

Pragmatics
Speech Act Study Hyperactivity Autistic Children in Interactions in the School
Case Study: Niko and Kevin

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ABSTRACT

This study aimed at 1) describing form of hyperactive autistic children's utterance in their interaction in the school, 2) describing the strategies of hyperactive autistic children in their interaction in the school, and 3) describing the function of hyperactive autistic children in their interaction in the school.

This research used qualitative approach. The writer applies the method proposed by Sudaryanto. In this research, there are three procedures that the writer takes in conducting the research, they are collecting data, analyzing data, presenting the result of analysis. Data are taken by observasional method (2 moths) and note taking. The writer applied participant observasional method. The analysis is done by pragmatic identity method with PUP technique.

The results of analysis is descriptively. Having analyzed the data, it is found that the utterance of Hyperactive Autistic children had four forms, there are 1) representative form of reporting, 2) directives utterance of an ordering, requesting, inviting, prohibiting, forcing, and demanding, 3) utterance form commisives of refusal, 4) expressive utterance form of thanking, apologizing, and congratulating. Nevertheless in speaking, the utterance of hyperactive autistic children tend to use directive utterance form of command, request and forbid. In this research, there are two forms of utterance strategies used by hyperactive autistic children in their interaction in the school, i.e direct and indirect strategies. The strategie of that utterance used to convey the function of utterance such as instrumental and pemeirian.

Keywords: *autistic hyperactive, form, strategies, and functions*