

**PRAGMATIC DISORDER OF ASPERGER SYNDROME IN  
“*THE NIGHT CLERK*” MOVIE**

**THESIS**

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**DEPARTMENT OF ENGLISH LITERATURE  
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UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2021**



**PRAGMATIC DISORDER of ASPERGER SYNDROME in “*THE NIGHT CLERK*” MOVIE**

**THESIS**

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In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra (S.S)*

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**2021**

## STATEMENT OF RESEARCHERSHIP

I state that the thesis entitled “Pragmatic Disorder of Asperger Syndrome in *The Night Clerk Movie*” is my original work. I do not included any materials previously writen of published by another person, except those ones that are crited as references and written in the bibliography. Hereby, if there is an objection claim, I am the only person who is responsible for that.

Malang, June 10, 2021

The Researcher



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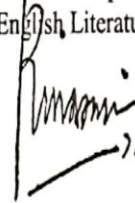
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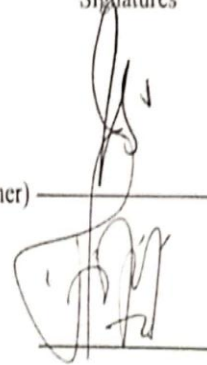
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## **MOTTO**

**“Aku lebih menghargai orang beradab dari pada orang berilmu. Sebab kalau hanya berilmu, iblis pun lebih tinggi ilmunya dari pada manusia.”**

**(I value civilized people more than knowledgeable people. Because if it is only knowledgeable, the devil is also more knowledgeable than humans.)**

~Sheikh Abdul Qadir Al – Jailani

## **DEDICATION**

This paper is dedicated to all of the people who have always prayed and supported me in completing this paper :

Allah SWT and Prophet Muhammad SAW who always guide me and take care of me to be a good person.

My parents Titik Fauziah and Surahmat, my sister, Kakang Mas Raden Nurud Dluha, and my younger brother Nuril Rohmatul F.

And for everyone which has given me the science of life.



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This thesis would not have been completed properly without the support from family, friends, as well as mental and physical health that has been given by Allah SWT. Therefore, on this occasion the researcher would like to thank:

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5. Mr Dr. Agus Eko Cahyono, M.Pd as the thesis supervisor who has provided guidance in the completion of the thesis.
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Hopefully, tis thesis will be useful for anyone, who are interested in studying this topic. Also, need suggestion, criticism, and additions to make the thesis better and interesting.

Malang, June 13, 2021

Lailatuz Zuhriyah

## ABSTRACT

Zuhriyah, Lailatuz. (2021) *Pragmatic Disorder of Asperger Syndrome in "The Night Clerk" Movie*. Thesis, Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Language is an important communication tool as an intermediary for the exchange of thoughts spoken by someone. However, language will be difficult to accept if someone has a problem or fails to convey it. One of them is an autism spectrum disorder (ASD). Autism spectrum disorder (ASD) is a nervous system disorder experienced by sufferers, which affects their ability to communicate with others. This study examines the pragmatic disorders that appear in the film "*The Night Clerk*", which relates to the theory of Baron-Cohen (1999) about the Extreme Male Brain (EMB). This is to find out the types of pragmatic disorders that often appear in this movie, and the communication problems experienced by the main characters.

In this research, the researcher used a descriptive qualitative method to gain an in-depth understanding. This research uses a pragmatic approach. In addition, this study uses a qualitative descriptive method and uses observational techniques to find data from the film script. The data comes from the main character's speech, who suffers from asperger syndrome and can violate pragmatic rules. The researcher will analyze *sixteen* data, because they have the same characteristics as other types of pragmatic disorders. The data were classified using the Baron-Cohen theory of the Extreme Male Brain.

The results of this study reveal that five types of disorders can be found in this film. Among them are one kind of *speech act (Constative)*, eight kinds of *Conversational Implicature (Relevance Maxim)*, one kind of *Conversational Implicature (However Maxim)*, two kinds of *Conversational Implicature (Quality Maxim)*, and four kinds of *Conversational Implicature (Quantity Maxim)*. Researchers also found problems in the film, including rambling when talking, saying things that are not relevant to the topic, and lying. The results of this study are expected to provide additional views and information in the study of pragmatic disorders and problems in communication for students, lecturers and others who are interested in the study of pragmatic disorders.

## ABSTRAK

Zuhriyah, Lailatuz. (2021) *Pragmatic Disorder of Asperger Syndrome in “The Night Clerk” Movie*. Skripsi, Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Agus Eko Cahyono, M.Pd

Kata kunci : *Psikolinguistik, Pragmatic Disorder, Sindrom Asperger*.

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Bahasa merupakan alat komunikasi yang penting sebagai perantara pertukaran pikiran yang diucapkan oleh seseorang. Namun, bahasa akan sulit diterima jika seseorang memiliki masalah atau gagal menyampaikannya. Salah satunya adalah gangguan spektrum autisme (ASD). Gangguan spektrum autisme (ASD) adalah gangguan sistem saraf yang dialami oleh penderita, yang mempengaruhi kemampuan mereka untuk berkomunikasi dengan orang lain. Penelitian ini mempelajari gangguan pragmatis yang muncul dalam film “*The Night Clerk*”, yang berhubungan dengan teori dari Baron-Cohen (1999) tentang Extreme Male Brain (EMB). Hal ini dilakukan untuk mengetahui jenis-jenis gangguan pragmatis yang sering muncul dalam film ini, dan permasalahan komunikasi yang dialami oleh karakter utama dalam film tersebut.

Dalam studi ini peneliti menggunakan metode deskriptif kualitatif untuk mendapatkan pemahaman yang mendalam tentang penelitian ini. Penelitian ini menggunakan pendekatan pragmatis. Selain itu, peneliti menggunakan teknik observasi untuk menemukan data dari naskah film. Data berasal dari tuturan tokoh utama yang menderita sindrom asperger dan berpotensi melanggar aturan pragmatik. Ada enam belas data yang akan dianalisis oleh peneliti karena memiliki karakteristik yang sama dengan jenis-jenis gangguan pragmatis. Data itu diklasifikasikan menggunakan teori Baron-Cohen tentang *Extreme Male Brain*.

Hasil dari penelitian ini mengungkapkan bahwa terdapat lima jenis gangguan yang dapat ditemukan dalam film ini. Diantaranya yaitu 1 macam *Tindak Tutur (Konstatif)*, 8 macam *Implikatur Percakapan (Maksim Relevansi)*, 1 macam *Implikatur Percakapan (Maksim Cara)*, 2 macam *Implikatur percakapan (Maksim Kualitas)*, dan 4 macam *Implikatur Percakapan (Maksim Kuantitas)*. Peneliti juga menemukan permasalahan dalam film, diantaranya *sering bertele-tele ketika berbicara, mengatakan hal yang tidak relevan dengan topik, dan berbohong*. Hasil penelitian ini diharapkan dapat memberikan tambahan pandangan dan informasi dalam kajian *gangguan pragmatis* dan *permasalahan*

*dalam berkomunikasi* untuk mahasiswa, dosen dan lainnya yang tertarik dengan studi gangguan pragmatis.

## مستخلص البحث

زهية ، ليلطوز. 2021 الاضطراب البراغماتي لمتلازمة أسبرجر في فيلم

"The Night Clerk".

أطروحة ، الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج

المشرف: د. أجوس إيكو كاهيونو ،

الكلمات المفتاحية: متلازمة أسبرجر ، علم اللغة النفسي ، اضطراب براغماتي

، والذي يرتبط "The Night Clerk" تبحث هذه الدراسة في الاضطرابات العملية التي تظهر في فيلم ، يتم إجراء ذلك لمعرفة أنواع (EMB) بنظرية بارون كوهين (1999) حول الدماغ الذكوري المتطرف الاضطرابات البراغماتية التي تظهر غالبًا في هذا الفيلم ومشاكل الاتصال التي تعاني منها الشخصيات الرئيسية في الفيلم.

يستخدم هذا البحث نهجا براغماتيا. بالإضافة إلى ذلك ، تستخدم هذه الدراسة طريقة وصفية نوعية وتستخدم تقنيات المراقبة للعثور على بيانات من سيناريو الفيلم تأتي البيانات من خطاب الشخصية الرئيسية التي تعاني من متلازمة أسبرجر ولديها القدرة على انتهاك القواعد البراغماتية. هناك ستة عشر بيانات سيتم تحليلها من قبل الباحث لأن لها ن فس الخصائص مثل الأنواع الأخرى من الاضطرابات العملية. تم تصنيف البيانات باستخدام نظرية بارون كوهين لدماغ الذكور المتطرف.

تكشف نتائج هذه الدراسة أن هناك خمسة أنواع من الاضطرابات التي يمكن العثور عليها في هذا الفيلم. من بينها نوع واحد من فعل الكلام (ثابت) ، و 8 أنواع من المعاني الضمنية للمحادثة (مبدأ الصلة) ، ونوع واحد من المعاني الضمنية للمحادثة (مهما كان الحد الأقصى) ، ونوعين من المعاني الضمنية للمحادثة (مبدأ الجودة) ، و 4 أنواع من الضمانات التخاطبية (الكمية حكمة - قول مأثور). وجد الباحثون أيضًا مشاكل في الفيلم ، بما في ذلك في كثير من الأحيان التشويش عند الحديث ، وقول أشياء لا صلة لها بالموضوع ، والكذب. من المتوقع أن تقدم نتائج هذه الدراسة آراء ومعلومات إضافية في دراسة الاضطرابات البراغماتية ومشاكل الاتصال للطلاب والمحاضرين وغيرهم ممن يهتمون بدراسة الاضطرابات البراغماتية.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the research background, research questions, objective of the study, significance of the study, scope and limitations, definition of key terms, previous study, and research methods.

### **A. Background of Study**

Language disorders occur when a person has a problem or fails to convey it, so that language is difficult for listeners to accept. One of them is autism spectrum disorder (ASD). In this case ASD is a developmental disorder of a person's nervous system that affects language development, social interaction, behavior and communication.

Currently, there are many studies on autism spectrum disorder (ASD) from various aspects of research. There are advantages and disadvantages to previous research on pragmatic reasoning, namely making conclusions that exceed the meaning of linguistic pronunciation (Judith, 2008). For example, in the homograph task, the correct pronunciation of a word was based on the previous sentence, whereas participants with ASD failed to pronounce it correctly. Therefore, it may not fully interpret the meaning of information in a linguistic context (Frith&Snowling 1983 ). Autism spectrum disorder (ASD) is a nervous system disorder experienced by sufferers, which affects their ability to communicate with others. Furthermore, Willy Tjan (2019) revealed that autism spectrum disorder (ASD), better known as autism, is a nervous system disorder

that affects a person's ability to communicate and interact with others. Patients with Asperger's syndrome have relatively pragmatic failure to communicate, even though they use ordinary language (Eyseck&Keane, 2015).

This study analyzes the phenomenon of pragmatic disorders of patients with Asperger's syndrome when communicating and the attitudes shown by patients with Asperger's syndrome to minimize conflict in communication. According to (Thomas 1983:91), the failure of pragmatics is a person's failure to understand the meaning that the speaker has conveyed. In other words, pragmatic failure is a failure experienced by a person in understanding or accepting the sense of the speech he receives during communicating.

In the book entitled "*The Complete Guide To Asperger's Syndrome*" by Attwood, ASD can't seem to regret something that has been done or said; apologize and forgive. These traits are related to the theory of mind. People with ASD has difficulty to understand other people's feelings, and Attwood emphasizes that this is a significant feature of asperger syndrome (Attwood: 301, 2007). When someone with asperger syndrome produces sentences, they usually do not understand the meaning of their own words.

In this study, researchers focused on Baron- Cohen's (1999) theory, namely the relationship *Between the Extreme Male Brain* (EMB) and autistic behaviour. In his research, he said that autism (asperger syndrome) *is an extreme male brain* (EMB). The methodology used in this research is descriptive qualitative method because the data uses document script notes and film scripts.

This study aims to determine communication problems in patients with Asperger's syndrome. In addition, researchers also want to show the context that supports the occurrence of communication problems in people with Asperger's syndrome.

Based on the theory above, the researcher analyzed a film entitled *The Night Clerk* movie 2020. In this film, the main character, Bart, is described as a sufferer of asperger syndrome and works as a hotel guard. He has trouble communicating and often gives responses that are irrelevant to the topic discussed. In addition, he often imitates the words of his interlocutors. To solve the problem, Bart recorded some activity around the hotel. He observed and studied the tape.

Another problem he faces is that Bart often utters spontaneous answers when talking to other people. In addition, he also often utters long sentences when speaking. Even Bart also responds excessively when communicating and causes conflict with the other person. In addition, in several scenes, Bart often shows a pragmatic failure. He also offers an inability to develop relationships, so he has difficulty showing his feelings.

To understand the problems, the researcher will analyze the pragmatic disorder in Bart, which is in the conversation in the night clerk movie. Thomas (1983: 91) says that the failure of communication participants to understand the meaning of the speaker's words. Mistakes are often made by people with the syndrome when receiving and understanding information from others. According to Newmark (1988: 189) there are two types of the absolute error in pragmatics.

First, referential and language errors. Referential errors are errors in understanding the meaning of references that refer to facts (names of places, objects, and historical events). Second, language errors are errors in interpreting words, phrases, or clauses), errors when changing idiom forms, collocations, and changing pronouns.

In this study, the researcher found three previous studies that are relevant to pragmatic disorders of asperger syndrome. Firstly, Wenche&Turid (2017) research entitled *Emotional and Behavioral Needs in Children with Specific Language Impairment and in Children with Autism Spectrum Disorder: The Importance of Pragmatic Language Impairment*. The methods in this study used quantitative methods. The research showed that emotional and behavioural needs (EBN) were significant in children with Asperger syndrome and children with certain language disorders. However, children with asperger syndrome significantly more impaired than those with specific groups of children with language disorders. In addition, both groups experienced significant pragmatic language problems on emotional and behavioural needs (EBN).

Secondly, Larasati (2019) research entitled *Pragmatic Language Disorders in Autistic-Savant People Who Are Portrayed in The " Good Doctor" Movie*. In the research, she used the theory of Baron-Cohen (1999), which is the relationships between the Extreme Male Brain (EMB) and autistic behaviour. She used a descriptive qualitative method. The study results showed that the most dominant verbal pragmatic language disorder was maxim violation (26%), while in the non-verbal form, it was a typical gaze/stiff gaze (47%).

The third previous study researched by Suryandari&Sutrisno (2018) entitled *Pragmatic Failures Experienced by Jacob in Jodi Picoult's Novel House Rules*. Their study used grice's (1975) theory of cooperation principles and Attwood's theory of mind (2007). Suryandani&Sutrisno used qualitative research method. The research showed that the types of pragmatic disorder produced by Jacob. The types experienced by Jacob is a violation of relational maxims, with 29.6% failure. In other words, to understanding the problems of pragmatic disorders in people with asperger syndrome, will minimize misunderstandings with a neurotypical to create relevant communication.

However, there are differences in this study from prior studies. In this study, a researcher using different subjects and topics from previous studies. The analysis will be carried out based on Baron-Cohen (1999) opinion, namely the relationship between Extreme Male Brain (EMB) and autistic behaviour. Therefore, this study fills the gaps of previous studies.

## **B. Research Question**

Based on the background, the research questions will be formulated specifically as follows:

1. What are the communication problems experienced by asperger character?
2. How are the context of the communication has a facilitated the problems experienced by the asperger to deliver the messages?

### **C. Objective of the Study**

Related to the research question above, there are two objectives of the study. They are:

1. To find out the problem of communication of the main character in *The Night Clerk* movie.
2. To find the context that supports the communication has a facilitated the problems experienced by the asperger to deliver the messages by the characters in *The Night Clerk* movie.

### **D. Significance**

Theoretically, this study expected to be able or widen the theoretical perspective of Attwood's theory *Extreme Male Brain* (EMB), types of pragmatic disorder, and problems of communication on people with asperger syndrome. That is in terms of giving more description on how Extreme Male Brain theory to finding the types of pragmatic disorder, and problems of communication on people with asperger syndrome .

This study contributes to obtaining information about pragmatic disorders. This study also offers an analyzed of pragmatic disorders in psycholinguistics experienced by sufferers of asperger syndrome. The results of the study are expected to helps further research and can be as a reference. Furthermore, this research will contributed practically to many parties, including increasing the author's insight about pragmatic disorders experienced by people with asperger syndrome. Second, people with asperger syndrome will contributed ideas about how to overcome communication problems.



### **E. Scope and Limitation**

This study focuses on pragmatics disorder in patients with asperger syndrome. The researcher intends to described the types of pragmatic disorder by patients with asperger syndrome. The researcher analyzes the ACD of the main character *The Night Clerk* movie. The research focuses on one area: speech. Specifically, speech spectrum disorders in adult males. In addition, verbal and non-verbal speech in conversations carried out by the main character in the film *The Night Clerk* becomes the data in this study. Therefore, the researcher will interpret the types of pragmatic disorders experienced and communication problems in the main character, using the theory from Attwood (1999) Extreme Male Brain.

### **F. Definitions of Key Terms**

To avoid misunderstanding of this study, the definition of the key terms as state as follows:

1. Asperger's syndrome is a condition or disorder experienced by a person when communicating. It can be challenging to capture information conveyed by someone, difficulty expressing what he thinks.
2. Pragmatic disorder is a branch of linguistics that discusses the language used by humans as its object.
3. Linguistics is a science in which the object used is human language.
4. The night clerk movie is a film by Michael Cristofer release on February 21 2020. The film tells about a criminal case in a hotel where the witness, in this case, is Bart, a hotel clerk who suffers from Asperger's syndrome.

## G. Previous studies

There are several previous studies on pragmatic disorders in Asperger's syndrome. The researcher used previous research as a reference in this study. The first study from Humaira (2015), entitled *Pragmatic Impairment of Asperger Syndrome in Temple Grandin Movie Character*. This study used a qualitative descriptive research method. The theory in this study is the theory of Macdonald (2004) regarding the language profile of children with autism. The results of this study indicated that all kinds of pragmatic disturbances occur in the conversation of the *Temple Grandin* movie. In addition, the trouble does not always happened in every conversation scene because several responses can pronounced well. This showed that the type of distraction that often occurs in conversation is responsiveness.

The second, research from Wenche & Turid (2017) entitled *Emotional and Behavioural Needs in Children With Specific Language Impairment and Children With Autism Spectrum Disorder: The Importance of Pragmatic Language Impairment*. The method in this study used quantitative methods. They research showed that despite emotional and behavioural needs (EBN) in children with Asperger's syndrome and children with certain language disorders. However, children with Asperger's syndrome significantly more impaired than those with specific groups of children with language disorders. In addition, both groups experienced significant pragmatic language problems on emotional and behavioural needs (EBN ),

Furthermore, Larasati (2019) research entitled *Pragmatic Language Disorders in Autistic-Savant People Portrayed in The Film "Good Doctor"*. In his research, she used the Baron-Cohen theory (1999), the relationship between the extreme male brain (EMB) and autistic behaviour. She used a qualitative descriptive method. The study results showed that the most dominant verbal pragmatic language disorder was maxim violation (26%), while in the non-verbal form, it was a typical gaze/stiff gaze (47%).

The last previous research conducted by Suryandari & Sutrisno (2018) entitled *Pragmatic Failures Experienced by Jacob In Jodi Picoult's Novel House Rules*. Their study used Grice's (1975) theory of cooperation principles and Attwood's theory of mind (2007). They used qualitative research methods. The results of their research showed that the types of pragmatic disorder that Yakub often experiences is a violation of relational maxims, with 29.6% of failures. In other words, understanding the problem of pragmatic disorders in people with Asperger's syndrome will minimize misunderstandings with a neurotypical to create relevant communication.

## **H. Research Methodology**

This chapter discusses all elements regarding to the research method including research design, research instrument, data and data source, data collection, and data analysis.

## **1. Research Design**

This research used descriptive qualitative method. This study tries to explain phenomena of language occurs on the main character of *The Night Clerk*. Nazir (1988) explains that the descriptive qualitative method is a method of examining the status of a group of people, objects, a set of conditions, a system of thought, or a collection of events in the present. According to Sugiyono (2009), descriptive is a method that describes the object under study through existing data and produces new conclusions. Therefore, it is possible to conduct the research using descriptive qualitative method.

## **2. Data Source**

The data in this study was in the form of video graphics in the verbal language (speech) produced by the main character in the film. In addition, the researcher will also used scripts to helped get every conversation the main character makes. The movie was taken from a website called layarkaca2, which uploaded on February 23, 2020, with a duration of 1.30 hours. Video can be accessed via the link <http://149.56.24.226/the-night-clerk-2020/>. While the script obtained from the web entitled transcribed. The manuscript can be accessed via the link <https://transcripts.thedealr.net/script.php/the-night-clerk-2020-xtjq>.

## **3. Research Instrument**

The main instrument in this research is the researcher himself. According to Sugiyono (2006), a good instrument category in qualitative research is a suitable device in qualitative research methodology, mastery of insight into the field studied, readiness to enter the research object, both academically and

logistically. Therefore, the researcher is the central part of this research so that the researcher can determine the focused of research, assess quality, analyzes, interpret and draw conclusions from their findings.

In this study, the researcher tries to find answers to research problems. The researcher observed the speech produced by the main character in the film "*The Night Clerk*", which indicated a pragmatic disorder. The researcher analyzed data related to the problem in the study used the theory of baron-cohen (1999), which is about the relationship between extreme male brain (EMB) and autistic behaviour.

#### **4. Data Collection**

The data of the studi was collected from the script of conversations carried out by the main character Bart with other characters. The script was collected from website *transcript* with link <https://transcripts.thedealr.net/script.php/the-night-clerk-2020-xtjq>. While the video was collected from *layarkaca21* website with the link <http://149.56.24.226/the-night-clerk-2020>. To obtained the relevant data, the researcher watched the movie five times and read the script six times. This done so the reseacher can understand and confirm data relevant to the study.

After reading the script and classify the data, researcher found 25 data. However, researcher read the script and watch the movie four times, and concluded the data into 16 data. Because, the other nine data are not included in the pragmatic disorder, but included in the types of stuttering. Furthermore, the

researcher found five types of pragmatic disorder, namely speech act, relevant maxim, manner maxim, quality maxim, and quantity mxim. Mahsun in Muhammad (2011: 217) states that the observation technique is a technique of obtaining data by observing the use of language.

While, the recording was a technique that enables to write data on a data card (Mahsun in Muhammad, 2011: 211), then an observation technique was used to collect the data from the manuscript. However, the data have been identified and selected, then copied to the datasheet using a note-taking method.

## **5. Data Analysis**

Then the researcher collected the data, the context of the conversation in each datum was explored, and the non-verbal behaviour of the people involved in the conversation was added. The explanation of the discussion context is significant in pragmatics because context used to analyzed in-depth data based on other relevant supporting theories.

Aspects considered to interpret the data logically. Furthermore, the results of the analyses process reported as new findings. The unique part of this study that distinguishes it from previous studies is the actual integration of psycholinguistics and pragmatics as a new theoretical framework. In the next stage, the findings are discussed in detail to answer research questions and adapt them to related literature studies and enrich the theoretical concepts of psycholinguistics and pragmatics as an integrated science.

## **6. Trustworthiness**

There were several ways to gain trust in this research. According to Husna (2018), the study considered valid and absolute if it meets the level of trust, transferability, dependence, and certainty. Furthermore, to obtain confidence in the research results, the study will extend the observation period. Second, the researcher will make observations in stages until getting the certainty of the data and the correct sequence of events. Third, the researcher used the triangulation method, which is to check the validity of the data or information obtained from various points of view by reducing as much as possible the bias that occurs during data collection and analysis ( Rahardjo, 2010).

Furthermore, Husna (2018) said triangulation consists of two kinds: source triangulation and technical triangulation. Source triangulation is a technique to test the credibility of the data by examining the data obtained from various sources. Furthermore, technical triangulation is a technique to test the credibility of the data by reviewing the same data source but using different methods.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Related literature which contains the main theory of the research, and related research with was about the researcher as the supporting theory and some reference books and reliable sources that support the theory applied in this research. Among them are linguistics, psycholinguistics, Asperger's syndrome, and pragmatics disorder.

#### **A. Psycholinguistics**

Psycholinguistics is the study of representation and mental processes involved in language use, including producing, understanding, and storing spoken and written language. The process that underlines the presentation and interpretation of speech is an active information process. The speaker's task is to produce ideas in an utterance (Fernandes&Cairns, 2010).

Psycholinguistics is a combination of two branches of science, namely psychology and pragmatics, which studies language through psychological or neurological factors. Based on the opinion (Indah&Abdurrahman, 2008), psycholinguistics comes from two branches of linguistics grouped in language studies, namely psychology and linguistics. Furthermore, Jodai (2011) argues that psycholinguistics or language psychologist is a study that discusses neurological and psychological factors so that a person can understand, acquire, use and produce a language.

Psycholinguistics is a branch of science that studies the relationship between language and the human mind to acquire, produce and acquire language.



Psycholinguistics is a study that discusses the relationship between language and the brain in processing, producing speech, and acquiring language (Hartley, 1982:16). This is in line with the opinion of Kridalaksana (1982: 140), which states that psycholinguistics is a branch of science that studies the relationship between language, behavior, and human reason with acquired language skills.

When speaking, there is a process of understanding and producing utterances in the form of sentences. Therefore, Emmon Bach (in Tarigan, 1985: 3) states that psycholinguistics is a science that examines how speakers/language users form/construct sentences of the language..

### **B. Pragmatics Disorder**

Communicating is one way to interact with someone. There are various types of communication, including spoken, written, and sign language. According to Lawrence in Canggara (2004), communication consists of verbal and non-verbal communication. Verbal communication has a broad scope because ideas of thought or decisions are easier to convey and express through words, symbols, emotions, and ideas (Hardjana, 2003). At the same time, non-verbal communication is communication in which the message content is packaged without using the word. In another word, non-verbal communication uses body language, facial expressions, and eye contact. This type of communication is more often used in everyday life because it is spontaneous or unconscious (Gudykunst&Kim, 1992).

Research in neuro-pragmatics, known as clinical pragmatics, is one of the pragmatic research studies. Cummings (2009) says that clinical pragmatic is

studying how a person uses language when communicating and experiences pragmatic confusion. The disorder is related to cognitive and linguistic factors. Clinical pragmatics refers to the description and classification of impairments in pragmatic competence and provides theoretical explanations of variations in pragmatic, linguistic, mental, and sensorimotor systems.

Clinical pragmatic is the study of language use disorders in speakers to achieve communicative goals. Cerebral injury, pathology, or other anomalies are the cause; this disorder begins at the developmental stage or during the Holocene (adulthood). Disorders of development and pragmatic acquisition have various etiologies, resulting from multiple relationships by a range of cognitive and linguistic factors (Cummings, 2009).

Cognitive and linguistic skills are needed to carry out communication skills and understand other people's thoughts. So, these skills play an essential role in constructing a grammatical and meaningful speech. These skills rely on cognitive processes such as memory and attention. Disturbance can occur in one or more methods, and this ability will cause failure in communication so that the speaker cannot tell a story to others.

To communicate effectively, a person must be able to use language appropriately in a social context called pragmatic competence. However, certain conditions make a person considered to have a pragmatic disorder. As said by Cummings (2009), a person who has a pragmatic disorder has a different problem than an adult with a voice disorder. A person with a pragmatic disorder will not be

able to use language to achieve various communicative goals where these goals include ways to build relationships and interact socially.

Based on the pragmatic role of cognitive theory in autism, the apparent attenuation of behavior in autism has prompted scholars to consider cognitive deficits that cannot explain language impairment. So that experts make a hypothesis that explains the core cognitive location of autism in the weakened theory of mind. Autism explanations for core deficits in this disorder include cognitive processing typically characterized by poor central coherence or impaired executive functioning (Cummings, 2009).

Furthermore, Levinson (1983:9-27) provides limitations regarding pragmatics: is the study of language that studies the relation of language to its context. Second, pragmatism is the study of aspects of meaning that are not included in semantic theory. Third, pragmatic is the study of the relationship between language and context, which is the basis for determining to understand. Fourth, pragmatic is the study of the ability of language users to adapt their speech to the appropriate context. Last, pragmatic is the study of implicatures, speech acts, deixis, presuppositions, and aspects of discourse structure.

This is in line with Leech (1993:15-16), which states that pragmatics consists of two kinds: pragmalinguistics and sociopragmatics. Pragmalinguistic studies more about aspects of linguistics and utterances. This field examines specific linguistic sources to convey language illocutions. Research in this area is a general condition of the communicative use of language. At the same time, sociopragmatics examines utterances in language from their social context. In

other words, sociopragmatics is a study of local conditions or, more specifically, about the use of language.

According to Thomas (1983:91-92), elements of pragmalinguistic divided into three areas of communication, namely (1) making meaning ambiguity to a minimum with the context of the situation; (2) giving whole meaning, especially for utterances containing ellipsis or deixis cohesion markers or figurative languages, such as metaphor and metonymy; and (3) distinguish between the meaning of the sentence and the meaning of the speaker. Meanwhile, there are two areas of sociopragmatic communication, namely (1) examining how the speaker can draw appropriate meaning conclusions; and (2) examine how speakers speak to express specific intentions.

In general, pragmatics is divided into two, namely pragmalinguistic and sociopragmatic. Pragmalinguistics is the study of the general conditions of the use of language communication. Pragmalinguistics can apply to pragmatics, which aims to lead to linguistics, which must consider the unique resources provided by the language formed to convey certain illocutions. Pragmalinguistic has a close relationship with grammar. (Tarigan, 1984:25).

Pragmalinguistic ability is closely related to the pragmatic force associated with an utterance construction. Leech (1983) defines pragmalinguistics as specific resources that the language has provided to convey certain illocutions. Furthermore, in their research, Rose and Kasper (2001) says that the available resources are "Pragmatic Strategies Such As Direct, Indirect, Routine And Various Forms of Linguistics That Are Likely to Intensify Communicative

Actions". Moreover, they point out that pragmalinguistic knowledge requires a division of form, meaning, power and context. Even sometimes it is mandatory and sometimes not' (p. 51).

On the other hand, Crystal (2003: 364) explains that pragmalinguistic is the final study of pragmatic that tends to lead to linguistic, especially from linguistic strategies to apply speech intentions. Furthermore, Clark (1979) says that the linguistic part used to express it is called the convention of means and conventions of the form. For example, the linguistic strategy (convention of standards) for making requests is a conventional indirect strategy. The linguistic part needed to carry out this strategy (form convention) can be questions, modals, and values. For example, would you mind coming here for a moment?

Pragmalinguistic allows speakers to apply conventional ways of speaking respectfully when communicating with their interlocutors. Speakers can choose sentence terms, adjust verb morphology, and use appropriate expressions. Kasper (1992) and Thomas (1995) apply that it is challenging to conclude examples of pragmatic failures whether knowledge systems are to blame. Because pragmatically incorrect use of language is caused by sociopragmatic misjudgments or lack of pragmalinguistic knowledge.

Leech (1993, 1) developed pragmatic meaning broadly; he developed pragmatic definition as studying substance in linguistic. Sociopragmatic is a linguistic study that studies meaning related to social.

Sociopragmatics is the study of 'local' situations or conditions, which more specifically explains that the principle of cooperation and politeness occur in

different cultures or different language communities, in different social cases, and so on. In another word, sociopragmatic is the sociological boundary of pragmatics. So it is clear that there is a close relationship between sociopragmatic and sociology (Tarigan, 2001:26).

According to Trosborg in Susanti (2007:8), sociopragmatic refers to analyzing interaction patterns in certain social conditions or specific social systems. Sociopragmatic studies, according to Leech (2001: 12-13), are local and specific. The point is social interaction or a social system that applies based on the social conditions of each area. In sociopragmatic, the principle of cooperation and the direction of politeness act differently in different cultures, languages, social classes, and social situations. Meanwhile, according to Tarigan (1992:8), sociopragmatic refers to analyzing interaction patterns in certain social conditions or social systems. Sociopragmatic failure occurs when speakers failure using a speech by social, cultural, and interactional rules.

In his book, Cummings (2009) says that the study of clinical pragmatics in children and adults includes the investigation of referential communication, narrative discourse production, management of topics in conversation, understanding of sarcasm and speech acts. So he introduced pragmatic analytical theories that have relevance to clinical pragmatics.

### **1. Speech Act**

Speech acts are a part of pragmatics that involves the speaker, listener or writer, and are discussed. In speech acts, there is an action and an utterance. In addition, the speaker also has a goal to be obtained from the interlocutor. In his

book, Austin (1962, 12) argues that speakers will also take action through the speech delivered to convey something. Furthermore, speech act theory centered on the purpose of using the language of communication and the purpose of the speaker.

Speech acts apply to the meaning or meaning of the act, while speech events emphasize the event's purpose (Suwito, 1983:33). In a speech act, the speaker carries out speech events to the interlocutor to convey a certain meaning or purpose.

Austin begins discussing speech act theory, classifying speech into two types namely constative, and performative. The constative category has the meaning of being right or wrong (Austin, 1962). Constative speech is a type of speech that describes factual conditions, the contents of which can refer to facts or events that have occurred. Then, Searle (1971: 39) says that constative included descriptive words, statement of facts, definitions, and so on, namely speech that reports, informs, and states. In other words, conservatives are utterances that can have true or false meanings depending on the context in which the speaker is talking.

The main speaker constative speech act does not lie in the speaker (the subject) but the object in an utterance in an event. For example, the speech *the thief is the man*, which the witness in court said has the consequence of being right or wrong in the content of his speech.

Furthermore, performative speech shows that the speaker has completed action by acting. The performative category is an utterance that aims not to

explain, state, or all descriptive utterances, which have consequences for assessing whether the speech or proposition is actual or not (Saifuddin, 2019). Performative utterances shape or create action. As exemplified (Saifuddin, 2019), namely, beware of stray cats! What is said seriously will result in a wary effect on the interlocutor, not because the content of his speech is true or false (whether there is a stray cat or not), but because the speech is a warning or an act of notice.

After dividing speech into constative and performative, Austin also proposed dividing speech acts into three kinds, namely locutionary acts, illocutionary acts, and perlocutions. All three occur when the utterance is spoken. Locutionary speech acts are speech acts that aim to state something, say something with words and the meaning of the sentence according to the meaning of the word in the dictionary and the meaning of the sentence according to its syntactic rules (Gunawan Rustono, 1999, 37). Meanwhile, according to Austin (1962, 100), an illocutionary act is speeches that are conveyed based on actual conditions without any indication to achieve other goals.

Furthermore, illocutionary acts are acts that do something based on what Habermas said (1998). Illocutionary is an achievement by expressing the intention to achieve something that can contain a specific power. Illocutionary acts do not include descriptive acts and acts of submission to the truth; execution of an action in saying something Austin (, 1962, 99). In theory, speech acts, illocutionary acts, the term refers to the use of address to express the attitude of the power function or particular, called *d aya* illocutionary. The illocutionary act is the act of saying something. Austin states that the illocutionary is simply saying something,



conveying information, speaking, asking, and so on (Austin, 1962, p. 108). Illocutionary utterances obey the conditions of truth and require reason/sense and references to be understood. Reference depends on the speaker's knowledge at the time of narration (Austin, 1962, p. 143). Sadock calls illocutionary acts "actions performed to communicate" (1974, p. 8), and Habermas argues that the locution act is declaring a state of affairs (1998, p. 122). In essence, it can be said that saying something is doing an illocutionary act.

The perlocutionary act is utterances spoken by speakers that often have perlocutionary forces resulting from expressing (Austin, 1962: 101). These effects can be caused by speakers intentionally or not. There are several signs of verbs to mark the perlocutionary act, including coaxing, tipping, pushing, irritating, scaring, pleasing, humiliating, attracting attention, etc. Leech (1983).

## **2. Deixis**

In her book, Elizabeth (2002: 53) says that deixis refers to indicating words influenced by context. If words containing deixis elements are used, it is necessary to know who is speaking, who is listening, or both, understanding the meaning of the words. Furthermore, Yule (2006: 13) states that deixis is a designation through language. The word is deixis if its meaning change or changes. Depending on who the speaker is, the time, and where the words were spoken.

Deixis is a language goal whose completion through deixis expressions that depend on the interpretation of the speaker and listener then shared through the same context (Levinson, 1983). He argues that deixis is the relationship

between language and context. According to Levinson, deixis divided into five parts, namely: (1) person deixis, first-person: "I, me, my, I'm", second person: "you", and third person: he, she, him, her ", (2) place deixis: "there, here", (3) time deixis: "today, tomorrow, later, where, by now, when", (4) discourse deixis: "this, these, that", and (5) social deixis: "I'm not against my father, only against the labor minister".

#### **a. Personal Deixis**

Personal deixis is a sentence that shows that a speaker is an actor in communicating based on the context. According to Cahyono (1995), personal deixis is a word or sentence that refers to a pronoun as a sign of speaking. According to him, personal deixis consists of three kinds: the first personal deixis, which categorizes the speaker's reference to himself, such as me, us, and us. Furthermore, the second persona category classifies speaker references with one or more people, such as you, him, and you. Finally, the third person category ranks the speaker's reference to a person or thing that is not a speaker; for example, he is a man, a woman, and pronouns.

#### **b. Place Deixis**

Place deixis is giving form to the location from where the speaker communicates. According to Cahyono (1995), place deixis is the giving of shape to the area of the speaker's presence in communicating. Besides location division, its use must be estimated by the speaker in the appropriate contest depending on the speaker's context. Place deixis is usually associated with verbs that designate a place, such as come, go, and bring.

### **c. Time Deixis**

Time deixis is the giving of shape to the point or distance of time seen from an expression in communication that refers to the speaker. According to Levinson (in Abd. Wahab, 2007), time deixis can be lexical or grammatical. Words that refer to time deixis are yesterday, today, today, next week, and last week.

### **d. Discourse Deixis**

According to Nababan (1987), discourse deixis is related to words or phrases that express parts of sentences in discourse or utterances. Discourse deixis facilitates the interpretation or understanding of discourse, both written and oral as a whole. Discourse deixis can be in the form of connecting expressive words such as even though, although, and others.

## **3. Presupposition**

Presuppositions come from debates in philosophy, especially about the nature of references (things, circumstances, and so on) which are referred to by words, phrases, or sentences and referent expressions (Nababan, 1987:48). Presupposition comes from the phrase to-pre-suppose or to suppose beforehand; in other words, before the speaker says something, he has an allegation to the other person.

Presupposition knew as presuppositions. A sentence can presuppose and implement another sentence. A sentence is said to presuppose another sentence if the second untruth (presupposed) results in the first sentence (which presupposes) being neither true nor false. The presupposition is in the form of the speaker's

assumption that the speech partner can be particular about the person or thing being said (in Rustono 1999:105).

A presupposition is a sentence that can be assumed to be accurate and converted into a pragmatic expression. Levinson (1983, 168) said that presupposition is limited to pragmatic inference or assumptions that appear and built into linguistic terms. Furthermore, Yule (2006:33) said that presupposition is something that the speaker assumes as the case before making an utterance. In general, a presupposition can define as a reference or proposition whose truth took for granted, which functions as a prerequisite for the proper use of the sentence (Huang, 2007:65).

The presupposition is a part of pragmatics that links two propositions to understand their meaning. The presupposition is obtained from the statement submitted without determining whether the presupposition is true or false. This understanding of presuppositions involves two main participants: two speakers or those who convey a statement or speech and speech partners and are usually associated with word choice or diction, phrases, and structures (Yule, 1996:26).

Presupposition has a close relationship with implicature and entailment as a branch of pragmatics that functions as interdisciplinary involving the application of ideas from linguistics. In the study of how texts are produced, understood and evaluated, and answered related theoretical questions (Chapman&Clark, 2014: 1 ). Its reliance on contexts makes presuppositions the main idea, but clinical pragmatics research investigates presuppositions directly. Thus, presupposition theory is rarely used as the focus of clinical studies. The ability to understand

presuppositions is necessary for understanding other pragmatic phenomena (Cummings, 2009). According to him, assumption categorized into linguistic expressions has several parts, including active verbs, cleft sentence construction, definite descriptions, and state change verbs. In other words, each of these presuppositions is inserted into an expression of a particular linguistic.

Yule (2004:46) argues that presuppositions are divided into six types, namely (1) existential presuppositions, (2) factual presuppositions, (3) non-factual presuppositions, (4) lexical presuppositions, (5) structural presuppositions, and (6 ) counterfactual presuppositions. As for the opinion regarding presuppositions put forward by Levinson (1983), there are ten types of presuppositions, namely (1) *Existential Presuppositions*, (2) *Factual Presuppositions*, (3) *Lexical Presuppositions*, (4) *Structural Presuppositions*, (5) *Non-Factual Presuppositions*, (6 ) *Presupposition*, (7) *Iterative Presupposition*, (8) *Implicative Presupposition*, (9) *Time/Temporal Presupposition*, and (10) *Cleft Sentence*.

#### **a. Existential Presuppositions**

The term existential presupposition comes from the word ex-sister, which means to move or grow outward. With this term, existentialists want to say that human existence should not be as substances, mechanisms, or static patterns but as motion or being as something that exists (Aprilia, 2019). In other words, existential presuppositions are presuppositions that show an identity expressed in actual terms. Presuppositions are not only assumed to exist in sentences that indicate ownership but, more broadly, the existence of statements in the utterance.

Existential presuppositions show the existence of something that can be conveyed through presuppositions. According to Levinson (1983), a presumption existential presupposes that assumption is present in a sentence that shows ownership but can be expanded again with the truth of a statement in a speech. Meanwhile, Yule (2004) argues that existential presuppositions are presuppositions that are assumed in possessive arrangements and more broadly in specific noun phrases.

### **b. Factual Presuppositions**

This presupposition comes from the information conveyed in words that indicate a fact or news that believed to exist. According to Yule (2006), factive presuppositions are presuppositions in which the presupposed information follows the verb to be considered a reality. Words that can express truth or facts in speech are verbs or adjectives that can give definite meaning.

In line with this, Levinson (1983) argues that factual presuppositions arise from information conveyed or stated in words that indicate a fact or news that believed to be accurate. In this presupposition, there are words to identify factual presuppositions, such as realize, regret, be aware, glad, know, be sorry, be proud, be happy, be sad.

### **c. Presupposition Lexical**

The presupposition is obtained through speech interpreted through affirmations in speech. Yule (2006) says that, in general, the use of a form with a conventionally stated meaning in lexical presupposition can be interpreted with the presupposition of another purpose that is understood. The difference with

factual presuppositions is that linguistic presuppositions are expressed in an implied way, so that confirmation of the presuppositional utterance can be obtained after the statement of the utterance.

While Levinson (1983) argues that lexical presupposition is presupposition obtained through speech interpreted through affirmation in speech, several lingual units are used as markers in linguistic presuppositions, such as start, finish, carry on, cease, take, leave, enter, come, go, arrive, stop, and begin.

#### **d. Structural Presupposition**

Structural presupposition refers to certain sentence structures that have been analyzed as common and conventional presupposition assumed to be true. This can be seen in interrogative sentences such as where and when alternative questions and yes or no questions. In another word, the use of structural presupposition can be seen in the wh-questions whose meaning is immediately known. Levinson (1983) argues that structural presupposition is presupposition expressed through speech in a straightforward sentence structure to be understood without looking at the words used. This is in line with the opinion of Yule (2006) which said that structural presupposition is the structure of specific sentences that have been analyzed as presuppositions on a regular and conventional basis that part of the structure has assumed to be true.

#### **e. Presumptions Non-factual.**

Non means something negative or contradictory. Non-factual can be interpreted as a walk-in fact. A non-factual presupposition is a presupposition that is assumed to be incorrect; this presupposition still allows for misunderstandings

due to uncertain or ambiguous words. In other words, non-factual is not by reality or something that contains untruth. Levinson (1983) argues that non-factual presuppositions are presuppositions that still allow for misunderstanding due to uncertain and ambiguous words. Meanwhile, Yule (2006) argues that presupposition that contains a press are assumed to be incorrect—verbs such as dreaming, imagining, and pretending commonly used in non-factual presuppositions.

#### **f. Presuppositions Conterfaktual**

A counterfactual presupposition is a presupposition that is not true and can mean the opposite of the truth. Yule (2006) presupposition that presumed counterfactual means that incorrect and inverse (opposite) of the right back to reality. A statement that reads, *when you arrive in Jakarta, please let me know. Don't forget; I'm not home because it's not a holiday.*

The structural presupposition is an utterance deliberately said by the speaker and gives hidden meaning. Levinson (1983) the utterance is not solely intended in the utterance. Still, something implied from the utterance must be done, such as looking for the speaker's office address or telephone number. This presupposition results in an understanding that is exaggerated or contradictory. Conditions that produce presuppositions like this usually contain an 'if clause' or presupposition. The results obtained are contradictory to the previous statement.

#### **g. Presupposition Iterative**

This type of presupposition described by Levinson (1983) and Yan Huang (2007) states an iterative type of presupposition or can also be said to be an



iterative type of presupposition. This presupposition can be seen as a repetition of a verb or an action taken by someone. Iterative is the act of repeating a process to approach the desired goal, target, or result. This statement explains that iterative action is an iterative action of a function with a plan to achieve an outcome or target. But basically, this iterative only focuses on an action or repeated actions such as restore, return, again, and repeat.

#### **h. Implicative Presupposition**

This type of presupposition has provisions based on the implicative verb. Each of these verbs contains a presuppositional meaning that can be presented differently. Several linguistic units of implicative presuppositions such as manage, remember, bother, get, dare, care, venture, condescend, happen, see, fit, be careful, have the misfortune/sense, take the time/opportunity/trouble, take it upon oneself.

#### **i. Temporal Presupposition**

In a sentence, if there is a time marker in an utterance or the form of a sentence, it can be ascertained that the correction or speech also has a presupposition. There are several linguistic units of markers in this presupposition, such as when, after, before, and until/till, by the time, once, the moment (that), immediately, while.

#### **j. Cleft Sentences**

In English, it is a cleft construction proposed by Biber (1999: 155). Cleft is the past participle form of cleave which means to break, to split. The fractional

arrangement, a clause that can be broken down into several parts, each part having its verb. Biber classifies into two types of cleft, namely it-cleft and wh-cleft.

The it-cleft structure consists of pronouns followed by the verb *be* in English. It focuses specifically on elements, which can be followed by: a noun phrase, a prepositional phrase, an adverb phrase, or an adverbial clause (and finally by) a relative-like dependent clause introduced by *that*, *who*, *which*, or zero. Noun phrases, prepositional phrases, and adverb phrases, or adverb clauses, and also bound clauses that resemble relative clauses by introducing *that*, *who*, *which*, or zero.

Wh-clefts consist of a clause that contains a wh-word or question word in English, usually *what*, the verb *to be*, and emphasises explicitly one of the elements: a noun phrase, an infinitive clause, or a limited nominal clause (Biber, 1999: 959).

#### **4. Implicature**

Grice first introduced the idea of implicature. According to him, something that the speaker wants to say is part of the truth, so that the meaning of an utterance requires one to conclude the communicative utterance of the speaker (Grice 1975, 1978, 1989 ). Furthermore, Grice (1975:45) distinguishes implicatures into two types: conventional implicatures and non-conventional implicatures (conversational implicatures).

Conventional implicature is a meaning derived from words directly (heard) that must be understood, not derived from the principles of conversation. According to Kridalaksana (2008), conventional implicatures are meanings that

speakers in certain language forms must understand but are still not revealed. Meanwhile, according to Grice (in Leech, 1993), conventional implicature is a practical implication obtained directly from words, not conversational principles. Nababan (2013) argues that conventional implicatures have implied meanings obtained directly from the meaning of the word (heard), not from the principle of conversation and not based on cooperation.

Implicatures non-conventional (conversational implicature) implied did not have a relationship with the spoken speech, usually showing up at the time of communication. Conversational implicatures appear in the act of conversation. Therefore, non-conventional implications (conversations) have a temporary nature (occurs during a show of conversation) and non-conventional (something that is implied and does not have a direct relationship with what is said) (Leech, 1991).

In the implication of conversation, there is a scope that regulates conversation events as an act of language. According to Grice (1975), there is a set of assumptions surrounding and holding conversational activities as an act of speech. According to him, the location of beliefs that govern one's actions in conversation is the principle of cooperation.

Solve problems and explain relationships using a truth-based approach to meet the cooperative principle. Leech (1993) stated that the Cooperation Principle is needed to make it easier to explain the relationship between meaning and power; Such an explanation is adequate, especially for solving problems that arise in semantics using a truth-based approach.

When the speaker speaks according to his thoughts and takes part in the conversation as previously agreed by the speaker and listener, it is a cooperative principle. According to Grice (in Rustono, 2000: 44) explains that the focus of cooperation is “*make your conversation contribution as desired at the time of speaking, based on the agreed purpose of the conversation or the direction of the conversation you are following*”. This means that someone has a conversation based on what they want based on the topic of discussion used with the other person at that time.

In this definition, the principle of cooperation does not clearly explain what is needed to contribute to a conversation. So that the focus of the collaboration is given specificity through a series of four maxims (Cummings, 2009). Maxim is a principle that speakers must use when interacting to smooth the course of the communication process (Kushartanti, 2007:106). The four maxims are *maxim of quality, quantity, relevance (relationship), and manner*.

#### **a. Quality Maxim**

The maxim of quality is a maxim that wants a speaker to convey something real and actual when communicating based on facts. Furthermore, according to Wijana and Rohmadi (2011:47), the speech participants must provide essential information to maximize quality. In other words, speakers who use maxim of quality must tell the truth and must not be a lie.

If a speaker conveys information based on truth or facts to the listener, it is a maxim of quality. Grice (in Rahardi, 2008) said that the maxim of quality is a rule that speakers must do to convey information based on facts. The formulation

of the maxim of quality, according to Richard (2005:23), is Do not say that you believe to be false and Do not say that for which you lack adequate evidence.

### **b. Quantity Maxim**

Based on the maxim of quantity, the speaker, when interacting, must provide sufficient information and not provide more information than is necessary. The maxim of quantity requires each speaker to contribute or what the interlocutor needs (Wijana&Rohmadi, 2011:45). Furthermore, Herawati (2007:8) states that the maxim of quantity expects each participant to contribute that is by the needs of the interlocutor.

This is in line with Wijana (1996: 46) opinion, which states that the maxim of quantity requires every speaker to provide appropriate information as needed and not exceed what is needed. So, the contribution given is not less or more than what the other speech participants need. The formula for the maxim of quantity, according to Grice in Rahardi (2005: 53), is " Make your contribution as informative as required" and "Don't make your contribution more informative than required".

### **c. Maxim of Relevance**

The maxim of relevance is a maxim that requires every speaker to contribute or provide information relevant to the situation of the conversation or something that is said. Furthermore, Wijana&Rohmadi (2011:45) said that the maxim of relevance requires speakers to make contributions relevant to the topic of conversation. In practice, speakers in an interaction must obey the maxim of

relevance by conveying utterances that contain information relevant to the flow of the interaction.

A speaker must have a cooperative relationship between the speaker and the listener to make a relevant contribution between the speaker and the listener. According to Grice (in Rahardi, 2008), the maxim of relevance is an utterance that expects cooperation between the speaker and the listener to produce relevant information. In other words, the maxim of relevance requires every speaker to make a contribution that is relevant to the conversation situation (Kushartanti, 2007: 107). The formula used by the relevant maxim is to make your contribution relevant.

**d. Maxim of Manner**

A speaker must say the correct, precise, unambiguous so that the listener can understand the meaning of his utterance. Wijana&Rohmadi (2011) stated that the maxim of manner is a maxim that requires the speaker to pronounce information directly, clearly, not vaguely, not ambiguously, not wordy, and not excessive. Meanwhile, Grice (in Rahardi, 2008) says that the maxim of manner (maxim of implementation) is a rule that requires speakers to tell direct, clear, not vague, and detailed information. If the provision of information contains ambiguous and long-winded elements, it can be said to violate the maxim of manner. According to Rahardi (2005: 53), the formulas used in the maxim of manner are "Avoid obscurity", "Avoid ambiguity", "Be brief", and "Be orderly".

There is a difference between the two implicatures above. The first difference is that the sentence depends on the correctness of its use, meaning, and

certain forms of expression. Second, the sentence comes from the principle that governs the existence of a conversation. Lyons (1995) said that the difference between the two is in their form, depending on conditions in use, meaning, specific states, and expressions. The sentence comes from the principle that governs the occurrence of conversation.

## **5. Context**

Context is part of a sentence description that can support or add clarity to the meaning of a situation related to an event. Leech (1983:19) explains that context is related to an utterance's physical and social environment. Context is the knowledge possessed by speakers and affects communication, in the form of understanding of the material and social world, social-psychological factors, and knowledge of time and place in speech, background knowledge between speakers and listeners (cutting through Baryadi, 2015: 32).

Context is an utterance that has a relationship and affects the events experienced by a person. Kleden (in Sudaryat, 2009:141) says context is a specific space and time faced by a person or group of people. Halliday (1994:6) suggests that context is the utterance that accompanies the text. This means that the context exists to accompany the text. Then, Kridalaksana (2011:134) defines context as aspects of the physical or social environment related to certain utterances, the knowledge that both speakers and listeners have to understand what the speaker means.

Context is a situation that exists together and has a relationship with communication. According to Brown&Yule (1983), context is the environment or

circumstances in which language is used. Halliday & Hasan (1994) said that context means "something accompanying text", which is inherent and present with the text. So that context can be interpreted as a situation or setting in which communication occurs. Then, according to Mulyana (2005: 21), context can be considered as the cause and reason for the occurrence of a conversation/dialogue. Everything related to speech, whether related to the meaning, intent, or information, really depends on the context behind the speech event.

Based on the characteristics, context is a broad concept and involves physical, linguistic, epistemic, and social elements. The physical context in the form of characteristics such as the day and time when speaking, the presence of other people, the physical setting in which the conversation occurs (such as work, home, etc.). The linguistic context is used by the speaker to rediscover the implicature of the listener's response to the previous statement that the speaker has put forward. However, the early part of the conversation between speaker and listener can contribute to a linguistic context that may be relevant to the speaker's assumption from the listener's assumption. The epistemic context describes shared background knowledge and beliefs between speakers and listeners in a conversation (the term doxastic can be used when beliefs are still under debate). Social context occurs as a result of social distance between speakers and listeners (Cummings, 2009).

## **6. Conversation**

Conversations often occur in the context of the embodiment of language skills in pragmatics. The dyadic nature of conversation is integral to most



pragmatic phenomena, so the speaker cannot convey something well unless there is a listener who can understand the meaning of the implicature intended by the speaker (Cumings, 2009). Conversational implicature is an implicative proposition or statement, which is something that the speaker might interpret, imply, or mean differently from what the speaker said in a conversation (Grice in Gazdar, 1979).

Implicature arises because of a violation of the principle of conversation. The principle of conversation is the principle that regulates the mechanism of conversation between participants to converse cooperatively and politely (Purwo, 1990). The principle of conversation includes the principle of cooperation and the principle of politeness. The principle of collaboration requires the speaker to contribute to the discussion as desired at speaking. Meanwhile, the principle of politeness deals with social, aesthetic, and moral rules in speaking (Grice, 1975).

As exemplified by Cummings (2009), when responding to the question, are you leaving today? A speaker might say, I'm exhausted. This response can only be considered to indicate that the speaker does not want to go if the listener can understand the meaning of this particular implicature. Deictic expressions such as *you*, personal depiction *me*, temporal depiction *today*, *next week*, the spatial depiction *here*, *there* present the presupposition of the existence of speakers and listeners related to the spatial and temporal grouping of events, objects, and people (Cummings, 2009).

The number of pragmatic concepts that depend on the structure of the dyadic conversation makes the reason for the phenomenon of exchange quite

prominent in clinical pragmatics studies. Speakers who are not aware of the rules of taking turns in communicating are likely to fail to respond to indirect requests that have been conveyed at that time. A similar failure to recognize the structure of a conversational exchange can lead to the speaker's dominance even when the speaker is aware of the need to create opportunities in the conversation and turn to another speaker. The turns given may be irrelevant or fail to develop the topic discussed. A person with autism will usually discuss one of his limited interests (e.g. trains) during a long conversation and come to an imprecise level of detail (Cummings, 2009).

### **C. Asperger Syndrome**

Asperger's is often referred to as "High Functioning Autism", because it may be a milder version of autistic spectrum disorder or a widespread developmental disorder. Asperger syndrome is a neurobiological disorder by a doctor named Hans Asperger in 1944. In his article, he described the behavior of someone who has an average level of intelligence and language development and behaves like autism, especially in terms of social interaction and communication. (Cahyono & Hariadi, 2016).

Furthermore, Asperger's syndrome, also known as Asperger is a developmental disorder characterized by significant difficulties in social interaction and nonverbal communication and restricted and repetitive patterns of behavior and interests. (Frith: 1991). In other words, a person with Asperger's syndrome will have difficulty in social interaction, non-verbal communication, and having the same interests and doing it repeatedly.

If a person has problems communicating, this is included in Asperger's syndrome disorder. Abd Rahim (2011) stated that Asperger's syndrome is a symptom of autism. This is because people with this syndrome have problems in communication, and their habits are not accepted by society. However, a person with Asperger's syndrome has average intelligence, extraordinary talents or skills, and an excellent vocabulary. Their distinctive language development; however, they often have difficulty understanding and using nonverbal cues (gestures, body language) for social interaction (Kirby: 2003).

People with Asperger's syndrome have more normal verbal abilities because they have a good grammar use stage at the beginning of their birth. However, they cannot convey speech fluently, so it is difficult to do social communication (Caton, 2007). Zahar (in Hermanto, 2005) said that someone with asperger syndrome has a high level of intelligence but low interaction.

In addition, the peculiarity of people with asperger syndrome is that they excel in processing several types of information such as facts and numbers but have difficulty understanding thoughts, feelings, and ways of communicating with others. In other words, people with Asperger's syndrome are actually on par with children in general. They can even be superior in some ways, such as being an expert in understanding facts. Unfortunately, they have difficulty conveying it to others when communicating (Indah, 2017),.

Asperger syndrome is not a disease, but a condition that affects how the brain works, and asperger syndrome has symptoms similar to autism. Sugiarti (2017) stated that asperger syndrome has almost the same symptoms as autism;

they experience deficiencies in interaction and communication but do not experience delays in speech and language, cognitive development, and curiosity about the outside world. Meanwhile, Indah (2017) said that asperger syndrome is not a disease, but a condition that affects how the brain works to process information as experienced by other people with autism.

Several factors cause asperger syndrome in children, including genetic factors. According to Sugiarti (2017), genes and genetics are closely related to brain function development. Then, Sugiarti gave an example of the cause of Asperger syndrome; if a father has difficulties in his social functions, he will likely produce offspring with asperger syndrome indications. In addition, according to him, non-genetic factors can also be the cause of the birth of children with asperger disorder, such as excessive stress so that children have extreme fear.

Symptoms that arise in children with Asperger syndrome can identify in several ways. Sugiarti (2017) said that indications in children with Asperger syndrome could be seen from several sides. First, the cognitive side is a condition where a child has more intelligence than children, in general, to absorb knowledge well. Second, the language side is a condition where a child with asperger syndrome has a different communication pattern. Such as the intonation pattern is too fast, limited, flat, and the volume drains out of modulation. However, this feature cannot be recognized until the child is five years old.

Third, the social side is when a person with asperger syndrome is not interested in connecting with other people. However, they will try to show friendship though in different ways. Fourth, the motor side is a condition where

people with asperger syndrome have motor impairments in carrying out their activities, such as catching a ball, tying shoelaces, and pedaling a bicycle.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion based on the explanation in the previous chapter. The findings in this study explain the pragmatic disorders experienced by patients with Asperger syndrome in the film *The Night Clerk*. Then, in the discussion, the researcher will describe the analysis using the Baron-Cohen (1999) theory of the relationship between *the Extreme Male Brain* (EMB) and autistic behavior.

#### A. Findings

This chapter contains data analysis and findings. The data in the study are in the form of speech and actions taken by Bart (the main character) in the film *The Night Clerk*. This film, released in 2020, tells of a hotel clerk as a sufferer of Asperger's syndrome. In addition, he became the main witness in a murder case that occurred at the hotel where he worked—furthermore, the data in the form of speech taken through the transcript of the film. The data explained using the theory from baron-cohen (1999) the relationship between *Extreme Male Brain* (EMB) and autistic behavior.

This section found 22 data related to pragmatic disorders in Asperger syndrome in *The Night Clerk* movie. All data can be seen in the attachment. The researchers only used 15 data based on pragmatic disorders based on characters in *The Night Clerk* movie to avoid the same data.

**Datum 1**

Scene 2, 00: 03:07- 00: 03:39

Conversation

*Mother: "Dinner's ready, honey."*

*Bart: "Mom."*

*Mother: "Do you hear me, honey?"*

*Bart: "I will be right there."*

**Context of the data:**

This conversation occurred while Bart was observing the conversation from some CCTV footage that he had obtained from his workplace. While Bart was watching and mimicking some of the sentences in the video, his mother called for breakfast. However, Bart did not answer the call from his mother; he just said, "Mom." After his mother called a second time, he only answered it like it was on the CCTV recording in a low voice.

**Analysis of the data:**

In the conversation, it was clear that Bart was a little stiff when called by his mother. He didn't say much when his mother called. On the first call, he just rolled his eyes at first, and there was a pause of a few seconds, then in a low voice, he said, "Mom." In other words, Bart explained that the person he was talking to was his mother.

Then her mother called a second time and placed her food near the door. Bart saw it; after his mother closed the door, he said, "*I will be right there*" in a low voice and turned his face away from the computer. In the sentence, there is an

action through language marked by a non-performative verb. This indicated by the sentence will be there soon. The sentence was spoken flatly and softly; this resulted in his mother not knowing Bart's response. So his mother continued her activities for breakfast in front of the CCTV camera connected to the computer in Bart's room.

As explained by Saifuddin (2019), that speech aims to create an action. However, Bart did not do the speech correctly. This shows that he has violated the concept of the theory of **constative speech acts**. Bart should have said it louder, so his mother would know what he was saying.

## **Datum 2**

*Scene 3, 00: 05:46- 00: 05:53*

*Mr Benson: "Hello, Bart."*

*Bart: "Hey, how you doing?"*

*Mr Benson: "Oh, I'm fine. How do you do?"*

*Bart: "Well, that's a complicated question."*

*Mr Benson: "Right."*

### **Context of the data:**

After parking the car, Bart walked seriously to his workplace until he was met and greeted by Mr. Benson. At first, he seemed relaxed when he answered every question from Mr. Benson. However, after being asked about how he was doing, he said that Mr. Benson's question was very complicated.

### **Analysis of the data:**



Based on the context, Bart seems to be used to saying the sentence, “*Hey, how are you doing?*” Because the answer was used to express, especially when he was working and serving hotel visitors. In contrast to Mr. Benson's next question, although he looked relaxed, Bart didn't manage to answer it and said a sentence that was not the answer. In other words, Bart said a sentence that was irrelevant to Mr. Benson's question. As Kushartanti (2007: 107) stated, this is the speaker's obligation to contribute to the conversation.

When Bart responded to a question from Mr. Benson, at first glance, his remarks were irrelevant to the question, where the unrelated news answered by Mr. Benson assumes that Bart is trying to be cooperative in communicating. Based on this assumption, Mr. Benson already knew that Bart could not answer his question by justifying what Bart said.

Based on the description, it can be seen if Bart has violated the **implicature** concept of the **maxim of relevance** theory. For adults in general, this question is easy to answer. However, for someone with Asperger syndrome a little challenging to pronounce. Even though they knew what to say, Kirby (2003) stated that someone with Asperger's syndrome often has average intelligence, talent, and great vocabulary. However, their language development has difficulty understanding it when interacting socially.

### **Datum 3**

*Scene 6, 00: 12:04- 00: 12:20*

***Bart: "That shirt is really annoying. The colours are very bright, and the stripes are making me really dizzy. So..."***

*Cashier: "Okay, well... Fuck you."*

**Context of the data:**

When he got home, Bart stopped by the mini-market to buy ice cream. While at the cashier, Bart spontaneously said something to the cashier. He said that the colors on his clothes bothered Bart a lot. Before Bart could speak any further, the cashier cut him off with a cold stare. Next, he immediately paid and left the mini-market.

**Analysis of the data:**

The context in this conversation shows that Bart immediately raised his problem to the store cashier without starting the conversation with a greeting. In this case, Bart should have greeted the cashier first to start the conversation. However, he said what he thought was true. So that makes the cashier feel offended by Bart's words. In this case, the cashier did not know Bart's problem. Therefore he gave a cold and indifferent response to Bart. As said by tony (2007: 64) that communication in someone with Asperger syndrome usually goes in one direction; they talk a lot as they like without knowing the other person wants the topic of conversation.

However, in a different context, if the cashier knows the meaning of Bart's words, it will produce other implicatures. In this case, Bart has violated the **implicature** concept of the **maxim of manner** theory, which is not conveying information clearly, directly, and in a long way.

**Datum 4**

Scene 7, 00: 13: 34- 00: 13:40

Jack: "Mercer Hotel. Can I help you? Hello? Hello?"

Bart: "**Uh, uh...**"

**Context of the data:**

When he got home, Bart turned on the computer in his room and looked at the recordings in the hotel room where he worked. Bart watched the recording while eating the ice cream he bought. As he did before, he watched and then imitated some of the sentences on the tape. Bart suddenly saw the person in the recording fighting and pulling out a sharp weapon during his busy life. At first, Bart looked panicked; then, he called his friend who was on guard at the hotel. Unfortunately, when it was connected, Bart didn't say anything. He only let out an "*Uh, uh..*" sound out of panic.

**Analysis of the data:**

In this case, Bart looks panicked by the events he has just seen. Bart's answer was irrelevant to Jack's question. When that happened, Jack assumed that someone had called him the wrong way, as Bart was speaking incoherently and hung up immediately. Weaknesses to understand the meaning and think abstractly and social recognition, resulting in Asperger syndrome sufferers have academic difficulties. Especially in the ability to understand reading, solve problems, organizational skills, and make conclusions (Attwood, 1998).

In this case, Bart should have spoken frankly that there was a problem in one of the rooms in the hotel. But, Bart was already panicking and didn't know what to do. In other words, Bart's language has violated the **implicature** concept of the **maxim of relevance** theory. Language development of people with

Asperger syndrome is typical; however, they often have difficulty understanding and using nonverbal cues (gestures, body language) for social interaction (Kirby: 2003).

### **Datum 5**

*Scene 9, 00: 14:58- 00: 15:20*

*Jack: "Bart!"*

*Bart: "I think this person might be dead."*

*"Jesus."*

*Jack: "All right. All right, uh... Don't touch anything. I'll call 911."*

### **Context of data:**

When he arrived at the hotel, Bart parked his car and entered the hotel through the hotel's side door. After that, he ran, shaking his hand towards the room. When in front of the door, Bart paused for a moment and then entered the room. Not long after, Jack heard gunshots from inside the hotel. When Jack arrived in the room, he immediately called out Bart's name. Then Bart said that he thought the woman was dead.

### **Analysis of the data:**

Bart looks very tense from the description because he saw the murder incident in front of him directly. When Jack called his name, Bart spontaneously said with certainty that the woman in front of him was dead. In other words, Bart didn't answer Jack's question because he was nervous. He didn't know the meaning of his words; he didn't even tell a straightforward story about the incident. A person with Asperger syndrome can speak fluently when they reach the age of

five. Still, they often have problems using language in social contexts and cannot recognize words with different and distinctive meanings in speaking (Attwod, 1998).

In this case, Bart didn't answer jack's question; he said another fact that was going on. This implies that Bart's answer is not directly relevant to jack's question, although the context is still relevant. Bart's words were relevant to the context; Bart should have said I just saw a murder. when he heard Bart's answer, Jack was a little surprised and tried to be calm. he told Bart not to touch anything before he came back. If Bart said the statement, then he would not be suspected by Jack so that there will be no violation of the *implicature* concept of the *maxim of relevance* theory. Herawati (2007:83) stated that the maxim of the relevance of the cooperative principle expects the speech participants to make contributions that are relevant to the problem of the conversation.

### **Datum 6**

*Scene 10, 00: 17:20- 00: 17:28*

*Bart: "I forgot my wallet."*

*Detective Espada: "Excuse me?"*

### **Context of the data:**

After the cops and detectives had interviewed jack, detective Espada glanced over and then Bart, who was sitting in a chair. As the Espada detective walked a few steps, Bart suddenly stood up and said he had forgotten his wallet.

### **Analysis of the data:**

From the description above, it can be seen that Bart did something terrible by telling lies to the Espada detective. when he heard Bart's answer, the Espada Detective was a little confused and tried to calm down. He tried to approach and listen to Bart's explanation, even though he didn't know about Bart illness. As a result, Bart has violated the **implicature** concept of the **maxim of quality** theory because he does not convey facts when conveying information. As Rhardi (2005) said, a speaker is expected to give something natural and according to facts.

### **Datum 7**

*Scene 10, 00:17:28-00:18:18*

*Bart: "I finished my shift. It was 4:00. I am well. Around 3:45 am because jack was early. My shift is eight to four. Jack is my relief. But this morning, he was early. I don't know why. You'd have to ask him about that because I didn't ask him, so I don't see the reason why he was early, but he was. And so I left 15 minutes before my shift was over, and I drove home by way of Reynolds boulevard and arena drive, and I took a right on the eighth avenue and then a left on jay street to number 433, which is where I live."*

*Detective EspadaEspada: "Bart, right? Bart?"*

*Bart: "And I stopped and got some ice cream on the way home. And when I got there, I ate the ice cream, and I watched... I watched...I watched tv. And I realized I didn't have my wallet, that I must have left it here at the hotel, so I had to come back and get my wallet because a wallet is very important thing that you should never lose or leave or forget. "*

### **Context of the data:**

Detective Espada looked confused because Bart suddenly stood up and said something. After that, Bart said the reason for missing his wallet. He described in detail each incident. However, he changed some facts when he told them.

**Analysis of the data:**

In the conversation dominated by Bart, he talks quickly and doesn't give the Espada detectives a chance. When he said I forgot my wallet, it was clear that he had already planned what he should tell the detectives. Bart lies to the detective, even though he knows the truth. While telling the story, his eyes stared at the other; besides that, his body also looked very stiff and only moved his palms and patted his feet. This shows that Bart has lost his balance to control his body when communicating; as stated by Attwood, non-verbal characteristics in people with Asperger syndrome include limited movements, rigid body language, little facial expressions, and stiff eyes.

Bart also paid no attention to what detective Espada said as he continued to provide explanations about the chronology of his missing wallet and its connection to the death of a hotel visitor. This scene shows that Bart doesn't care whether the detective Espada understands what he's saying or not because he keeps talking even though the detective hasn't asked him. Bart should have told the Espada detectives the truth because telling the truth wouldn't get him in trouble.

In this case, Bart has violated the concept of **implicature** in the **maxim of quality** theory. This is because he is only telling half the truth and exaggerating it. Although part of his explanation was factual, he had lied to cover up the fact.

**Datum 8**

*Scene 10, 00: 20:39- 00: 21:07*

*Detective Espada: "I know you do, I know it, and it's called..."*

*Bart: "Asperger's. I'm an aspie. That's a psychological condition that is normally or abnormally characterized by abnormalities of social communication and interaction. An aspie tends to approach others awkwardly and may engage in frequent one-sided, long-winded speeches, such as this one, about a specific topic while misunderstanding and not recognizing the listener's feelings or reactions."*

**Context of data:**

While talking to Bart, the Espada detective learns that Bart has a syndrome. When the Espada detective reveals it, Bart cuts him off and replies that he has Asperger syndrome. Next, he explained in detail Asperger syndrome to the Espada detective.

**Analysis of the data:**

Based on this description, Bart gave very long and rambling information. As he delivered it, he again didn't look at the Espada detective. His eyes tend to face forward and downward, while his body seems pretty stiff. In these conversations, Bart tends to dominate the conversation and doesn't give the Espada detectives time. In other words, this conversation turned into a monologue that Bart mastered. According to Ghaziuddin (2005), normal adults can receive and communicate, while people with Asperger syndrome tend to speak one-sidedly, paying little attention to other listeners.

Furthermore, this scene shows that Bart doesn't care whether the Espada detective accepts his explanation or not. Even the Espada detectives seemed to be trying to stop Bart's explanation which seemed too long. Bart should have said it was necessary to identify his syndrome-like; yes, I have Asperger syndrome



because that would make it easier for the Espada detectives to do their job of finding information about him.

In this description, Bart seemed to give a long and wordy explanation. This shows that Bart has violated the **implicature** concept of the **maxim of the quantity** theory. As Grice (1975) argues, there are two kinds of rules in the maxim of quantity: make your contribution as needed and don't make your contribution more informative than necessary.

### **Datum 9**

*Scene 15, 00: 27:28- 00: 27:34*

*Andrea: "You're new here, right?"*

*Bart: "**Have you stayed with us before, Miss Rivera?**"*

### **Context of the data:**

After being transferred to a new job by his boss, Bart worked, as usual, waiting patiently for every visitor to the hotel until one of Andrea Rivera's visitors came and chatted with Bart after making a reservation. Andrea feels unfamiliar with Bart. Therefore, she asks if Bart is a new employee because Andrea has never seen him before. Unfortunately, the question ignored by Bart, and he continued to ask questions to fill in visitor data.

### **Analysis of the data:**

In the first sentence, Andrea said that Bart was a new employee at the hotel. There's a word here that means that the conversation scene, besides, indicates that Bart is a new employee at the hotel. In other words, the context of

their conversation was in Bart's new work location, namely at the hotel. Physical context includes characteristics such as the day and time when speaking, the presence of other people, and the setting in which the conversation takes place (Cummings, 2010).

Furthermore, after Andrea asked Bart, Bart did not answer Andrea's question. Instead, Bart wondered about Andrea something else. In this case, Bart violates the **implicature** concept of the **maxim of relevance** theory because Bart's words have nothing to do with Andrea's question. Bart should have said yes, I'm a new employee; that phrase is more relevant to Andrea's question. when he heard Bart's answer, Andrea was a little confused. She's trying to be cooperative and answer bart's question.

### **Datum 10**

*Scene 16, 00: 29:20- 00: 20:04*

*Andrea: "So you're new here, right?"*

*Bart: "Yes, I am. Well, I was working at the mercer location, which is also part of the suites hotel chain. And I transferred to Hamelton last week. And I work the night shift, 8:00 pm to 4:00 am, and I'm usually here alone unless we have a large party checking in. In that case, we put on an extra person to help out. But usually, it's just me here, so unless... Well, if you need anything...so, if you need anything... Anything..."*

*"Talk too much. Never mind."*

### **Context of the data:**

When he got home, Bart opened his computer again and took out the tape from behind the tie he used to work. While watching the video, Bart re-answered every question from Andrea. When Andrea asked him if he was a new employee at the hotel, Bart answered smoothly like an average adult.

### **Analysis of the data:**

Based on this description, Bart seemed to be very fluent in answering questions from Andrea. Even his eyes focused on Andrea on the computer. This shows that Bart mastered communication like adults in general; unfortunately, he often had difficulty and was nervous when speaking when communicating directly. This is in line with what Caton (2007) said that a person with Asperger syndrome is a person who is an expert in the use of good grammar since their birth. However, they cannot convey speech fluently, so they have difficulty in social communication.

When Andrea asked if Bart was a new employee at the hotel, Bart answered correctly. However, he continued by saying something else about his daily activities. Bart shouldn't have said that because his statement was irrelevant to Andrea's question. However, in the end, he realized that his speech was too long and wordy. So it can be seen that Bart has violated the **implicature** concept of the **maxim of the quantity** theory. This is by what Herawati (2007:8) states that the maxim of quantity is a maxim that expects every speaker to contribute by the interlocutor's needs so that the contribution given is not less or more than what the listener needs.

### **Datum 11**

*Scene 18, 00: 32:53- 00: 33:10*

*Bart: "Coffee's supplied free of charge in the queen suites, as well as sweeteners and non-dairy creamer. "*

*Andrea: "Yeah, but it's not the best Coffee. And GodGod knows what's in those non-dairy things."*

*Bart: "Vegetable fats replicate the feel of milk fats. Other common ingredients include corn, syrup, sweeteners, flavourings such as french vanilla and hazelnut, and sodium caseinate, a milk protein that is derivative from casein that does not contain lactose."*

**Context of the data:**

When Bart visits the shop, he accidentally meets Andrea. When Andrea said that he bought Coffee and milk, he said it was provided free at his hotel. Then Andrea said that it wasn't the best Coffee; before Andrea could finish, Bart had cut him off and explained at length about non-dairy drinks.

**Analysis of the data:**

From the conversation, Bart seems to have extensive knowledge about drinks that do not contain milk. He can explain quickly and smoothly to Andrea. In other words that Bart has vast knowledge, even with small things like drinks containing milk. Zahar (in Hermanto, 2005) said that someone with Asperger syndrome has a high level of intelligence but low interaction.

Furthermore, when Andrea said the only God knows drinks containing Coffee, Bart should have said yes; that's true because it was easier for Andrea to accept than to say too long an explanation. when he heard Bart's answer, Andrea was just dumbfounded and surprised. She was amazed by Bart's knowledge, and appreciated it. However, Bart has said a long description; this means he has violated the **implicature** concept of the **maxim of the quantity** theory. This is in line with Wijana (1996: 46) opinion, which states that the maxim of quantity requires every speaker to provide appropriate information as needed and not exceed what is needed.

## Datum 12

*Scene 23, 00: 40:38- 00: 40:47*

*Andrea: "You got a light?"*

*Bart: "Excuse me?"*

*Andrea: "A match. Cigarettes? A light?"*

*Bart: "Smoking's not premitted on the premises."*

### Context of the data:

While Bart was on guard in the hotel lobby, he was approached by Andrea, who asked for matches and cigarettes. He was a little surprised by Andrea's question, so he said spontaneously that he could not smoke in the hotel area.

### Analysis of the data:

Based on the description above, Bart should have said he didn't have a match to relate to Andrea's question. Unfortunately, instead, he said that smoking is not allowed here. Andrea felt a little annoyed with Bart's answer. So, she left Bart out of the room. In fact, andrea only asked for matches. Anugrah (2019) stated that someone with Asperger syndrome could talk spontaneously about what they see and hear, but they fail to respond to questions from the other person. Bart's spontaneous answer and irrelevant to Andrea's question show that Bart violates the *implicature* concept of *relevant maxim* theory.

## Datum 13

*Scene 24, 00: 42:25- 00: 42:33*

*Bart: "This is a towel."*

*Andrea: "What are you doing? You can't just... Turn around! Goddammm."*

*Bart: "We don't have a lifeguard."*

**Context of the data:**

Andrea was swimming when she was suddenly startled by Bart's arrival in front of her with a towel. Andrea, who was surprised by Bart's arrival, was very angry, took the towel in Bart's hand, and then went to the poolside. Bart tried to explain his purpose to Andrea.

**Analysis of the data:**

Based on that description, Bart should have called Andrea first so as not to startle Andrea. Then tell Andrea if Bart wants to wait for Andrea by the pool. However, Bart just kept quiet and said that this hotel doesn't have a pool guard. As a result, Andrea scolded Bart and took the towel in Bart's hand. Therefore, this explanation is indicated as a violation of the **relevant maxim** because Bart's answer is still ambiguous with Andrea's question. Herawati (2007:83) stated that the maxim of the relevance of the principle of cooperation expects the speech participants to make contributions relevant to the conversation's problem.

**Datum 14**

*Scene 2, 00: 51:09- 00: 51:15*

*Bart: "I don't want something you would wear."*

*Older Salesman: "Why not?"*

*Bart: "Because you're old."*

**Context of the data:**

When trying on the pants then looking at a mirror, the seller said they were very similar to those in the book. Then Bart asked if he was wearing the same pants. Then the seller said that he also wore it. However, Bart refused the pants and told if he was old.

### **Analysis of data:**

Based on the above context, it can be seen that Bart wanted to say that he didn't want to wear the same pants as the seller. Maybe he thought he would look as old as the Salesman. However, Bart reveals that the seller is old. This shows that Bart says as he pleases without thinking about other people's feelings. Williams & Wright (2007) stated that an autistic child who experiences mindblindness would cause to be less able to understand other people who want to show them something, so they do things according to their wishes without caring about others. The old salesman was a little annoyed by Bart's words. Although he didn't know about Bart's problem, he only raised his eyebrows holding back his emotions. After Bart left, he took a deep breath. In this case, Bart's answer is irrelevant to the seller's question. This shows that Bart has violated the **implicature** concept of the **maxim of relevance** theory.

### **Datum 1 5**

*Scene 27, 00: 54:55- 00: 55:02*

*Detective Espada: " Well, see, Bart, I don't believe that. I don't believe in you."*

*Bart: "That's too bad. A belief system can be very tricky."*

### **Context of the data:**

Arriving at home, Bart was surprised by the Espada detective who had searched the computer in his room. Detective Espada tries to find evidence of murder in Bart's room and tries to ask him some questions. Unfortunately, the Espada detectives don't believe Bart's statement, and Bart says it's a bad thing.

**Analysis of the data:**

In the conversation, it shows that Bart is emotional, so he unconsciously expresses his disappointment. When Bart responded to a question from an Espada detective, the answer seemed irrelevant at first glance. However, the Espada detectives know that what Bart said is not the truth. Therefore, the Espada detective tries to believe what Bart said. Thus, Bart has violated the concept of **implicature** from the **maxim of relevance** theory because the answer expressed by Bart is not the actual answer.

**Datum 16**

*Scene 26, 00: 55:59- 00: 56:11*

*Bart: "And then what, hmm? And then what happened?"*

*Detective Espada: "well, Bart, you tell me."*

*Bart: "Then I guess I just pulled a gun from my pocket because I always have a gun in my pocket, and I shot her."*

*Mother: "Bart."*

*Bart: "But where did I get the gun? That's what I would like to know."*

**Context of the data:**



When Bart argues with the Espada detective, Bart says something he never actually did. Bart told the whole truth, but he didn't mention the real culprit. Instead, he said that he was the perpetrator of the murder.

### **Analysis of the data:**

From this explanation, Bart vents his anger and disappointment towards Andrea to the Espada detective. He expressed it by cursing himself when he recounted the murder incident. In other words, Bart couldn't control his emotions steadily. Attwod (2007) stated that someone with Asperger's syndrome sometimes curses themselves or others excessively; they can also hit themselves or others as an expression of their anger.

Furthermore, based on the conversation, Bart had told the truth. However, he instead said that he was the one carrying the gun and killed him. Based on the context, Bart didn't say the real culprit. Detective Espada and Bart's mother were surprised to hear Bart's explanation. They tried to hear the explanation from Bart and couldn't believe it. This will make others think that he is the perpetrator of the murder. That is, Bart has violated the concept of **implicature** from **the maxim of quality theory** because he didn't tell the truth and didn't tell the truth based on facts.

### **B. Discussion**

After the data is analyzed, the results need to be discussed further about the findings and discussed. It aims to answer research problems: first, what do the Asperger's syndrome characters experience communication problems? Second,

how the context that supports the communication has a facilitated the problems experienced by the asperger to deliver the messages by the characters? These two questions will be answered using Baron-Cohen's (1999) theory, namely the relationship between "*Extreme Male Brain*" (EMB) and autistic behavior. The first question considers the communication problems experienced by Asperger's syndrome characters, while the second considers the context that supports the communication has a facilitated the problems experienced. Then, these study problems are discussed further below.

### **1. What Communication Problems does Bart Have?**

This section is the last discussion in this research. The discussion is about the communication problems experienced by Bart as the main character who suffers from Asperger's syndrome. Bart is the main character who suffers from Asperger's syndrome; it was not clearly described how he suffers from the syndrome in the film. According to Sugiarti (2017), the causes of Asperger syndrome include genetic factors that affect genes during the development of brain function. To discuss this problem, the researcher uses the *Extreme Male Brain theory from Baron-Cohen (1999)*.

As is well known, an essential aspect of communication is the excellent relationship between the speaker and the listener. If speakers and listeners can create a good relationship, then contact will produce perfect information. Tubss&Moss (in Mulyana 2005: 69) said that communication is effective if the speaker succeeds in conveying his meaning, or communication considered adequate if the expression conveyed and intended by the speaker is in line with

what is received by the speaker speaker-listener. However, most people with Asperger Syndrome have deficiencies in conversational social skills. Thus the following explanation is about the communication problems experienced by adults with Asperger Syndrome with adults in general.

Effective communication occurs when a message said by the speaker can be well received by the listener so that there is no miscommunication. According to Jalaludin (2008), effective communication characterized by understanding can lead to pleasure, influence attitudes, improve good social relations, and ultimately lead to action. Unfortunately, people with Asperger syndrome sometimes ignore these aspects and do whatever they want, as indicated by datums 2, 4, 5, 9, 12, 13, 14, and 15.

On datum 14, based on the movie *The Night Clerk*, Bart is buying an older man a pair of pants. Bart says, "*I don't want something you would wear,*" to which the old man replies, "*Why not?*" then Bart replied, "*Because you are old.*" Bart's words said inappropriate words to the older man because he was also wearing the same pants. If Bart didn't want to wear the same pants as the older man, he just needed to say if there was any other choice but the pants.

From the discussion, Bart's irrelevant answer became the most dominant disturbance among the others. Based on the 14th datum, they will ask for other options compared to adult men in general. However, for someone with Asperger syndrome, it is difficult for them to say that; they even tend to say what they want so that they can hurt other people's feelings.

Suppose someone says a clear and quality sentence so that it produces information as needed. As said by Pidarto (1988: 242) that communication is effective, that is, if the sentence communicated is of good quality so that it can be captured correctly by the recipient, which leads to the completion of organizational and individual goals both short and in the long term. However, people with Asperger's syndrome tend to say too much information. So that makes the listener a little confused with the explanation, as in datums 8, 10, and 11.

On datum 10, based on the film *The Night Clerk*, Bart is reviewing footage while talking to Andrea. In the recording, when Andrea asks, "*So you're new here, right?*" then Bart replied, "*Yes, I am. I was working at the Mercer location, which is also part of the Suites hotel chain. And I transferred to Hamelton last week. And I work the night shift, 8:00 pm to 4:00 am, And I'm usually here alone unless we have a large party checking in. In that case, we put on an extra person to help out. But usually, it's just me here, so unless. Well, if you need anything. So, if you need anything. Anything.*". Next, he said, "*Talk too much. Never mind*". Bart of speech, he said that information overload to Andrea. Bart seemed to like Andrea, that's why he told Andrea all his activities.

Based on the discussion, Bart's redundant and verbose answers become a lot of distraction after irrelevant answers. Based on datum 10, they will say briefly and then ask other things compared to adult men in general. However, someone with syndrome Asperger's tends to say information overload very quickly to make the listener feel confused.

Effective communication occurs when the speaker can provide the correct information to offer new views to the speaker. According to Effendi (1989: 62) states that the effectiveness of communication, namely communication activities that can change the attitudes, opinions, or behavior of the communicant, by the purpose of communication. However, this will be different if experienced by people with Asperger's syndrome. If they keep something secret, they are likely to tell that he has changed, so the listener will believe that what he is saying is the truth, as seen in datums 6, 7 and 16.

On datum 7, based on the film *The Night Clerk*, when Bart explains his daily activities to the Espada detectives. Bart tries to cover up the truth by changing parts of the story. he said, *"I finished my shift. It was 4:00. I am well. Around 3:45 am because jack was early. My shift is eight to four. Jack is my relief. But this morning, he was early. I don't know why. You'd have to ask him about that because I didn't ask him, so I don't see the reason why he was early, but he was. And so I left 15 minutes before my shift was over, and I drove home by way of Reynolds boulevard and arena drive, and I took a right on the eighth avenue and then a left on jay street to number 433, which is where I live."* then Detective Espada tries to calm Bart down by saying *"Bart, right? Bart?"*. Unfortunately, Bart doesn't listen to Detective Espada and continues to tell his story. In this scene, Bart doesn't tell the truth by telling half the truth and adding another lie to Detective Espada.

Based on the discussion, Bart's answers that are not correct or not based on facts become a rare distraction. Based on datum 7, compared to adult men in general, they will tell the truth to avoid trouble. However, a person with Asperger's syndrome tends to lie to cover up the problem.

When the speaker and listener say things clearly to get the same understanding. In that case, effective communication will create, as noted by Dharma (2000: 73), that effective communication only occurs between the recipient and the sender of the message the same understanding developed. This will be different if it occurs in patients with Asperger syndrome. They will give implied meaning in their words, as in datum 3.

In datum 3, based on the film *The Night Clerk*, Bart pays for ice cream to the cashier. Bart suddenly said, "*That shirt is annoying. The colors are very bright, and the stripes are making me dizzy. So...*", then the cashier replied, "*Okay, well... fuck you.*" Bart's words, he said an impolite and strange sentence to the cashier. Bart just wanted to say that he was disturbed by the pattern of the cashier's clothes, but he said the sentence wrong. So that made the cashier angry with Bart.

Based on the discussion, Bart's odd and ambiguous answer became the least frequent distraction. Based on the datum to 3, they will apologize first before saying it compared to men in general. However, people with Asperger's syndrome tend to talk about their problems without being listened to.

Furthermore, Dimitracopoulou (1990) says that a person must be a good speaker, such as adapting his speech to the listener's needs. Reciprocity also needs

to be done so that the conversation is not too monotonous. A speaker is required to speak according to his needs and provide opportunities for other speakers so that other speakers have a turn to speak.

In datum 1, based on the film *The Night Clerk*, Bart is watching CCTV footage and is startled by the sound of his mother giving dinner. his mother said "*Dinner's ready, honey.*" then Bart said softly "*Mom.*" then his mother said "*Do you hear me, honey?*", Bart replied "*I will be right there*". he said so because impersonating someone from the CCTV footage he saw earlier.

Based on the discussion, Bart's response by giving other actions was the least common disturbance. Based on the 1st datum, when compared to adults in general, they will say "*Okay thank you, ma'am*". However, people with Asperger's syndrome tend to keep quiet by taking other actions such as explaining who they are talking to.

The summary of the results of the above discussion will present in Figure 1. It can be concluded that the researcher found communication problems resulting from Bart's conversation as the main character with Asperger syndrome in the film *The Night Clerk*.



Table 1 : Types of Pragmatic Disorder

**2. How the context that supports the communication has a facilitated the problems experienced by the asperger to deliver the messages by the characters?**

This section is the last discussion in this research. The discussion is the context that facilitates the problem of communication experiences in people with Asperger's syndrome to receive messages. Researchers will discuss the last question by using the theory of Baron-Cohen (1999). In this film, Bart is the main character who suffers from Asperger's syndrome and works as a hotel keeper. Later, a murder takes place at the hotel, and Bart becomes the only witness in the case. Another problem is that Bart often experiences greetings when conveying information to his interlocutor.

Researchers will explain the context that facilitates communication problems by people with Asperger's syndrome based on The Night Clerk movie. All data has the potential to be a type of pragmatic interference. However, researchers only present some of the most dominant data based on the type of disorder experienced by Bart as a sufferer of Asperger's syndrome.

First data shows the response from his mother after telling Bart that dinner is ready. His mother just put the food down then left Bart's room and had dinner in the other room. on the second data, Mr. Benson tried to be cooperative by raising his eyebrows and sighing. He tried to understand Bart's words, then continued with a new question.

On the third data, the minimarket cashier was surprised by Bart's words. He was mad at Bart for commenting on his clothes. In fact, the cashier didn't



know that Bart had Asperger's syndrome. In the fifth data, when Jack heard Bart's explanation being next to the victim, he tried to calm down and told Bart not to touch anything before he came. On the sixth data, the Espada Detective tries to approach Bart and listens to every explanation even though he doesn't know Bart's problem yet.

On the seventh data, the espada detective sat next to him trying to calm down and listen to Bart's explanation. On the eighth data, detective espada knows Bart's problem and continues to listen to his explanation. On the ninth data, Andrea was confused by Bart's answer. However, he tried to calm himself down by answering Bart's question. On the eleventh data, Andrea was amazed by Bart's explanation, so she appreciated Bart's knowledge.

On the twelfth data, andrea felt a little emotional with Bart's explanation, then left Bart from the reception room. On the thirteenth data, Andrea was annoyed by Bart's sudden arrival. Then Bart tries to explain his arrival, but Andrea gets angry and leaves Bart. At the fourteenth data, the old merchant was surprised by Bart's words. He just raised his eyebrows and got a little angry, after Bart left his shop he took a deep breath. At the fifteenth, the espada detectives are interrogating him and trying to listen to every word Bart says. At the sixteenth, the Espada Detective and his mother can't believe Bart's words. Then Detective Espada focused his attention on Bart.

From the description above, it can be concluded that the role of the interlocutor greatly influences the mistakes made by Bart. as in data one, da, eight, fifteen, and sixteen. while the third data shows that the cashier said

inappropriate things to Bart. so that made Bart immediately fell silent and left the cashier. actually the other person didn't know about Bart's problem, so he said something inappropriate. while the sixth, seven, nine, eleven, and fourteen data show that even though they don't know Bart's problem, the other person still listens to Bart's words. so Bart keeps making mistakes in communication. on the twelfth, and thirteenth data shows that even though they already know about Bart's problem, Andrea is still angry and leaves Bart. this happened because Bart gave an explanation that did not fit the other person's situation.

Compared with previous studies, the first study showed that emotional and behavioral needs were more significant in children with Asperger's syndrome and certain language disorders than children in general. However, children with Asperger's syndrome were significantly more impaired than children with language disorders. Second, it shows that pragmatic verbal language disorder is the most dominant, in the form of maxim violation as much as 26%. While non-verbal in the form of stares or stiff stares as much as 47%. Third, it shows that the most dominant type of pragmatic disorder is relational maxim, with 29.6% failure.

This study found the same thing as the third study, namely the number of violations of maxim of relevance committed by Asperger's syndrome characters in the film. While the context that supports the problem is the trust that the interlocutor gives to Bart when communicating. thus making Bart continue to make mistakes when communicating.

In conclusion, the communication problems experienced by the characters in *The Night Clerk* are often irrelevant, distracting other speakers and talking too

much. That is, communication problems in people with Asperger's syndrome still occur into adulthood. Then, compared with adults in general, adults with Asperger's syndrome have a distinctive style of speech. Sometimes they talk like children, sometimes they talk like normal adults

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusions and suggestions given by the researcher. The conclusion is based on the findings of the types of pragmatic disorders and communication problems in Asperger syndrome characters in the "*The Night Clerk*" movie. Researchers will conclude and provide suggestions to further researchers based on the previous chapter.

#### A. Conclusion

Conclusions in this study were obtained from the formulation of the problem, the results of the analysis, and the discussion of the findings. This study shows the most dominant pragmatic disorder and the context that supports the communication has a facilitated the problems experiences in Sperger's syndrome character in the "*The Night Clerk*" movie. furthermore, types of distraction do not exist in every conversation because several responses have successfully been acknowledged by the characters to be accepted by the listener.

This research shows that the most dominant type of pragmatic disorder in conversation is a relevant maxim. In addition, this research also reveals that the main character in the movie often provide information overload to the listeners. because, the supporting characters accepting and understand about problems experienced by the main character.

The results show that even though people with Asperger syndrome adults, they are still find it difficult to communicate directly with other people, even

though they have mastered the language well. However, in some cases, they are still confused about expressing their thoughts.

### **B. Suggestions**

Pragmatic distraction can be found in movies and found in comedy shows, everyday conversation, and speeches. Pragmatic interference is not only in the form of implicatures and principles. Many other theories can be used to analyze pragmatic disorders. Therefore, for further researchers who will examine pragmatic disorders, they can develop research in this field. Researchers hope this research can help create the concept of pragmatic disorders.

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## **CURRICULUM VITAE**

Lailatuz Zuhriyah was born in Nganjuk on March 13 1999. She graduated from Islamic Senior High School (MAN 1 Nganjuk) in 2017. During in Senior High School, she was active in Palang Merah Remaja (PMR) in 2014 and Scouth from 2015-2017. She also joined in Jurnalistik from 2014-2016. She strated studying English Literature at Universitas Islam Negeri Maulana Malik Ibrahim Malang. She joined in Ikatan Mahasiswa Alumni MAN Nglawak Kertosono (IMAMALA) from 2017 until now. During college, she worked in Lapangan SMS as a waiters.



## APPENDIX

No.	Utterances	Scene	Duration	Types of Pragmatics Disorders				
				Illocution Act (Konstatif)	Implikatur			
					Relevance	Manner	Quality	Quantity
1.	Mother : "Dinner's ready, honey." Bart : "Mom." Mother : "Do you hear me, honey?" Bart : <b>"I will be right there."</b>	Scene 2	00:03:07- 00:03:39	√				
2.	Mr. Benson : "Hello, Bart." Bart : "Hey, how you doin?" Mr. Benson : " Oh, I'm fine. How you doin?" Bart : <b>"Well, that's a complecated question."</b>	Scene 3	00:05:46- 00:05:53		√			
3.	Bart : <b>"That shirt is really annoying. The colors arae very bright, and the strips are making me really dizzy so..."</b> Cashier : "Okay, well... fuck you."	Scene 6	00:12:04- 00:12:20			√		
4.	Jack : "Mercer Hotel. Can I help you? Hello? Hello?" Bart : <b>"Uh, uh, uh.."</b>	Scene 7	00:13:34- 00:13:40		√			
5.	Jack : "Bart!" Bart : <b>"I think this person might be</b>	Scene 9	00:14:58- 00:15:20		√			

	<p><b>dead.”</b>  <b>“Jesus”</b>          Jack: “All right. All right, uh... Don’t touch anything. I’ll call 911”</p>							
5.	<p>Bart : <b>“I forgot my wallet.”</b>          Detektif Espada : “Excuse me?”</p>	Scene 10	00:17:20- 00:17:28				√	
6.	<p>Bart : <b>“I finished my shift. It was 4:00 a.m. Well, actually around 3:45 a.m. because Jack was early. My shift is eight to four. Jack is my relief. But this morning he was early. I don't really know why. You'd have to ask him about that because I didn't ask him, so I don't really know the reason why he was early, but he was. And so I left 15 minutes before my shift was over, and I drove home by way of Reynolds Boulevard and Arena Drive, and I took a right on Eighth Avenue and then a left on Jay Street to number</b></p>	Scene 10	00:17:28- 00:18:18					√

	<p><b>433, which is where I live.”</b></p> <p>Detektif Espada : “Bart, right? Bart?</p> <p>Bart : “And I stopped and got some ice cream on the way home. And when I got there, I ate the ice cream, and I watched... I watched...I watched TV. And I realized I didn't have my wallet, that I must have left it here at the hotel, so I had to come back and get my wallet because a wallet is a very important thing that you should never lose or leave or forget.”</p>							
7.	<p>Detektif Espada : “I know you do, I know it, and it's called...”</p> <p>Bart : <b>“Asperger's. I'm aspie. That's a pshychological condition that is normally or abnormally characterized by abnormalities of social communication and interaction. An aspie tends to approach others awkwardly and may engage in frequent one-sided</b></p>	Scene 10	00:20:39- 00:21:07					√

	long winded speeches, such as this one, about a specific topic, while misunderstanding and not recognizing the listener's feelings or reactions."							
8.	Andrea : "Your're new here, right?"  Bart : " <b>Have you stayed with us before, Miss Rivera?</b> "	Scene 15	00:27:28- 00:27:34		√			
9.	Andrea : " <i>So you're new here, right?</i> "  Bart : " <b>Yes, I am. Well, I was working at the Mercer location, which is also part of the Suites hotel chain. And I transferred to Hamelton last week. And I work the night shift, 8:00 p.m. to 4:00 a.m. And I'm usually here alone, unless we have a large party checking in. In that case, we put on an extra person to help out. But</b>	Scene 16	00:29:20- 00:20:04					√

	<p>usually it's just me here, so unless... Well, if you need anything...So, if you need anything... anything..."</p> <p>"Talk too much. Never mind."</p>							
10	<p>Andrea : "Yeah, But it's not the best coffee, is it? And God knows what's in those nondairy things."</p> <p>Bart : <b>"Vegetable fats replicate the feel of milk fats. Other common ingredients include corn, syrup, sweeteners, falvorings such as French vanilla and hazelnut, and sodium caseinate, a milk protein that is derivative from casein tat does not contai lactose."</b></p>	Scene 18	00:32:53- 00:33:10					√
11	<p>Andrea : "A match. Cigarette? A light?"</p> <p>Bart : <b>"Smoking's not premitted on the premises."</b></p>	Scene 23	00:40:38- 00:40:47		√			
12	<p>Andrea : "what are you doing? You can't just... Turn around!"</p>	Scene 24	00:42:25-		√			

	Goddamm.” Bart : <b>“We don’t have a lifeguard.”</b>		00:42:33					
13	Bart : “I don’t want something you would wear.”  Older salessman : “why not?”  Bart : <b>“Because you’re old.”</b>	Scene 25	00:51:09- 00:51:15		√			
14	Deektif Espada : “well, see, Bart, I don’t believe that. I don’t belive you.”  Bart : <b>“That’s too bad. Belief system can be very tricky.”</b>	Scene 27	00: 54:55- 00:55:02		√			
15	Bart : “And then what, hmm? And then what happened?”  Detektif Espada : “Well, Bart, you tell me.”  Bart : <b>“Then I guess I just pulled a gun from my pocket because I always have a gun in my pocket, and I shot her.”</b>	Scene 27	00:55:59- 00:56:11				√	

	<p>Mother : "Bart."</p> <p>Bart : "But where did I get the gun? That's what I would like to know."</p>							
16	<p><i>Bart: "And then what, hmm? And then what happened?"</i></p> <p><i>Detective Espada: "well, Bart, you tell me."</i></p> <p><i>Bart: "Then I guess I just pulled a gun from my pocket because I always have a gun in my pocket, and I shot her."</i></p> <p><i>Mother: "Bart."</i></p> <p><i>Bart: "But where did I get the gun? That's what I would like to know."</i></p>	Scene 26,	00: 55:59- 00: 56:11					√