to be. I wouldn't want to have my guts ripped out by a lion. I'd much rather die in a slaughterhouse if it was done right!</p>								
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	<p><i>Carlock:</i> Well, it seems to me that you should be the one who's to design...</p> <p><i>Temple:</i> We can easily do it in a way where they don't feel pain and they don't get scared. And their cortisol levels go through the roof!</p> <p><i>Carlock:</i> Okay. Did you hear what I said, Temple? I think you're the one who should design the slaughterhouse.</p> <p><i>Temple:</i> Yeah, I'm going... I know a slaughterhouse that's a mess and I know exactly how to fix it.</p>								
17.	<p><i>Receptionist:</i> Can I help you?</p> <p><i>Temple:</i> Hello, it's very nice to meet you. I'd like to tour your slaughterhouse.</p> <p><i>Receptionist:</i> Excuse me?</p> <p><i>Temple:</i> Hello, it's very nice to meet you. I'd like</p>	<p>Temple is in the slaughterhouse office. She wants to tour the slaughterhouse and the receptionist refuses her permission.</p>		√		√			

	<p>to tour your slaughterhouse.</p> <p><i>Receptionist:</i> We don't do tours, ma'am.</p> <p><i>Temple:</i> I designed a dip vat at John Wayne's Red River Feedlot that the editor of Cattle magazine said was a masterpiece...</p> <p><i>Receptionist:</i> Security? Can I get security to the front office?</p>								
18.	<p><i>Supervisor:</i> This looks like an airport for cows.</p> <p><i>Staff:</i> Yeah.</p> <p><i>Staff:</i> Yeah. (laughing)</p> <p><i>Temple:</i> Thank you.</p> <p><i>Supervisor:</i> I didn't mean that as a compliment.</p>	<p>Temple is in the meeting room together with the supervisor and some staff in Abbot slaughterhouse, discussing about the innovation of slaughterhouse which is designed by Temple.</p>		√					√