

**PRAGMATIC DIFFICULTIES OF ADULTS WITH DOWN SYNDROME
IN *GET DOWN WITH SEAN AND MARLEY* VIDEOS**

THESIS

by:

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**DEPARTMENT OF ENGLISH LITERATURE
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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2024**

**PRAGMATIC DIFFICULTIES OF ADULTS WITH DOWN
SYNDROME IN *GET DOWN WITH SEAN AND MARLEY*
VIDEOS**

THESIS

Presented to
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Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S. S)

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2024**

STATEMENT OF ACADEMIC INTEGRITY

I state that the thesis entitled “**Pragmatic Difficulties of Adults With Down Syndrome in *Get Down With Sean and Marley Videos***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 20 June 2024

The researcher



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APPROVAL SHEET

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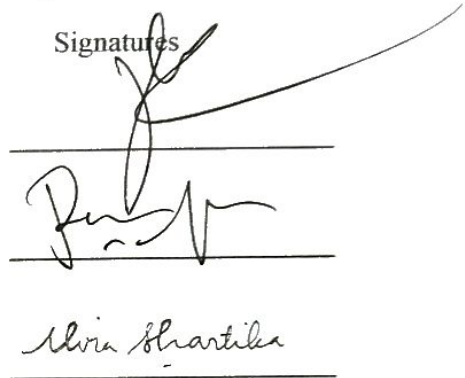
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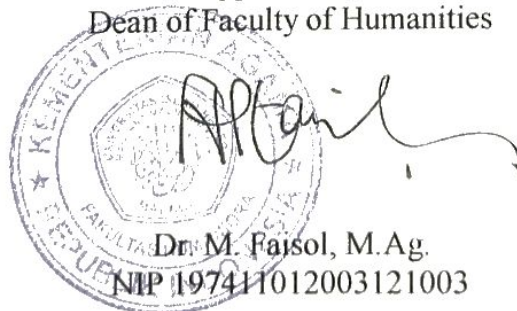
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MOTTO

□ وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ ﴿٦٩﴾

“Those who strive earnestly for (Our pleasure) We will indeed show them Our ways. Indeed, Allah is truly with those who do good”.

(Al-'Ankabut · 69)

DEDICATION

I proudly dedicate this thesis to my parents Syarif Muhammad S.HI, M.Pd and Lailatul Azizah S.Pd for their prayers, support, and motivation; my beloved husband Sayyid Haidar Sururi Al-Baity S.E and my beloved daughter Syarifah Syahlaa Banafsha Al-Baity who have always prayed for me, encouraged and always strengthened me.

Thank you for all the prayers and encouragement in every step of my journey.

You are the reason I have survived until this stage.

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Praise and gratitude are endlessly the author thanks to Allah SWT who has bestowed His Grace and Gifts because it is with His permission that researchers can complete the thesis with the title **“Pragmatic Difficulties of Adults with Down Syndrome in *Get Down with Sean and Marley Videos*”**. The preparation of this thesis is intended to fulfill one of the requirements to obtain a Bachelor of Literature degree in the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

In preparing this thesis, the author realizes that this thesis is far from perfect, because there are still shortcomings in it. This is due to the limitations possessed by the author both in terms of ability, knowledge and experience. Therefore, the author expects constructive criticism and suggestions so that in the preparation of further papers it can be better. The process of writing this thesis experienced many obstacles, but thanks to the help, guidance, cooperation from various parties both morally and materially, especially to Dr. Rohmani Nur Indah M.Pd as the supervisor, who patiently, and sincerely took the time, energy and thought and provided guidance, motivation, direction, and valuable suggestions to the author during the preparation of this thesis.

I am very grateful to all the teachers and lecturers at the university who have taught me and given me a lot of valuable knowledge about everything. I am indebted to them for sharing their expertise, valuable guidance and encouragement. I would also like to thank the entire Faculty of Humanities for their help and support. Finally, I would like to express my deepest gratitude to all those who have helped, supported, motivated, and inspired me in my life whose names I cannot mention here.

Malang, 20 June 2024
The author,

Syarifah Devla Fifiatillah. A

ABSTRACT

Arzabeit, Syarifah Devla Fifiatillah (2024) *Pragmatic Difficulties of Adults With Down Syndrome In “Get Down With Sean and Marley” videos*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.
Key word: Down syndrome, pragmatic difficulties, pragmatic, adults with Down syndrome

People with Down syndrome have weaknesses in social communication (pragmatics). As a result, they have difficulty in communicating using language that is appropriate to the social situation (pragmatics), both in expressing an utterance and responding to the interlocutor. Thus, this study is intended to provide an empirical explanation of the pragmatic difficulties experienced by a person with Down syndrome.

The descriptive qualitative method is used with the aim of providing in-depth knowledge about a case that occurs in two adults with Down syndrome and their pragmatic difficulties. The data is taken from conversations made by Sean and Marley as people with Down syndrome. Meanwhile, pragmatic difficulties will be presented more deeply in accordance with Martin and MacDonald's (2003) research framework which explains the categories of impairment.

Although there are some utterances and responses that can be well received by the listener, this pragmatic difficulty still often arises in some social situations. The analysis revealed that socially inappropriate and disinhibited comments and poor verbal fluency were the most frequent types. In addition, an adult with Down syndrome showed similarities in the language characteristics of children with Down syndrome and children in general. In conclusion, the pragmatic ability of a person with Down syndrome is still not optimally developed like people in general, because they have not been able to fully communicate socially until adulthood. Based on the pragmatic weaknesses presented in several vlog videos on the Get Down with Sean and Marley YouTube channel, this channel is highly recommended for anyone who is interested in understanding more about the language, communication, and social life of two inspirational people with Down syndrome named Sean and Marley.

مستخلص البحث

عرزابيت، الشريفة دفلى في فئة الله (2024) الصعوبات العملية للبالغين المصابين بمتلازمة داون في فيديوهات Get Down with Sean and Marley . أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتور رحمني نور عنده.

الكلمات الأساسية: متلازمة داون، الصعوبات العملية، العملية، البالغون المصابون بمتلازمة داون

يعاني الأشخاص المصابون بمتلازمة داون من ضعف في التواصل الاجتماعي (البراغماتية). ونتيجة لذلك، فإنهم يجدون صعوبة في التواصل باستخدام اللغة المناسبة للوضع الاجتماعي (البراغماتية)، سواء في التعبير عن الكلام أو في الرد على المحاور. في الوقت الحاضر، تم نشر العديد من الكتب حول متلازمة داون، لكن المعرفة حول نقاط الضعف العملية التي يعاني منها البالغون المصابون بمتلازمة داون لا تزال ضئيلة للغاية لأنه لم يتم إجراء المزيد من الأبحاث على الكثير منها. وبالتالي، تهدف هذه الدراسة إلى تقديم تفسير تجريبي للصعوبات العملية التي يعاني منها الشخص المصاب بمتلازمة داون. يتم استخدام المنهج الوصفي النوعي بهدف تقديم معرفة متعمقة حول حالة تحدث لدى شخصين بالغين مصابين بمتلازمة داون والصعوبات العملية التي يواجهونها. البيانات مأخوذة من المحادثات التي أجراها شون ومارلي كأشخاص مصابين بمتلازمة داون. وفي الوقت نفسه، سيتم عرض الصعوبات العملية بشكل أكثر عمقاً وفقاً لإطار بحث مارتن وماكدونالدز (2003) الذي يشرح خصائص لغة متلازمة داون.

وعلى الرغم من وجود بعض الأقوال والاستجابات التي يمكن أن يستقبلها المستمع بشكل جيد، إلا أن هذه الصعوبة العملية لا تزال تنشأ في كثير من الأحيان في بعض المواقف الاجتماعية. وكشف التحليل أن التعليقات غير الملائمة اجتماعياً والمحظورة وضعف الطلاقة اللفظية كانت الأنواع الأكثر شيوعاً. بالإضافة إلى ذلك، أظهر شخص بالغ مصاب بمتلازمة داون أوجه تشابه في الخصائص اللغوية للأطفال المصابين بمتلازمة داون والأطفال بشكل عام. في الختام، لا تزال القدرة العملية للشخص المصاب بمتلازمة داون غير متطورة بالشكل الأمثل مثل الأشخاص بشكل عام، لأنهم لم يتمكنوا من التواصل الاجتماعي بشكل كامل حتى سن البلوغ. استناداً إلى نقاط الضعف العملية المعروضة في العديد من مقاطع فيديو مدونة الفيديو على قناة Get Down with Sean and Marley على YouTube، يوصى بشدة بهذه القناة لأي شخص مهتم بفهم المزيد عن اللغة والتواصل والحياة الاجتماعية لشخصين ملهمين مصابين بمتلازمة داون. اسمه شون ومارلي، سواء من حيث نقاط القوة والضعف الفريدة لديهما.

ABSTRAK

Arzabeit, Syarifah Devla Fifiatillah (2024) *Kesulitan Pragmatis Orang Dewasa Penderita Down Syndrome Dalam video “Get Down With Sean and Marley”*. Tesis Sarjana. Jurusan Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Dr. Rohmani Nur Indah, M.Pd.
Kata kunci: Down syndrome, kesulitan pragmatis, pragmatis, orang dewasa dengan down syndrome

Penderita Down Syndrome mempunyai kelemahan dalam komunikasi sosial (pragmatik). Akibatnya mereka kesulitan dalam berkomunikasi dengan menggunakan bahasa yang sesuai dengan situasi sosial (pragmatik), baik dalam mengungkapkan suatu ujaran maupun dalam menanggapi lawan bicaranya. Dengan demikian, penelitian ini dimaksudkan untuk memberikan penjelasan empiris mengenai kesulitan pragmatis yang dialami oleh seorang penyandang Down Syndrome.

Metode deskriptif kualitatif digunakan dengan tujuan untuk memberikan pengetahuan mendalam tentang kasus yang terjadi pada dua orang dewasa penderita Down Syndrome dan kesulitan pragmatisnya. Data diambil dari percakapan yang dilakukan oleh Sean dan Marley sebagai penderita Down Syndrome. Sedangkan kesulitan pragmatis akan disajikan sesuai dengan kerangka penelitian Martin dan MacDonald (2003) yang menjelaskan macam-macam kategori gangguan pragmatik.

Meskipun ada beberapa ujaran yang dapat diterima dengan baik oleh pendengarnya, namun kesulitan pragmatis ini masih sering muncul dalam beberapa situasi sosial. Analisis mengungkapkan bahwa komentar yang tidak pantas dan serta kefasihan verbal yang buruk adalah jenis yang paling sering terjadi. Selain itu, orang dewasa dengan sindrom Down menunjukkan kesamaan karakteristik bahasa anak-anak dengan sindrom Down dan anak-anak pada umumnya. Kesimpulannya, kemampuan pragmatis seorang penyandang down syndrome masih belum berkembang secara maksimal seperti orang pada umumnya, karena ia belum mampu berkomunikasi sosial secara utuh hingga dewasa. Berdasarkan kelemahan pragmatis yang tersaji dalam channel YouTube Get Down with Sean and Marley, channel ini sangat direkomendasikan bagi siapa saja yang tertarik untuk memahami lebih jauh tentang bahasa, komunikasi, dan kehidupan sosial dari dua orang inspiratif penderita Down syndrome bernama Sean dan Marley

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TRANSLITERATION

HURUF ARAB	HURUF LATIN	HURUF ARAB	HURUF LATIN
ا	Tidak dilambangkan	ط	T
ب	B	ظ	Z
ت	T	ع	' _
ث	Ṣ	غ	G
ج	J	ف	F
ح	Ḥ	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Z	م	M
ر	R	ن	N
ز	Z	و	W
س	S	هـ	H
ش	Sy	ء	' _
ص	Ṣ	ي	Y
ض	Ḍ		

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2024**

CHAPTER I

INTRODUCTION

This chapter reviews the background related to this research. This includes the background of the study, research questions, significance of the study, scope and limitations of the study, and definition of key terms.

A. Background of the Study

Communication is one of the essential things in social life. Communication involves expressing or exchanging messages and information through gestures and speech (Smith et al., 2017). Communication should provide understanding to the recipient of the information. However, some people may struggle to express or communicate with others. People with Down syndrome experience this difficulty in communication. About 80% of individuals with Down syndrome have mild to moderate intellectual disabilities. As such, the syndrome is the most frequent genetic cause of intellectual and developmental disabilities. This is the reason why this research focuses on discussing communication in people with Down syndrome, especially adults. This condition is also associated with medical problems and various physical and behavioral characteristics, such as language development barriers and other serious medical issues (Coppens-Hofman et al., 2012).

People living with Down syndrome generally have limitations in terms of communication difficulties in understanding speech, also called "pragmatic difficulties" or "pragmatic language disorders," to have an impact on social

relationships, such as people with William's Syndrome (Laws & Bishop 2004). They not only understand speech, but they also need help to say things clearly so that it is easier to be understood by people who hear. With this phenomenon, people with Down Syndrome are often underestimated. Their inability to communicate as ordinary people prevents them from getting the same opportunities in various fields. They have a different space than ordinary people regarding education, work, and others. Therefore, it is essential to appreciate and provide opportunities for them to socialize despite their limitations. In this case, discussing and researching the pragmatic difficulties experienced by adults with Down syndrome is essential.

Various polemics related to people with Down Syndrome are one of them because of their limitations in terms of communication. Pragmatic difficulties and language disorders experienced by people with Down Syndrome on the *Get Down with Sean and Marley* YouTube channel can be studied through psycholinguistics combined with pragmatics. The phenomenon of pragmatic disorders experienced by people with Down Syndrome can be seen in several videos on the *YouTube channel Get Down with Sean and Marley*. *Sensible* is a study that discusses various rules for regulating language use in social situations (Osman et al., 2011). It is essential to discuss and research the pragmatic difficulties experienced by adults with Down syndrome. In this case, the object was chosen because this channel provides space and opportunities for people with Down Syndrome to be able to do their hobbies. The primary hosts of this channel are Sean and Marley, who are adults with Down syndrome. Despite their shortcomings and limitations,

this YouTube channel invites people with Down Syndrome to continue to pursue their hobbies.

Communication studies in Down syndrome are carried out in the field of psycholinguistics. Psycholinguistics combines psychology and linguistics or language related to psychology (Rahmawati & Udarwati, 2021). In this case, the theory of language disorders in people with Down syndrome is explained using the research framework proposed by Martin & McDonald (2003), which describes several categories of impairment. In this case, pragmatic impairment is discussed. Practical difficulties are related to problems or disorders in understanding the meaning of the information conveyed. Pragmatic impairment can be described in two ways.

Regarding expression, it is not easy to convey communicative intent to the interlocutor when using language. Regarding reception, it means difficulties when motivating speakers to produce utterances (Cummings, 2021). A speaker may be unable to integrate information with the listener if they have a mental deficit. The utterance may become irrelevant (Cummings, 2021). Thus, this theory can be used for research on language disorders in people with Down syndrome. In psycholinguistic analysis, this theory helps understand how adults with Down syndrome experience communication or pragmatic difficulties. This can help solve some of the research questions in this study.

Research on pragmatic disorders has been conducted in several previous studies, including those on people with autism (Félix et al., 2022; Williams et al.,

2021; Kenan et al., 2019), including pragmatic disorders in Asperger syndrome (Humaira', 2015). In addition, research on pragmatic inability is also explored in children with autism by looking at reactions to directive speech acts (Anies, 2020). Meanwhile, research on language disorders in Down syndrome is still about characteristics and descriptions (Rice et al., 2005; Martin et al., 2009) and how to overcome them with speech therapy (McDaniel & Yoder, 2016; Buckley & Le Prèvest, 2002; Regis et al., 2018).

There is a continuing need to explore in depth how adults with Down syndrome approach work challenges. A better understanding of this phenomenon will have implications in many areas. First, we will better understand the power of social interactions in adults with Down syndrome. Research in this context provides a clearer understanding of the dynamics of social interaction difficulties in adults with Down syndrome, particularly regarding communication difficulties. This can help researchers and social observers to better understand how people with Down syndrome communicate with society by exploring communication disorders and various kinds of pragmatic problems experienced by people with Down syndrome. In a broader context, research on pragmatic problems experienced by adults with Down syndrome provides a better understanding of some of the difficulties experienced by people with Down syndrome in terms of communication, especially regarding pragmatic difficulties or disorders.

Discussions about language disorders, incredibly pragmatic disorders in people with disabilities, often make ordinary people underestimate or bully people

with disabilities. In this case, this study chose a YouTube channel that carries communication carried out by people with Down syndrome and is followed by thousands of followers. This means that most of the content on YouTube involves people with Down syndrome participating in international communication. This account was chosen for this research because of its several advantages. First, the posts on the account can facilitate people with Down syndrome to remain confident in doing their activities and hobbies. Secondly, this YouTube channel can build networks and communities that can be seen from the large number of followers who have the potential to build networks to discuss anything related to the development of communication skills of people with Down syndrome. In addition, there are many variations of discussions in some of the videos on the YouTube channel. Another advantage is that it provides access to people with Down syndrome worldwide to remain active in society and everything related to the novelty that exists occasionally.

This research departs from the assumption that Down syndrome affects the communication of its sufferers. The following assumption is that in the *Get Down with Sean and Marley* YouTube channel, people with Down syndrome have disorders in pragmatic communication. The final assumption is that Psycholinguistic analysis reveals what pragmatic disorders are present in some of the videos on the channel. Accordingly, the aim of this research is to identify the pragmatic difficulties of adults with Down syndrome and describe how they experience the difficulties in conversations.

B. Research Questions

This study aims to obtain an in-depth description of the pragmatic disorders experienced by adults with Down syndrome on the *YouTube channel Get Down with Sean and Marley*. More specifically, this study answers two questions:

1. What types of pragmatic difficulties occur in the utterances of adults with Down syndrome on the *Get Down with Sean and Marley* YouTube channel?
2. How do Down syndrome adults on the *Get Down with Sean and Marley* YouTube channel experience pragmatic difficulties?

C. Significance of the Study

This research discusses the relationship between psycholinguistics and pragmatics analysis. This research contributes in practical terms. This research provides insight into the difficulties in the communication of people with Down syndrome, an incredibly pragmatic disorder, in social conversations. Practically, this research can be a reference for various groups to enrich their insights about Down syndrome and pragmatic disorders as a basis for dealing with difficulties in conversation.

D. Scope and Limitation

The focus of this research is pragmatic disorders, especially adults with Down syndrome. Pragmatic difficulties and language disorders experienced by people with Down Syndrome on the *Get Down with Sean and Marley* YouTube

channel can be studied through psycholinguistics combined with pragmatics. The phenomenon of pragmatic disorders experienced by people with Down Syndrome can be seen in several videos on the *YouTube channel Get Down with Sean and Marley*. The limitation of this study is the verbal speech of people with Down syndrome of adult age on the YouTube channel *Get Down with Sean and Marley*. Please note that the data taken is only part of the pragmatic difficulties of people with Down syndrome of adult age. This study did not analyze other difficulties, such as grammatical or pronunciation errors.

E. Definition of Key Terms

Below are definitions of some key terms so that the reader can experience success in understanding and interpretation.:

1. **Down syndrome** is a condition that causes a person to be born with an extra chromosome or a 21st chromosome. This disorder is also called trisomy 21 and can result in delays in physical and mental development and even disability.
2. **Pragmatic difficulties (pragmatic language disorder)**: is a condition where people living with Down syndrome struggle to communicate verbally and nonverbally in a social environment.
3. **Pragmatic**: is the science of language that studies the use of language associated with the context of its use. Pragmatic seeks to describe an utterance conveyed by a speaker or speaker by knowing that meaning.

4. **Adults with Down syndrome:** are individuals aged above 18 years old who have Down syndrome as a different condition that influences the development of an individual's functional, social, and adaptational maturity.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the related theories of the study. They include language disorder, pragmatic disorder, and language characteristics of Down syndrome.

A. Language Disorder

As social creatures, humans need to interact with others. A particular language is a way of interacting with others. Therefore, communication becomes a big problem for those with language disorders, including people with Down syndrome, who have difficulty using language appropriately. This research is essential to answer the research problem and understand language disorders due to language phenomena more deeply.

There are several definitions of language impairment. Bloom & Lahey (1978)-as cited by Shipley & McAfee (1992)-propose some ideas about different types of language impairment. They have determined five types of language impairment, namely delayed, difficulties learning language forms (phonological, morphological, syntactic), semantic problems, problems using language, pragmatic disorders, and issues of integration of form, content, and use of language.

Language impairment is also related to several other problems, such as expressive and receptive impairment. Owens (2008), cited by Benner & Nelson

(n.d.), says that expressive language impairment includes problems in using language, while receptive language impairment relates to language comprehension problems. Benner & Nelson (n.d.) also say that pragmatic language impairment is one part of language impairment, not a type of it. They also say that receptive language impairment is an impairment that occurs when listening to a language.

According to the latest diagnostic and statistical manual of mental disorders from the American Psychiatric Association (APA), communication disorders include speech, language, and communication deficits. Language refers to the form, function, and use of conventional communication symbols, while speech includes aspects of sound production such as articulation, fluency, voice, and resonance quality. In addition, communication is concerned with verbal behavior, which impacts the behavior, ideas, or attitudes of others.

From all the above, there are two views on language impairment and difficulty in using language, whether it is a type of language disorder or a separate type of language disorder. The critical information is that pragmatics is included in the language skills section for communication purposes. This comprehension of language disorder is significant for deciphering more about the language of individuals with Down syndrome.

B. Pragmatic Disorder

Communication is essential in everyday life. All communication involves passing information from one person to another. There are many types of

communication, including spoken, written, and even sign language. In spoken language, many signals are sent from the speaker to the listener, both verbally and nonverbally. Verbal communication consists of spoken words, while nonverbal communication is independent of words and includes body language, facial expressions, eye contact, etc. (Rizvi & Kapoor, 2010). To communicate effectively, one must know how to use language appropriately in a social context. This is called pragmatic competence. Pragmatic competence is influenced by the ability to express semantically meaningful sentences, although do not guarantee it (Landa n.d). This means that some people can compose sentences that are syntactically good, but these semantic meanings could be better because the sentence does not fit the context of the conversation. For example, people with spectrum autism may often talk about topics that interest them but do not realize that this causes boredom in others (Hagland, 2010).

The importance of context in pragmatics is explained by Perkins (2007), who defines pragmatics as "the study of language use," more specifically as "contextual factors and language use." "The study of language use, the interaction of meaning" is defined in Language Interpretation. In other words, pragmatics refers to the ability to use language appropriately depending on the context in which it is used. Communication is a crucial aspect of everyday life, involving passing information from one individual to another. There are different types of communication, such as oral, written, and sign language. In oral communication, signals are passed from speaker to listener through words and body language. The importance of effective communication is emphasized by the need to understand

the appropriate use of language in a social context, referred to as pragmatic competence. Pragmatic competence is influenced by the ability to express semantic meaning in sentences, which sometimes needs to be realized despite good syntactic structure. Therefore, understanding context is vital in pragmatics, allowing one to use language appropriately according to the situation.

Based on the above notion of pragmatic competence, it can be inferred that when one cannot fulfill the criteria of good pragmatic skill for effective communication, it can refer to pragmatic disorder. In other words, pragmatic disorder, also known as pragmatic language impairment, is a communication disorder characterized by difficulties in the practical and functional use of language in social contexts. Individuals with pragmatic disorder often need help with the appropriate application of language rules and conventions, hindering their ability to engage in conversations and social interactions effectively. Individuals with Down syndrome may have a pragmatic disorder that can exhibit difficulties in interpreting social cues, maintaining appropriate eye contact, understanding humor, and adapting their language to suit the specific context of a conversation. Consequently, these individuals may need help forming and sustaining meaningful relationships as their communication style may be perceived as inappropriate or lacking social nuance.

Pragmatic disorders are divided into comprehension, expression, and affect. Each category has several types of pragmatic disorders (Martin&McDonald, 2003). Here are some types of pragmatic disorders based on category.

1. Comprehension

- Overly literal language comprehension: when a person understands a word or sentence only literally without regard to the language's context, nuance, or more profound meaning.
- Difficulty understanding narrative humor: difficulty catching the joke or humor in a story due to difficulty understanding the context or nuances of the story well.

2. Expression

- Socially inappropriate and disinhibited comments: inappropriate and socially unacceptable comments
- Tangential and overtalkative: it is sometimes difficult for them to follow a clear line of conversation or contribute relevantly to the discussion.
- Formal pedantic language: use of language that is very formal and tends to be exaggerated
- Disorganized speech content: chaotic and disorganized speech
- Poor verbal fluency: these include difficulty in finding the right words, having trouble organizing thoughts verbally, or having delays in constructing sentences fluently
- Inefficient conveying information: a person's inability to convey information in an efficient or effective manner

3. Affect

- Impairment with prosody: refers to a person's difficulty in using

proper intonation, rhythm, and word emphasis when speaking.

- Difficulty reading emotion in facial expression: a person's difficulty in interpreting or understanding emotions displayed through another person's facial expressions appropriately or accurately.

C. Language Characteristics of Down Syndrome

People with Down syndrome may have different language characteristics than individuals without this genetic disorder. Some common traits involve delayed language development, lower speech ability, and difficulty pronouncing words. Although there are variations, many individuals with Down syndrome show progress in communication with the proper support.

However, certain conditions cause a person to lack practical capacity. It is said that such people have a practical weakness. As Gillberg (2002) points out, children and adults with Down syndrome have significant difficulties with pragmatics despite having excellent expressive language skills. In other words, although they have sufficient knowledge of language, they have difficulty in using language when interacting with others.

Language characteristics in individuals with Down syndrome may include several aspects (Martin et al., 2009): (a) Language development delay. Many individuals with Down syndrome experience delays in language development, both in language comprehension and production. (b) Limited speaking ability:

They may have more limited speech than their peers without Down syndrome. (c) Word pronunciation difficulties. Difficulty pronouncing words or being advised to construct sentences clearly may be present. (d) Diverse receptive language ability. Despite problems, their ability to understand spoken and written language may vary. (e) Social and communication skills. Some individuals with Down syndrome may exhibit good social and communication skills, while others may face difficulties in interacting with others (Boardman et al., 2014).

It is important to remember that each individual is unique, and the support provided can contribute significantly to their language development. Speech therapy and particular education approaches can help improve the communication skills of individuals with Down syndrome. Individuals with Down syndrome often face challenges in the pragmatic aspect of language, including language use in a social context (Chapman, 2003). Some characteristics of pragmatic disorders in Down syndrome are (a) Limited ability to speak in social contexts. People with Down syndrome have difficulty using language appropriately in social settings, including difficulty understanding the rules of conversation or choosing appropriate conversational topics (Boardman et al., 2014). (b) Difficulty establishing social relationships and interactions. Developing social skills, such as recognizing facial expressions, tone of voice, and nonverbal cues, is difficult. (c) Response constraints to discourse context. They may need help responding appropriately to social situations or changing their communication style depending on the other person. (d) It is challenging to learn speech rules. The rules of social conversation, such as knowing when to speak or listen, may require

more support and training.

Speech therapy and pragmatic interventions help improve social communication skills in individuals with Down syndrome, helping them interact more effectively in various situations. The support of those closest to the person with this disorder is essential in this regard. Support provided by families, educators, and therapists can play a critical role in developing these individuals' language pragmatic skills.

CHAPTER III

RESEARCH METHOD

This section includes several things related to research methods. Among them are research design, data sources, data collection, and data analysis.

A. Research Design

This research used a qualitative descriptive method because it produces data as explanatory words in a particular context. The researcher conducted a qualitative research project because it aims to develop a detailed understanding of how Down syndrome adults experience pragmatic difficulties or disorders. Therefore, readers get a sense of what happens to some Down syndrome adults as people with Down syndrome and how they experience pragmatic disorders.

B. Data and Data Source

The main sources of this research are 7 videos on the YouTube channel Get Down with Sean and Marley and their transcripts which can be accessed through the following links:

1. <https://youtu.be/9ubbAnFfKqY?si=f8tKd6wBFeb7FGM1>
2. <https://youtu.be/pYJIQRYE0kI?si=utdMx0FHIghEVK3d>
3. <https://youtu.be/H8iK7kst-qA?si=JvEch9miaJ4vYH8a>
4. <https://youtu.be/GKRqhvMgZg0?si=rmZBokMwBY8UOjOd>
5. <https://youtu.be/IhBlu7AbYTI?si=IWdyTalzIX90SNxE>
6. <https://youtu.be/2Gi1bJvVTOI?si=ZfIRdWtWe7UdaQtS>
7. <https://youtu.be/eeUmph4ayg8?si=r4lwkk5UxR3nG2B5>

The data taken in the form of adult utterances with Down syndrome that

contain pragmatic disorders. The data in this study were focused on sentences that contain pragmatic difficulties. This study examines the types of pragmatic disorders that occur when adults with Down syndrome communicate in social situations. Therefore, the videos selected from the *Get Down with Sean and Marley* channel contain honest communication and spontaneous speech, such as video blogs.

C. Data Collection

The data were collected from several utterances of Down syndrome adults in social situations. The researcher watched the videos repeatedly to understand the entire context of the conversation in each video and made transcripts of each video that did not include a transcript. Related to the research problem, the data taken only presented the pragmatic disorders experienced by each adult with Down syndrome in the video. In addition, the data was minimized based on the research question by not taking all utterances that did not contain pragmatic interference. Secondary data was taken from related books and journal articles related to the subject.

D. Data Analysis

The researcher analyzed the data by using several steps. First, the researcher identified the types of pragmatic difficulties in adults with Down syndrome in the *Get Down with Sean and Marley* videos. Next, the researcher analyzed the types of pragmatic difficulties that occurred in adults with Down syndrome in the *Get Down with Sean and Marley* videos. Finally, the researcher

used the theoretical framework by Martin and McDonald (2003) to analyze the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents some data findings and research discussions based on the discussion of the previous chapters. All data findings are discussed to answer the research questions. The data findings in this case are the results of analyzing the utterances of individuals with Down syndrome in conversation using Martin & MacDonald's (2003) theory. Furthermore, the discussion explores the data findings.

A. Findings

This section contains the data and findings. The existing data is analyzed using Martin & MacDonald's (2003) theory. Some data from several scenes in several videos can illustrate the types of pragmatic difficulties and language disorders experienced by individuals with Down syndrome in the *Get Down with Sean and Marley* YouTube channel. The data is divided into 9 out of 10 types of pragmatic difficulties. From the data taken, which is limited to the characters Sean and Marley in all videos on the Youtube channel *Get Down with Sean and Marley*, the following 13 data were found so that no reduction was applied. The data presentation below has been sorted by a.) the mention of utterances from each conversation, b.) exposure to the context of the conversation, c.) analysis related to pragmatic difficulties, and d.) how pragmatic difficulties occur. Then, the specific context of the data is explained clearly and in detail.

Datum 1

Marley: So we're cooking.

Digby: Salmon Frittata

Marley: Looks like a fish. Do you know fish? We call it salmon (*Marley shows Digby demonstrating a fish to Sean*)

Sean: (*not showing any reaction when Digby & Marley show the joke*)

In the conversation, Marley and Digby prepare a salmon frittata dish that combines eggs with salmon. When Marley mentions that Digby is seen demonstrating a fish, it creates an impression of humor. Sean's reaction of not showing any expression suggests that he may not have understood the joke or did not feel the need to respond. Thus, this conversation depicts the relaxed atmosphere in preparing the meal while showing the dynamics between the three characters.

The data analysis of the conversation highlighted the pragmatic difficulties Sean experienced in understanding the humor narrative delivered by Digby. This is evident from Sean's reaction, which does not show an understanding or response to the joke being made, where Digby plays himself as a fish in response to Marley's comment about salmon. Although Marley and Digby caught the humorous nuances of the situation, Sean seemed unable to understand or respond expectedly. There are many reasons for this, such as Sean not knowing the type of humor being used, not knowing the context of the conversation, and his lack of social life, making it difficult for him to participate inside. This analysis shows the importance of understanding humor, differences in communication contexts between individuals, and how pragmatic issues affect everyday social interactions.

In this context, it seems that Sean has difficulties in understanding the humor of Digby and Marley in their conversation. These difficulties can be

divided into several types, one is difficulty understanding the context or meaning behind a conversation or action, as in Sean's case. When Digby presents himself as a fish in response to Marley's comments about the salmon, this can be interpreted as a joke or joke. However, Sean did not respond correctly or demonstrate an understanding of the jokes, indicating a poor understanding of the social interaction aspects of humor. Sean's lack of knowledge of the type of humor or humor being used, his lack of understanding of the context of the conversation, and his social impairment make it difficult for him to participate in the interaction. The disability experienced by Sean, in this case, reflects the difficulty he has in understanding and responding appropriately to humorous situations encountered in everyday conversation.

Datum 2

Marley: Let's put a salt in the egg

Digby: Okay, sure

Marley: *You know the cook like a Gordon Ramsay, you put a salt in there. Sean, get the salt!*

Sean: Yes chef

In the conversation, Marley and Digby are cooking together. Marley proposes to add salt to the eggs they are preparing. In this conversation, Marley mentions Gordon Ramsay, a famous chef, as an example to show that adding salt to eggs is a common practice in cooking. He uses a somewhat humorous or dramatic language style, commonly identified with Ramsay, to highlight the importance of adding salt to a dish. When Marley asks Sean to take the salt by calling him "chef," it adds an element of a professional or formal kitchen atmosphere that is common in restaurants or serious cooking events. Thus, this

conversation creates an image of a relaxed yet organized atmosphere in their cooking activities together.

In the context of the conversation, the identifiable pragmatic difficulty is Marley's use of formal, rather pedantic language when he orders Sean. When Marley commands Sean to pick up the salt with overly formal language and style, it shows a formality that may not always match the relaxed home cooking atmosphere. Overly pedantic formal language in an informal situation like this can be considered a pragmatic difficulty as it does not entirely fit the context of the communication. Instead, Marley may be able to use a more relaxed and less formal language when giving orders to Sean, thus better suiting the more casual atmosphere of home cooking activities. Therefore, in this case, pragmatic difficulties occur when Marley uses overly formal and pedantic language when instructing Sean, which may not be appropriate for the relaxed context of communication.

Marley's pragmatic difficulty occurs in the context of his use of formal and overly authoritative language when instructing Sean. By commanding Sean with formal language and style, Marley shows the use of formal language that only partially matches the relaxed atmosphere of cooking activities at home. This overly formal use of address can create an imbalance in their otherwise more comfortable interaction. This highlights the need for more appropriateness between the language used and the context of the communication. In such an informal situation, Marley probably should have used more casual and familiar language, which would have been more in line with the relaxed cooking

atmosphere. Therefore, Marley's pragmatic difficulty occurred when he used formal, overly pedantic language, which only partially fit the relaxed and informal context of the conversation.

Datum 3

Tim: So what we do is people come here on the weekends, when they have some time away from the city, and we teach them how to meditate.

Sean: wow

Tim: Yeah

Sean: *(Sean said something, but his words were difficult for Tim to understand)*

Tim: So what I didn't catch that Marley. What was Sean saying?

In the context of the conversation, Tim explains to his interlocutor, Sean, the activities they do at their place. Tim explains that people come to their place on weekends to spend time away from the hustle and bustle of the city and to learn meditation. Sean shows interest by expressing "wow," but when Sean tries to convey something difficult for Tim to understand, Tim asks Marley for clarification on what Sean is saying. This suggests that Sean may have something to add or ask about the information that Tim has provided, but as Sean's speech could be clearer, Tim needs help from Marley to understand what Sean is trying to convey. Thus, this conversation creates a picture of them talking about the activities carried out at their place, with Sean attempting to engage in the discussion but needing help conveying the message.

In the context of conversation, Sean seems to experience pragmatic disorders in the form of poor verbal fluency and inefficiency in conveying the intended information. When Sean tried to convey something after Tim revealed the activities carried out at their place, Sean's speech could have been clearer and more cohesive, making it difficult for his interlocutor, Tim, to understand. Sean

may have difficulty expressing his thoughts or feelings fluently and effectively. Lack of verbal fluency and communication skills can make communication clearer and may require the support of another person. In this case, Tim sought an explanation from Marley about what Sean meant. The analysis shows how the difficulties Sean faced were related to his limited verbal ability to communicate clearly and effectively.

Sean's actions are due to his poor language skills and inability to communicate effectively. If he is verbally fluent, Sean may be able to string words together to communicate clearly and accurately. This causes Sean's speech to be fragmented or incomplete, which makes it difficult for his partner Tim. Also, if Sean cannot communicate properly, his speech is slurred or slow, and it may be difficult for your speakers to understand Sean's needs. In such a situation, pragmatic difficulties arise due to Sean's inability to communicate his thoughts or ideas effectively, which affects his ability to participate in communicative interactions efficiently.

Datum 4

Boyfriend: Are you tired?

Marley: *No! I want to party hard! (Marley answered with some emotion)*

Girlfriend: What's wrong with Marley?

Boyfriend: He's tired

Marley: *I'm not! I want to party hard! (Marley is getting emotional because his friends think he is tired)*

In the conversation context, a situation arises where Marley seems tired or tired, and his friends ask him if he is tired. But Marley denies being tired, insisting he wants to party. Marley's responses were delivered with little or no voice, suggesting that he might not be satisfied with the accusation that he was tired.

However, her friends, especially her boyfriends, seemed to think Marley was tired as if they saw signs of exhaustion in Marley. Marley's response to his accusation is to be more emotional, saying that he's not tired and wants to party. This suggests that Marley may have been confused or confused by what his friends thought of his appearance, which may have caused him to have an emotional response. This misunderstanding leads to a dynamic conversation between Marley and his friends, with Marley working hard to express his desire to party despite his friends' differing opinions.

In a conversational context, Marley syndrome can be described as a prosody syndrome, where it is difficult to use the correct intonation, rhythm, or speaking style to express emotions or situations. When Marley says he wants to party, he uses a different or higher voice to indicate that he wants to express his feelings or emphasize that he is not tired. However, Marley may use language that does not fit the situation or that his friends need to fully understand, which may misinterpret or fail to get the desired message. This can be seen in Marley's friends' reactions, who believe he is still tired despite his strong opposition. In this case, Marley's most significant disadvantage is his inability to use prosody correctly to express his feelings or thoughts to his interlocutor.

Pragmatic problems occur in prosody problems when Marley struggles to use the correct intonation, rhythm, or tone in speech to express the emotion or image. In conversations, Marley may use a different or stronger voice when he says he wants to celebrate or to emphasize his great desire to party. However, Marley likely used inappropriate or over-the-top intonation, which could mislead

her friends about the true intent of her statement. This could result in misunderstanding and lack of understanding of the message conveyed by Marley, as his friends may need to correctly understand the emotional nuances Marley is trying to show through the use of inappropriate intonation. Thus, pragmatic interference occurs due to Marley's inability to effectively use prosody to convey her intended intent or emotion, resulting in misunderstandings in communicative interactions.

Datum 5

Theo Von: are you a doctor?

Marley: *yeah, I'm a doctor*

Theo Von: that's dangerous

Marley: because I got this

Sean: oooh, he's a strong guy, huh

In the context of the conversation, Theo Von asks Marley if he is a doctor, presumably in a casual or humorous conversation or situation. Marley then responds by confirming that he is a doctor. Theo Von then responds by saying that being a doctor is dangerous, perhaps to joke about the great responsibility or pressure that a doctor may have in treating patients. However, Marley gives a response that may seem exaggerated or far-fetched by stating that he is safe because he has "this," which may refer to himself or his expertise as a doctor. This could be considered a joke or an exaggerated response from Marley, which aims to make the conversation fun or exciting. Sean then responds by complimenting Marley, perhaps to comment on how Marley seems confident in his skills as a doctor.

In the conversation context, Marley has a pragmatic disorder in the form of

poor verbal fluency. This can be seen in how Marley responds to Theo Von's question of whether he is a doctor. When asked if he was a doctor, Marley replied, "Yeah, I'm doctor." Her response was simple and needed more detail, showing a lack of verbal fluency in responding to the question. Normally, a verbally fluent person would give a more detailed or explicit response, giving examples or explaining more about her profession as a doctor. However, Marley only gave a short and direct answer, showing a need for more verbal fluency in conveying complete and precise information. Therefore, the analysis shows that Marley experiences poor verbal fluency, which is evident from her lack of detailed and brief responses to Theo Von's questions.

In this case, Marley responded, "Yeah, I'm doctor." In this context, although Marley's response provides the information requested, the omission of the word "a" in the answer may lead to a lack of completeness or clarity in Marley's reaction. This indicates a need for more verbal fluency in responding to questions and awareness of the linguistic details required in effective communication. In this context, Marley's impaired pragmatics can be attributed to a lack of understanding of language structure and a lack of ability to convey messages precisely and entirely in verbal responses.

Datum 6

Marley: *you know chickens die always?*

Theo Von: *but why?*

Marley: *because of have this so we can have a dinner*

In the story's context, Theo Von and Marley discuss why the chickens keep dying. Marley could tell that chickens often die because the purpose is to

cook for dinner. This may have occurred in casual conversation or humorous comments where Marley expressed his thoughts on the chicken's life cycle and relationship to cannibalism. Theo Von's response to Marley's comment was to ask, "But why?" This indicates that you are trying to understand, answer, or ask a question about the topic. So it's just a story or a joke about the connection between chicken pox and food.

In the context of the discussion, the pragmatic problem presented by Marley can be defined as harmful linguistic content. This can be seen in the way Marley expresses his ideas in such a structured or complicated way that they could be clearer or easier to understand. The lack of coherence and structure in Marley's communication style indicates an inability to organize or structure information clearly and orderly. This makes it difficult for commentators like Theo Von to follow or accurately understand what Marley is saying. Thus, the pragmatic problem Marley faces in this context interferes with linguistic communication and creates ambiguity or ambiguity.

In Marley's case, the pragmatic problem can be seen in chaotic language, which is reflected in his informal expression of ideas in speech. In these conversations, Marley may need help planning or organizing things coherently, and his message may need to be clearer or consistent. For example, when Marley asks, "You know chickens die always?" Theo Von might get confused if you don't provide clear context or other information. Also, when trying to explain why the chickens are sick, Marley uses the somewhat ambiguous phrase, "Because of having this so we can have a dinner," which seems out of place and not yet

finished. Marley's difficulties arise for several reasons, such as needing to understand how communication works, planning or organizing ideas systematically, and contextualizing the content of the public conversation. Therefore, the lack of coherence or disorganization in the way Marley conveys messages indicates the presence of pragmatic impairments that affect his ability to communicate effectively.

Datum 7

Marley: we are at Wollongong. Me and Sean

Sean: yes (*he wants to say something, but Marley keeps talking a lot*)

Marley: *we stay in the cabins and stuff, and I see you, um big festival, Yours and Owls. We can't wait, I am so pumped and ready to go. Yeah.*

Sean: at the show

Marley: yep. Enjoy the show, food trucks, VIPs,

Sean: *yep (Marley keeps talking a lot and keeps talking)*

Marley: *I see I see you guys and the people, the fans coming. Yeah, so alcohol I have two for me, I have more than two that's it. Two alcohol, that's it.*

In this conversation, Marley and Sean discuss their plans to attend the "Yours and Owls" music festival in Wollongong. Marley enthusiastically explains their plans to stay at the cabin and attend the festival, but he keeps talking without giving Sean a chance to speak, thus creating an imbalance in the interaction where Marley dominates the conversation by talking continuously about the details of their plans. This creates an imbalance in the interaction, where Marley dominates the conversation by continuously talking about the details of their plans.

In the context of the conversation, Marley shows signs of pragmatic difficulties in the form of overtalkative, which refers to the tendency to keep talking without providing opportunities for the interlocutor to participate in the conversation actively. Marley takes control and talks about her plans to attend a

music festival without giving Sean a chance to express his thoughts or feelings. Marley's ability to talk always throws off the balance of interactions. Marley's control over the conversation prevents a healthy flow of communication, leaving Sean with short or incoherent answers. It suggests that Marley may need to remember that he should have given his speaker a chance to speak, which is typical of the evils associated with talking too much.

In this context, Marley's speech inhibition can be seen in his dominant behavior in the conversation. Marley shows the ability to keep talking without letting Sean join the conversation. He mostly talks about his plans to attend music festivals and doesn't care or have room for Sean's thoughts and feelings. This created an imbalance in the interaction, where Marley dominated the conversation and hindered the healthy flow of communication. In other words, pragmatic difficulties arise in Marley due to a need for more awareness or attention to pragmatic norms in communication, such as allowing the interlocutor to speak or paying attention to signs that the interlocutor also wants to participate in the conversation.

Datum 8

Marley: All alright, first uhh

Sean: next!

Marley: next. Thank you. Next, we chop this, uhh. What do we call it? What's it called?

Sean: Lettuce

Marley: okay (Marley's headband falls)

Sean: do you need help, Marley? (while putting a headband on Marley's head)

Marley: thank you (Marley's headband falls again)

Sean: (puts on Marley's headband again, but Marley looks disturbed and annoyed)

Marley: (headband falls again while Marley is cooking) Ah, this! It isn't very pleasant me!

Sean: (*laughs because he doesn't understand that Marley is feeling disturbed*)

In the context of this conversation, Marley and Sean appear to be in a

kitchen and are preparing a meal together. Marley starts by giving instructions or explaining the steps to take to prepare the meal. However, when he mentions that they need to cut something, he must remember the ingredient's name in question and ask Sean. Sean quickly told him that it was lettuce. When Sean tried to help Marley by putting on the fallen headband, Marley looked distracted and annoyed when the headband fell off again. Sean tried to help again by putting the headband on, but Marley still looked upset. This situation became funny for Sean, who laughed without realizing that Marley was annoyed. Thus, this conversation creates a light-hearted atmosphere but shows moments of humor amongst the simple chaos in the kitchen.

In the context of the conversation, Sean showed pragmatic impairment in the form of difficulty reading emotions in facial expressions. When Marley looked upset when the bando fell off again, Sean did not realize Marley's feelings and instead responded to the situation by laughing. This suggests that Sean may have difficulty in reading Marley's facial expressions that show discomfort or annoyance. As a result, Sean did not understand that Marley was bothered by the incident and instead responded in an insensitive or inappropriate way to the situation. These pragmatic difficulties create a mismatch in the interaction between Sean and Marley, where Sean cannot capture or respond appropriately to the emotions shown by Marley's facial expressions.

Pragmatic difficulties reading emotions in facial expressions, as may have happened to Sean in the conversation, can arise due to several factors. One is a need for awareness of facial expressions and the proper interpretation of emotions

in the context of communication. Sean may need to be more trained or experienced in reading nonverbal signals, such as facial expressions, which affects his ability to understand the feelings of others. This could be due to a variety of factors, including a lack of attention to the other person's facial expressions, a lack of sensitivity to the feelings of others, or a lack of ability to associate facial expressions with appropriate emotions. As a result, Sean may have had difficulty reading Marley's emotions from his facial expressions that showed discomfort or annoyance, such as when Marley's headband fell off again. This resulted in Sean's insensitive or inappropriate reaction.

Datum 9

Marley: Alright, we got bowls. Sean? Be careful of this. You chopping this

Sean: umm, okay

Digby: well said

(Sean cuts the peppers)

Digby: wow! Big and chunky

Marley: now Digby, You do some beans (Marley gives the beans)

Digby: thank you, boys

Marley: *ehh..ahh..(makes a sighing sound)*

Digby: excuse me! I don't want a young little lady in her bikini sound.

In the context of conversation, Marley, Sean, and Digby may be working together in the kitchen to prepare food. Marley instructs Sean on his task, which is to cut the ingredients, while Digby compliments Sean on the cut peppers. After that, Marley asked Digby to prepare the beans. However, when Marley made a sighing sound or an expression that might have sounded rather unhappy, Digby reprimanded Marley with a comment about the sighing sound, relating it to the sound that a young woman on the beach in a bikini might make. The atmosphere was relaxed and pleasant, with team members encouraging and poking fun at each

other in the relaxed atmosphere of the kitchen.

In the context of the conversation, Marley showed signs of pragmatic interference in the form of a disinhibited comment by suddenly sighing during the cooking activity. This action may be considered inappropriate or irrelevant in the ongoing situation, where team members should focus on the cooking task. Yelling can be interpreted as uncontrolled or offensive speech entirely out of context or the purpose of the ongoing conversation. This indicates a need to understand social decision-making or work ethics in a given situation. Digby's response as a joke means that Marley's behavior is unusual or funny in the current context. Therefore, in this analysis, Marley's lament is an example of the unrestrained type of difficult speech.

As seen in the story, Marley's struggles come in the form of uncontrollable thoughts. This happens when Marley suddenly lets out a howl that might be considered inappropriate or inappropriate in the kitchen context. This behavior shows a lack of understanding of social decision-making and work ethics in a given situation. Marley didn't consider the effect that statement had on the tone of the ongoing conversation. As a result, the behavior could be perceived as unusual or uncontrollable, leading to reactions that tended to be humorous or teasing from other team members. In this analysis, Marley's pragmatic impairment appears in her inability to maintain or control comments or actions appropriate to the ongoing social context.

Datum 10

Digby: Guess what I found? One last pea, bean for those
Marley: Alright, I can chop that carrot.

(Marley cuts some vegetables).

Marley: We are done chopping the vegetables. Eggs, we done that. Now salmon. (Marley takes the can of salmon, but it spills a little) *Oh shit!*

In the context of this conversation, Marley and Digby are in the kitchen and preparing food. Digby tells Marley that he found one last bean or string bean for them. Marley responds positively by offering to cut the carrots. Later, Marley starts cutting some vegetables, presumably as part of their preparation for cooking. He stated that they had finished cutting the vegetables and pointed out that they had also prepared the eggs. However, when Marley was about to pick up the can of salmon, presumably to add to the dish, the can spilled a little, which caused Marley to react by saying, "Oh shit!" This shows that a minor accident occurred in the food preparation process, and Marley's reaction spontaneously responded to the situation.

In the context of this conversation, Marley shows signs of pragmatic difficulties in the form of socially inappropriate and disinhibited comments. When he uttered, "Oh shit!" after the can of salmon spilled a little, he made a comment that might be considered inappropriate or disrespectful in the situation. Using rude or profane words like this in a casual social situation, such as cooking, could be regarded as inappropriate or disinhibited. The reaction shows a lack of social judgment or awareness of pragmatic norms. While the incident may seem minor, Marley's disinhibited and inappropriate response in the social context suggests a pragmatic disorder that affects his ability to control or adapt her comments or actions to the situation at hand.

The socially inappropriate and disinhibited comment type of pragmatic

difficulties appeared to Marley in the conversation when he spontaneously uttered "Oh shit!" after the can of salmon spilled a little. This action shows a lack of social judgment or awareness of social norms. Marley expresses an uncontrolled and socially inappropriate response to a minor incident, which may be considered inappropriate or impolite in a casual context, such as cooking. Therefore, this pragmatic impairment manifests in Marley's tendency to make inappropriate or overt comments in situations that do not call for it.

Datum 11

Marley: why the beeping?

(everyone is confused because the stove is making noise)

Digby: I don't know. Hot?

(Marley tries to change the pan)

Marley: The *pan is not working. So, new pan. Yeah pan is not working*

(after changing the pan then, Marley took some mustard greens)

Marley: now, one.. two.

Sean: and three

(Sean and Marley count mustard greens)

Marley: why is it broken now? *What the hell* (Marley sees one of the broken mustard greens)

Digby: don't worry about it. Just get another one.

In the context of this conversation, Marley, Digby, and Sean are cooking in the kitchen. When Marley asks why their stove is beeping, everyone gets confused. Digby tries to answer with the assumption that the furnace might have been hot. However, when Marley tried to change the pot being used, he realized that the pot was not working correctly. After changing the pot, they proceeded to chop vegetables, and when one of the mustard pieces broke, Marley expressed his frustration by asking the question "Why is it broken now?" and the expression, "What the hell". Digby tries to calm Marley down by telling him he doesn't need to worry and to pick another mustard. The whole conversation illustrates the confusion and frustration that arises when equipment or food ingredients do not

function properly in the cooking process but ends with advice from Digby to overcome the problem calmly.

In this conversation, Marley demonstrated pragmatic impairment in two main aspects. First, he makes a socially inappropriate and disinhibited comment when facing a problem with the cooking equipment. When he realized that the pot was not working, he reacted with a frustrated expression of "What the hell" which might be considered inappropriate or disrespectful in a relaxed situation such as cooking. This shows a lack of social judgment or awareness of the norms of behavior appropriate to a given situation. Second, Marley also demonstrated communication difficulties. When he realizes that the fan is not doing well and is feeling upset, he may sound louder or louder than usual, indicating that he cannot properly adjust his pitch or pace, as the case may be—the daily news. An imbalance occurs in their interactions where Marley's reactions to disturbing situations do not conform to the norms of social ideology and social acceptance in everyday discourse.

When there is a problem with drying kitchen utensils, people automatically respond with a frustrated "What the hell?" showing difficulties in social communication. It is not necessary and should be rejected. His response does not follow the expected social norms for the situation. This indicates a lack of understanding of social judgments or behavior norms appropriate to the context of the discussion. Next, impairment with prosody appears in the way Marley expresses his frustration. The intonation of his voice may sound louder or more inappropriate, indicating an inability to adjust the tone or rhythm of her speech

appropriately to a relaxed, conversational context. Thus, Marley's pragmatic impairment is reflected in both types, affecting how he communicates and interacts in everyday conversational situations.

Datum 12

Marley: hi

Sean: hi

Marley: beautiful, tasty, beautiful. I say thank you, I got a friend

Sean: *and good friends are here, um friend is. (Marley was about to continue Sean's words, but Sean continued his words)Michael*

Marley: *no Sean, let me do it!*

(Marley raises his voice and shows an annoyed face. Meanwhile, Sean needs help understanding Marley's facial language. Sean still acts as usual and smiles while welcoming Michael, who comes)

In the context of this conversation, Marley and Sean are at a cooking event with friends. Initially, Marley makes a positive comment about the event's atmosphere by stating that it is beautiful and delicious, possibly referring to the food or the ambiance. However, when Sean tries to add something to the conversation by mentioning a friend's name, Marley gets annoyed and wants to take over the conversation. He raised his voice and showed an irritated face, showing his dissatisfaction with Sean's interruption. However, Sean did not notice Marley's facial expression and continued to behave as usual, welcoming the arrival of the mentioned friend. This created a mismatch in communication where Marley wanted to take over the conversation, yet Sean needed to understand and respond appropriately.

In the conversation context, Sean showed signs of pragmatic impairment in the form of difficulty in reading emotions from Marley's facial expressions. When Marley raised her voice, looked sad, and showed signs of annoyance, Sean

did not recognize or respond to these signs. Instead, he continued to work as before, welcoming his visiting friends. Because it was hard to read the emotions on Marley's face, Sean didn't know if Marley was upset or upset when the conversation was interrupted. This created a false impression that Sean's answers did not match the current situation. So, in this case, Sean's disorder is difficulty reading and reacting to emotions in the facial expressions of others.

Disability in the form of difficulty reading emotions from facial expressions, as Sean experienced in the interview, can have many causes. First, Sean may have difficulty in recognizing or interpreting facial expressions due to a lack of sensitivity to such nonverbal signals. Secondly, there may also be genetic or neurobiological factors that affect Sean's ability to read emotions from facial expressions. Thus, this pragmatic disorder appears in Sean in the form of difficulty or lack of ability in reading and responding to emotions from other people's facial expressions, which then affects his interactions in daily conversation.

Datum 13

M: thank you, for your grand final, because we talk about um.. pleasure. Selfie or Panthers?

S: yes, you just said, damn do do you yo-yo you'll win

In the context of the conversation, Marley and Sean discuss the grand final of a debate. Marley thanks Sean for his contribution to the grand final. He then inquires about their preferences regarding the topic they are discussing, which seems to relate to the choice between "selfies" and "panthers." Sean responds with disjointed and unclear phrases, perhaps as a humorous response or as a way to

express support for Marley, but overall, the context and topic of their discussion could be clearer.

In the conversation, Sean and Marley experience pragmatic disorders in the form of poor verbal fluency and inefficient conveying of information. This is reflected in the disconnected and unclear reactions of the two men. Marley says phrases that may be difficult or difficult to understand, such as "Thank you for your grand final, because we talk about um... pleasure. Selfies or Panthers?" This will upset the other person. At that time, Sean replied, confused and confused, "Yes, you just said damn do you yo-yo you'll win." Both responses can cause problems communicating clearly and effectively and difficulty organizing thoughts while speaking. This creates uncertainty and confusion in communication, which indicates a need for more language proficiency and effective communication on both sides.

Sean and Marley's difficulties manifested in limited communication and lack of communication. Sean and Marley find it challenging to express their feelings in conversation. This was reflected in the disconnection, lack of connection, and difficulty understanding both men's responses. Sean's responses could have been more consistent and organized, while Marley spoke incoherently and unintelligibly. Communicating clearly and effectively can lead to clarity and effective communication. Thus, Sean and Marley's impaired pragmatics are reflected in their difficulties in expressing themselves verbally, fluently, and effectively in the context of the conversation.

B. Discussion

After the data is analyzed, it is necessary to discuss the findings that must be addressed and described in depth. This aims to answer two study problems: first, what types of pragmatic disorders occur in adult individuals with Down syndrome, and second, how individuals with Down syndrome experience pragmatic disorders. Both questions use Martin and MacDonald's (2003) research framework. The first question is addressed to adult individuals with Down syndrome who have social communication disorders, while the second question is how pragmatic disorders occur

Take a look at the following table!

Table.1

Subject	frequency of occurrence	Types of pragmatic difficulties
Marley	9	- Expression (2) - Affect (7)
Sean	5	- Comprehension (1) - Expression (2) - Affect (2)

Based on table.1, Marley experienced more or more frequent pragmatic impairments. Regarding types, Marley experienced more diverse pragmatic disorders than Sean. In this case, Marley proved to dominate pragmatic disorder. This is because Marley interacts more and is more active in speaking or communicating. Although they are the same age, their psychological conditions are different. Marley's more optimistic and confident character makes him more talkative than Sean. Sean has a more reserved and shy character compared to Marley. This shows that psychology affects their personality in terms of

communication and interaction. The following explains the types of pragmatic difficulties sorted by the most common ones.

a) Poor verbal fluency

These include difficulty finding the right words, having trouble organizing thoughts verbally, or having delays in fluently constructing sentences. There is pragmatic interference in the form of a lack of verbal fluency. Sean and Marley demonstrate this in datums 3, 5, and 13. This disorder can be seen in Sean or Marley's difficulty in conveying thoughts or information clearly and fluently, making it difficult for the interlocutor to understand, as happened when Tim could not understand what Sean was saying.

b) Socially inappropriate and disinhibited comments

Socially inappropriate comments and out-of-control behavior. This means making comments or taking actions that are not to the social norms or manners that apply in a particular situation or environment—for example, saying inappropriate things or taking actions that are not appropriate to the problem. This can include crude humor, offensive comments, or actions that others consider disrespectful. In addition to datum 10, datum 11 and 9 also found pragmatic difficulties in the socially inappropriate and disinhibited comment type. In this datum, Marley made socially unacceptable and disinhibited comments. When Digby focuses on the ingredients, Marley responds with a sigh, "Ehh..ahh.." which is then reprimanded by Digby, "Excuse me! I don't want a young little lady in her bikini sound," which is inappropriate in the context of the ongoing conversation. The comment reflects a lack of social filters and a tendency to make verbally

disinhibited comments.

c) Impairment with prosody

Prosodic disorders refer to difficulties understanding, using, or recognizing intonation, rhythm, and pitch when speaking. This can occur when a person has difficulty adjusting their tone of voice to a conversational situation or expressing emotions appropriately through vocal intonation. In datum 4 and 11, Marley demonstrates impaired use of prosody. When he expresses his frustration at realizing that the pot is not working correctly, the intonation of his voice may sound louder or harsher than usual, indicating an inability to appropriately regulate the tone or rhythm of his speech according to the context of casual conversation. This creates an imbalance in the interaction, where Marley's response to a stressful situation differs from pragmatic norms or social acceptability norms in everyday communication.

d) Inefficient conveying information

Inefficient conveying of information refers to difficulties or shortcomings in effectively conveying messages or ideas to others. This inefficiency can take many forms, such as unclear or ambiguous language, disorganized speech, or difficulty staying on topic. This type of pragmatic difficulty is found in datums 3 and 13. For example, in column 3, Sean finds it challenging to convey his response to Theo Von.

e) Tangential and overtalkative

Tangential and overtalkative are two closely related aspects of communication

that refer to speakers who tend to move away from the main topic in a conversation (tangential) and talk too much or excessively (overtalkative). In datum 7, Marley exhibited overtalkative behavior and kept talking without allowing others to participate. Although Sean tried to make a point, Marley continued to talk without giving Sean space to speak. This attitude can disrupt the dynamics of the conversation and make the interlocutor feel ignored or underappreciated.

f) Formal pedantic language

Formal pedantic language refers to very formal language that tends to be overly detailed or attentive to small, unimportant details. In datum 2, Marley uses language that tends to be formal and pedantic when asking Sean to add salt to the eggs. In his language, Marley describes the cooking process with the analogy of "Cook like a Gordon Ramsay," resembling the famous chef's cooking style.

g) Disorganized speech content

Disorganized speech content refers to a person's inability to convey thoughts or ideas in an organized and orderly manner in conversation. In the datum, there is an example of disorganized speech content when Marley conveys his ideas about chicken death in an unstructured manner. He starts with the statement, "You know chickens die always?" which does not lead in a clear direction without providing further context or explanation. Then, when faced with a "but why?" question from Theo Von, Marley gives a non-cohesive answer, "Because of having this, so we can have a dinner," which is not directly connected to the question. This shows the chaos in conveying thoughts and ideas, where Marley struggles to organize ideas

logically and in conversation.

h) Difficulty understanding narrative humor

Difficulty catching the joke or humor in a story due to needing help understanding the context or nuances of the story well. This can be seen in datum 1 from Sean's reaction of showing no understanding or response to the joke, where Digby played himself as a fish in response to Marley's comment about salmon. Although Marley and Digby captured the humorous nuances of the situation, Sean seemed unable to understand or respond in the expected way.

One of the essential aspects of conversation is the interaction between persons. As we know, Carroll (2008) explains that interaction between speakers means that the communications act in a coordinated way with each other. In other words, the conversation should be balanced, harmonious, responsive, and share control, and sometimes it can also be fun. Therefore, both speakers should be equally active when building a good conversation and give each other space for the conversation to run smoothly. However, most people with Down syndrome generally lack social skills in conversation. Therefore, the explanation below discusses pragmatic disorders with a comparison of the communication abilities of people in general.

Each speaker must pay attention to the other for the interaction to be communicative and bring understanding because everyone wants to be noticed when talking. Molen & Hoogland (2005), as cited in Bostom (1990) & Steil (1991), stated that the important thing in a conversation is to have a good structure and let the interlocutor know that they are being paid attention to. However, sometimes, a sufferer ignores others when talking or making jokes, as shown in

datum 1. Sometimes, the attitude could be more responsive when invited to interact, as shown in datum 1.

Reciprocal relationships are needed to avoid monotonous talk. Alternating activities when communicating should be established to be effective. Between one speaker and another, speak as necessary and give a turn to the interlocutor. Turn exchange occurs when the previous speaker has finished speaking. However, those with Down syndrome, such as Sean and Marley, tend to talk a lot, for example, about the topics they are interested in on datum 7. As we know, a conversation will be boring if only one speaker talks endlessly.

Dimitracopoulou (1990) states that one way to be a good speaker is to balance the listener's needs with the speech. In addition, Hargie & Dickson (2004) noted that to have the ability to understand when one should speak, one must cue the other person. However, people with Down syndrome are less able to share control, so these communication rules are challenging to understand. This means they always want others to understand, obey their interests, and control the conversation. Then, the speaking partner becomes passive when following the topic of discussion, as in datum 7.

Most people will generally think and imagine other people's feelings and responses when they say or do this or that. This relates to assumptions that, according to others, are known as "theory of mind" (Cotugno, 2009). A person's mind must interact well to guess the thoughts of the person he is talking to. However, due to limited thinking and mental abilities, people living with Down Syndrome do not experience this knowledge due to limited theory of mind

abilities or mentalization skills above. Hence, they cannot understand the points of view or mental states—of other people in communication (Gillberg, 2002). As a result, their communication is not always successful and sometimes looks casual or may give rise to an uncontrolled conversation context, as illustrated in datums 9, 10, and 11.

Communication must provide understanding to the recipient of the information. Communication involves expressing or exchanging messages and information through body movements and speech (Smith et al., 2017). However, some people may struggle to express and communicate with others. People with Down Syndrome experience this difficulty in communicating. The difficulty that also commonly arises is difficulty understanding the interlocutor's emotional expressions. This is illustrated in datums 8 and 12. Difficulty conveying ideas or information and poor verbal fluency also result in people with Down syndrome experiencing communication difficulties, as described in datums 3, 5, and 13. Not only that, adults with Down syndrome also experience problems when organizing the content of their speech, as is the case with datum 6.

In communication, the correct rhythm or intonation is also needed so that the conversation partner can differentiate between anger, joy, happiness, and so on. This is also one of the difficulties experienced by Down syndrome in communicating, as illustrated in datums 4 and 11. The language used should also be appropriate to the context of the situation when interacting, such as casual or formal. However, in this case, it is still a little difficult for people with Down syndrome to differentiate between the two. This is found in datum 2 when Marley

uses language and gestures that are too formal in a casual context.

Overall, adults with Down's syndrome in the context of these YouTube channels experience various pragmatic difficulties that can affect their social interactions. Based on existing data, it is concluded that the practical difficulties experienced by adults with Down syndrome do not only occur when they communicate with ordinary people in general but also occur when two adults with Down syndrome interact (Laws & Bishop 2004). In conclusion, almost all pragmatic difficulties appear in adults with Down syndrome, such as difficulty understanding humor, uncontrolled comments, over-talkativeness, formal pedantic language, disorganized speech content, poor verbal fluency, inefficient conveying information, impairment with prosody, difficulty reading emotions in facial expressions. Thus, pragmatic difficulties can also occur in adults with Down syndrome.

CHAPTER V

CONCLUSION AND SUGGESTION

At the end of the study, conclusions and suggestions are presented as follows.

A. Conclusion

The findings show that almost all types of pragmatic difficulties appear in conversations and interactions on the *YouTube channel Get Down with Sean and Marley*. It is important to note that these difficulties only arise in some conversational contexts because some statements are phrased well and are easy for listeners to understand.

It was found that the types of difficulties that appeared most frequently were socially inappropriate and disinhibited comments and poor verbal fluency. Both appear in various conversational contexts. The kind that does not appear at all is overly literal comprehension.

In several videos, adults display almost all language characteristics related to people with Down syndrome. This means that adults with Down syndrome's communication skills still need to develop fully. The communication skills of adults with Down syndrome can be said to be still weak. The expressions and responses of adults with Down syndrome are sometimes like how children communicate.

B. Suggestion

Based on the findings of this study, there are several suggestions specifically for future researchers. Once we know that individuals with Down syndrome have weaknesses in the pragmatic field, thus creating conversations that may feel

strange, annoying, or difficult to understand, then as a listener must know that being a disabled person does not mean not having talents and interests. In addition, in the movie, it can be seen that the types of inappropriate comments and poor verbal fluency are the types that appear most often in conversations with individuals with Down syndrome in several scenes of the video. This situation requires the listener to understand them and calm them down.

The findings also suggest some suggestions for future researchers. First, more research should be conducted in the field of pragmatic difficulties in honest conversations. Secondly, further analysis needs to pay attention to ways to improve the communication ability of people with Down syndrome, which is also very important so that they can develop better skills in interacting with others and create a better life for their future.

In addition, about all the pragmatic difficulties that arise and the real-life activities in some of the videos, this YouTube channel is highly recommended for researchers who may be interested in researching more about language, communication, social interaction, and the social lives of inspiring adults with Down syndrome. They have talents and interests despite being called disabled. It can be seen in several videos on this channel when people with Down syndrome try to show the world that they can do what ordinary people can do even though they are limited—advice for anyone to respect anyone with disabilities and help them develop their socialization skills.

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CURRICULUM VITAE

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The author first entered formal education at RA Babussalam Peniraman Mempawah Regency in 2005 and graduated in 2007. In the same year the author continued her education to MIS Miftahul Ulum and graduated in 2012. The author continued her education at MTs Babussalam Peniraman Mempawah until in grade 9 the author moved to MTs Al-Khoirot Malang to explore religious education. After graduation, the author continued to MA Al-Khoirot Malang and graduated in 2019. In 2020 the author was registered as a student at Maulana Malik Ibrahim State Islamic University Malang, Faculty of Humanities, majoring in English Literature.

	<p>(Marley answered with some emotion)</p> <p>Girlfriend: What's wrong with Marley?</p> <p>Boyfriend: He's tired</p> <p>Marley: <i>I'm not! I want to party hard! (Marley is getting emotional because his friends think he is tired)</i></p>			tired. But Marley denies being tired, insisting he wants to party.											
5.	<p>Theo Von: are you a doctor?</p> <p>Marley: <i>yeah, I'm a doctor</i></p> <p>Theo Von: that's dangerous</p> <p>Marley: because I got this</p> <p>Sean: ooh he's a strong guy, huh</p>		v	In the context of the conversation, Theo Von asks Marley if he is a doctor, presumably in a casual or humorous conversation or situation. Marley then responds by confirming that he is a doctor. Theo Von then responds by saying that being a doctor is dangerous, perhaps to joke about the great responsibility or pressure that a doctor may have in treating patients.							v				
6.	<p>Marley: <i>you know chickens die always?</i></p> <p>Theo Von: but why?</p> <p>Marley: <i>because of have this so we can have a dinner</i></p>		v	In the story's context, Theo Von and Marley discuss why the chickens keep dying. Marley could tell that chickens often die because the purpose is to cook for dinner. This may have occurred in casual conversation or humorous comments where Marley expressed his thoughts on the chicken's life cycle and relationship to cannibalism.							v				
7.	<p>Marley: we are at Wollongong. Me and Sean</p> <p>Sean: <i>yes (want to say something but Marley keeps talking a lot)</i></p> <p>Marley: <i>we stay in the cabins and stuff and I see you, um big festival, Yours and Owls. We can't wait, I am so pumped and ready to go. Yeah.</i></p> <p>Sean: at the show</p> <p>Marley: yep. Enjoy the show, food trucks, VIPs,</p> <p>Sean: <i>yep (Marley keeps talking a lot and keeps talking)</i></p> <p>Marley: <i>I see I see you guys and the</i></p>		v	The conversation takes place in Wollongong, where Marley and Sean are talking about their plans to attend a music festival called Yours and Owls. Marley is very enthusiastic about the festival, including the place to stay, the food, and the drinks they will enjoy. Sean tries to speak, but Marley continues to speak with great enthusiasm, even mentioning his alcohol limit.				v							

	<p>say thank you, I got a friend Sean: <i>and good friends are here, um friend is. (Marley was about to continue Sean's words, but Sean continued his words)</i>Michael Marley: <i>no Sean, let me do it!</i> (Marley raises his voice and shows an annoyed face. Meanwhile, Sean needs help understanding Marley's facial language. Sean still acts as usual and smiles while welcoming Michael who comes)</p>			<p>delicious, possibly referring to the food or the ambiance.</p>											
13.	<p>Marley: <i>thank you, for your grand final, because we talk about um.. pleasure. Selfie or Panthers?</i> Sean: <i>yes, you just said damn do do you yo-yo you'll win</i></p>	v	v	<p>Marley and Sean discuss the grand final of a debate. Marley thanks Sean for his contribution to the grand final.</p>							v	v			