

ASD Kids' Speaking Reaction in Social Media

Dzurriyatul Khofifah Nurfahmi

English Literature Study Program, Faculty of Humanities, Universitas Islam Negeri Maulana
Malik Ibrahim Malang
khoirotunn035@gmail.com

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Corresponding

Author:

Dzurriyatul Khofifah

Nurfahmi

khoirotun035@gmail.com

ABSTRACT

This research examined psycholinguistic analysis of speech responses experienced by autistic people in Special Books by Special Kids YouTube Channel. The aims of this research were to identify the types of responses produced by autistic people, and to analyze how these types of responses were realized by autistic people in Special Books by Special Kids YouTube channel. It is important for us to understand that autistic people were able to respond and understand what other people said because there were still many people who thought that people with autism were people whose words were always considered untrue and could not be fully trusted. It was just because they were more focused on themselves so they had difficulty in getting along with those around them. This research used a descriptive qualitative method with 17 videos as the data sources. The data of this research were responses uttered by autistic people. This study used Rothwell's theory (2000) of autistic response in conversation and Cook's theory (1971) and Searle's theory (1979) to explain the types of utterances spoken by autistic people in the video. The results of the study indicated the response that appeared the most was the cognitively relevant response from 60 utterances out of 92 data. This proved that autistic people could respond relevantly to the conversation even though they had difficulty in communicating with other people.

Keywords: autism, response, psycholinguistics analysis

INTRODUCTION

Some people may have difficulty in the process of speaking because of disturbances that occur such as thought disorders and language disorders. This disorder can occur in parts of the nerves and brain structures that have important aspects of language processing. If the area of the nerves and the brain is disturbed, it can cause an inability to

process speech and understand the meaning of language. According to Indah (2017) language disorders are disorders of brain function and speech apparatus that cause sufferers to experience language difficulties, both receptively and productively. Language disorders are broadly divided into two. First, language disorders due to medical factors, and second, language disorders due to social environmental factors.

Language disorders due to medical factors are disorders caused by abnormalities in brain function or due to abnormalities in speech tools, while language disorders due to social environmental factors are language disorders caused by an unnatural environment for humans, such as being excluded from the natural environment of society (Chaer, 2009).

However, this research focuses on language disorder in the form of speech or oral speech spoken by autistic people. Autism also known as Autistic Spectrum Disorder (ASD) is another word for development disability (Frith, 1991). Language disorders as one of the symptoms of autism have been found in many autistic people. One autistic person and another have different characteristics of language disorders. Autistic people experience disturbances and difficulties in speaking and other language activities. The language acquisition of autistic people is different from normal people. Normal people get their first speech at the age of a few months. While autistic people can do the first speech after a year or so.

Congenital disorders or diseases in autistic people disrupt the communication system in interacting (Yani, 2017). This disorder in people with autism has an impact on communication patterns that cannot be accepted by listeners. This communication pattern is called perfect if in communication there are aspects of the listener, speaker, and also aspects of the discussion or topic. Communication patterns in the form of productive language, which will later be conveyed through speech in the form of sounds contained in the articulation in the mouth, and carried out by articulation tools. This language disorder phenomenon is one of the studies in psycholinguistics. This study uses psycholinguistic theory as an approach that pays attention to the relationship between language and thought that produce by someone with autism.

Psycholinguistics describes the psychological process that goes on saying the sentences he hears when communicating, and how language skills are acquired by humans. Therefore, this research will be analyzed by psycholinguistic analysis. Psycholinguistics focuses on understanding, acquiring, and producing language. Understanding language is related to the way humans store, understand, and remember language as information. Language acquisition is related to the way humans acquire language skills and put them into words. Meanwhile, language production problems are related to reading, writing, and speaking (Harras & Bachari, 2009). ASD requires discussion of research related to language disorders experienced by sufferers.

Based on the phenomena above, the researcher takes 17 videos of autistic people in Special Books by Special Kids YouTube channel as the object of study. In the Special Books by Special Kids YouTube channel there are 35 videos interviewing autistic people, but according to the research limits that have been determined, this research is limited to 17

videos interviewing autistic people who do not suffer from other disorders. The research's focus is on 17 videos of autistic persons from the Special Books for Special Kids YouTube channel. Because there is a wealth of information on this YouTube channel that can be used to address the problem's formulation, the researcher chose it. In order to demonstrate to the world that individuals with disabilities should be treated like other people, the channel has Chris as the YouTube account owner interviewing people with a range of disabilities. Founded in 2016, Special Books by Special Kids is a group that works to normalize the diversity of the human situation while upholding the values of cooperation, mindfulness, honesty, and respect. Inclusion and acceptance of all members of the neurodiverse/disability community, regardless of diagnosis, age, color, religion, socioeconomic status, sexual orientation, gender, or gender expression, are supported by this multi-media movement.

Recently, previous research has investigated this issue with a different focus. Rakhmanita (2020) has identified the Phonological, Morphological, and Syntactically language disorders produced by autistic children. She found that an autistic child phonologically has a fairly clear articulation even though there are often errors in pronouncing objects. Morphologically, an autistic child also often makes errors such as omitting or adding certain syllables and assimilation. Syntactically, they are also very slow and often appear to imitate sentences that are less relevant to the context. In addition, the ability to understand semantics and intonation of speech also tends to be flat and slow. However, there are interesting findings, which as the tendency of hyperlexic in some people who have a high IQ. Hyperlexic people can learn to read independently quickly and aloud, but they do not understand the meaning of what they read. The weakness in this journal article is researchers only take data from scientific references without directly observing people with autism, so it is feared that there are some arguments made by the researcher without including the theoretical basis.

Suherman (2015) also wrote a journal article about the language disorder of the main character in the movie "my name is khan". He focused on the Expressive Language disorder and Receptive Language Disorder produced by the main character in that movie. Suherman (2015), in his thesis used a descriptive qualitative method and psycholinguistic approach to describing the types of language disorders faced by the main character in the Movie. Using Carroll's theory of language disorder; expressive and receptive language disorder, the writer found that the movie "My Name is Khan" showed 6 dialogues that showed expressively and 5 dialogues that showed receptive language disorder experienced by the main character

Other researchers had also used psycholinguistics analysis as a theory of their study. Kiswandari (2014) has written a thesis that has the same theory but different object. Using the descriptive qualitative method, this research has two important points. First, according to Rothwell's theory (2000), the researcher found 3 kinds of responses that produce by an autistic child. Second, Kanner in Aarons (1999) found 7 of 9 features an autistic child by the character of the Temple Grandin.

Several studies that specifically discuss the impact of language and communication difficulties related to psycholinguistic analysis on autistic people have also been found. Sturrock et al. (2022) examines the language difficulties experienced by autistic individuals. Using qualitative research methods, this study aims to obtain the most original reports of the experiences of autistic people using interviews. Their research results show that autistic people can provide detailed insight into the language and difficulties of communication.

Subsequent research also has objects similar to this research. Kalandadze et al (2016) uses a meta-regression analysis of the emerging understanding of individuals with autism towards the figurative language spoken by their interlocutor. The result is that the understanding of figurative language in individuals with autism is closely related to core language abilities. These findings highlight the important role of core language skills in the understanding of figurative language heard by individuals with autism.

Another journal that discusses Autistics disorder is also written by Levia et al (2018). This journal analyzes the types of language disorders of an autistic child in Levinson's film *Rain Man*. This study uses a descriptive method which results in the finding that the most dominant type of language disorder found in Levinson's film *Rain Man* is an expressive language disorder. That is, autistic scholars as adults also have difficulty in expressing or producing language. In a study entitled *Autistic Spectrum Disorder in Producing Words of Indonesia's Adult Patient* conducted by Ali et al (2019), it was found that autistic adults aged 17 to 24 years had a tendency and similarity in language level acquisition with normal children aged 3-4 years. It shows that the speech disorder of an autistic child indicates a neurocognitive disorder or in the case of neurocognitive Autistic Spectrum Disorder Adult Case Echolalia.

Therefore, unlike the previous studies this study uses the theory of Rothwell (2000) about the autistic response in conversation and will focus on the communication experienced by person with autism such as classifying the types of conversational responses produced by person with autism. Rothwell's theory classified the autistic response in conversation into 3 categorized; cognitively irrelevant responses (CI), cognitively relevant responses (CR) and cognitively disruptive and socially inappropriate responses (CDI). Moreover, to analyze the speech produced by autistic people, the researcher used Cook's theory (1971) which divided it into three types of utterances which are declarative sentences, imperative sentences, and interrogative sentences. The difference between this research and previous studies is in the object under study and the form of data taken in the form of real words from people with different types of autism without any engineered scenarios or conversations. In addition, this study also analyzes the speech production of autistic students. The speech production in question is any form of speech produced by autistic people (representative, directive, commissive, expressive, and declarative), the type of sentence from what is said (declarative, imperative, and interrogative), as well as finding the meaning of the utterance that is often used by autistic people.

Lim et al. (2021), hypothesized that autistic people may be misjudged as lacking credibility because they exhibit unexpected and atypical behavior. This research is important to study because in today's modern era not many people know and understand that autism is not a bad thing. There are still many people who think that someone with autism is someone whose words are always considered untrue and untrustworthy. Autistic people can understand and respond to what we say, it is just that they focus more on themselves so they cannot focus and have difficulty blending in with their surroundings. This can affect the way they communicate with language.

Based on the above introduction, his research is intended to identify the types of responses produced by autistic people and to show how these types are realized in the Special Books by Special Kids YouTube channel.

RESEARCH METHOD

By using a qualitative research design, the researcher analyzed the phenomenon of autistic person including the kind of responses and utterance produce by autistic people in the Special Books by Special Kids YouTube channel. To determine the description of the data, the researcher provides a table that show the frequency of occurrence of the data. The data in this study collected from the utterances and conversation of autistic people and their interlocutor and only limited to dialog spoken by autistic people in 17 videos examine the speech of autistic people regardless of the speech spoken by non-autistic people. The video was watched from: <https://youtube.com/c/SpecialBooksbySpecialKids>

The data table made for the categorization of the kinds of responses produced by autistic people in the Special Books by Special Kids YouTube channel. The researcher explained in detail the data that has been obtained in table about the kinds of responses produced by autistic people in the Special Books by Special Kids YouTube channel. Part of the data is everything autistic people in the Special Books by Special Kids YouTube say. The form of data table is as follows.

Table 1. Data Sheet of the Kinds of Responses Given by autistic people in the Special Books by Special Kids YouTube Channel.

| Code | Video Title | Utterances | Kinds of Responses | | | | Explanation |
|---------|-------------|------------|--------------------|----|-----|-----|-------------|
| | | | CI | CR | CDI | | CI |
| 01/R/CI | | | | | OR | RNP | MR |

Note:

- 01 : Datum number
- R : Response
- CI : Cognitively Irrelevant responses
- CR : Cognitively relevant responses
- CDI : Cognitively disruptive and socially inappropriate responses
- OR : Odd responses
- RNP : More relevant but not too polite responses
- MR : Marginally relevant responses

There are several techniques used by the researcher to analyze the data. After collecting the data, the researcher identified the data related to the topic of this research, that is the response spoken by autistic people in responding to their interlocutor. Therefore, to answer the first research question, the researcher only focused on some types of responses that are produced by autistic people in the special book by special kids YouTube channel. The theory of the speech response of autistic people by Rothwell (2000) already used to analyze the type of response produced by autistic people. Searle's theory and Cook's theory (1971) were used to answer the second research question and analyze the description of the types of responses spoken by autistic people in videos on the special books by special kids YouTube channel. The researcher explained the construction of the language, the structure of the language, and the types of utterances from the response of an autistic person.

FINDINGS & DISCUSSION

This section describes the data to be analyzed by the researcher. In the findings, the data taken came from 17 videos on the Special Books by Special Kids YouTube channel. Special Books by Special Kids is a YouTube channel that shows Chris Ulmer interviewing people with various disabilities such as people with autism to show the world that they deserve and should be accepted like other normal people. The data have been found is analyzed using Rothwell's (2000) theory about the types of responses produced by autistic people which are; cognitively relevant responses, cognitively irrelevant responses, and cognitively disruptive and socially inappropriate responses.

Cognitively relevant responses (CR)

Cognitively Relevant Responses are relevant responses given by listeners. The answers given are in accordance with the topic of conversation and are relevant to what the speaker is asking. Autistic people who answer the interlocutor's questions relevantly means that he understands what the meaning of the words given by his interlocutor.

Based on the previous explanation, there are several sample responses found in the Special Books by Special Kids YouTube Channel videos, as presented below.

Datum 1:

Chris : How does it feel to be turning 21 soon?

Tanner : **I think its gonna feel good**

(Conversation 01/R/CR)

This dialogue occurs when Chris asked an autistic man named Tanner. Chris and Tanner talked about Tanner turning 21st. Chris asked Tanner with the line "how does it feel to be turning 21 soon?" about how Tanner would feel when he was about to turn 21. Tanner answered Chris' question with an answer of "I think its gonna feel good" which means he expressed his feelings that he felt happy when he turned 21 years old. Based on Tanner's answer, he shows that Tanner understands what the other person is saying by

responding to the relevant questions. Tanner's answer falls into the CR category because the answer he gives is relevant to the topic of conversation that Chris and Tanner discussed.

Referring to the theory of Searle (1979), the answer given by Tanner is a declarative sentence with expressive meaning which is a form of speech that serves to express or show the psychological attitude of the speaker to a situation, for example praising, congratulating, apologizing, etc. The sentence "I think it's gonna feel good" is a complex sentence that has a subject structure in the form of a noun and a predicate in the form of a verb phrase. This sentence consists of several parts of speech; the word "I" is a noun, "think" is a verb, "it" is a pronoun, "is" is an auxiliary verb, "gonna" is an abbreviation for going to, "feel" is a verb, "good" is an adjective.

Datum 2:

Chris : Are you happy you are autistic?

Tanner : **Yeah, well because b b because I know autism is not a bad thing**

(Conversation 02/R/CR)

In the conversation above, Chris asked about how Tanner felt as an autistic person. Tanner answered Chris' question with the answer "yeah, well because b b because I know autism is not a bad thing". The answer means that he is happy to be autistic because autism is not a bad thing and he does not have to be sad about it. The answer given by Tanner was able to answer Chris' question well and relevantly because he was able to understand what Chris was asking and provide answers that had the same topic as what they were talking about before. Tanner is also able to express the right expression for others even though he stutters a bit in conveying his answers. Stuttering that happens to someone is a common thing. Many parents associate stuttering, speech delays, and autism. It turns out that the three speech disorders in people are different and have nothing to do, especially between stuttering and autism. Of the three, the most similar is late speech and autism, because both have difficulty in language skills. The difference is, people with autism not only have difficulty speaking, but also have difficulty in socializing.

Tanner's declarative answer fits the topic and is required by Chris's question. This sentence is a declarative sentence that conveys the joy that Tanner feels. The sentence "I know autism is not a bad thing" is a complete sentence consisting of a subject in the form of a noun, and a predicate in the form of a verb. Part of speech of the sentence is; the word "I" is a noun, the word "know" is a verb, the word "autism" is a noun, the word "is" is to be, the word "a" is an article, the word "bad" is an adjective, the word "thing" is a noun.

Datum 3

Chris : Do you feel more confident now?

Tanner : **Wait, what are you said? Can you tell me what confident means because I do not remember what confident means either.**

Chris : It means strong and brave

(Conversation 03/R/CR)

The conversation above occurred while Chris had asked Tanner a few questions. Chris asked this because Tanner said he was often insecure because he was afraid, he would make a mistake. The sentence "do you feel more confident now?" said by Chris because Chris wanted to know if Tanner felt confident during the interview. The dialogue above shows that Tanner understands what Chris's question is but when he says "Wait, what are you said?" he does not really hear what Chris is speaking about. It made Chris have to repeat and explain the meaning of his words. Tanner gives a relevant response because he did not change the topic and stayed on the topic he and Chris were talking about. Tanner was also able to express what he had to say if he did not understand something.

Tanner's response slightly violated the rules in language, where Chris asked Tanner while Tanner asked Chris again. Tanner's response belongs to the type of interrogative sentence which means that Tanner does not hear clearly what Chris is saying. The sentence "Can you tell me what confident means because I do not remember what confident means either" is a compound sentence that is connected with the word "because". Part of speech of this sentence consists of; the word "can" is a verb, the word "you" is a pronoun, the word "tell" is a verb, the word "me" is a pronoun, the word "what" is a pronoun, the word "confident" is an adjective, the word "means" is a verb, the word "because" is a conjunction, the word "I" is a noun, the word "do not" is a verb, the word "remember" is a verb, the word "what" is a pronoun, the word "the" is an article, and the word "word" are nouns.

Datum 4:

Chris : When somebody meets you for the first time, what do you hope they think?

Ryenn : **Mmm. That I am not weird**

(Conversation 6/R/CR)

The conversation above was carried out by Chris by Ryenn. Ryenn is an autistic child who has always felt "different." He learned of his diagnosis after discussing these views with his mother. Ryenn is relieved to have learned that he is autism since it has allowed him to understand the reality behind his emotions. Chris asked Ryenn "When somebody meets you for the first time, what do you hope they think?" that sentence meant Chris wanted to know what Ryenn thought of other people. The dialogue above shows Ryenn understanding Chris' question so he provides a relevant answer. When Chris asked what Ryenn expected in other people's minds when he first met him, Ryenn said "That I am not weird" meaning he did not want other people to think he was weird because of his autistic diagnosis, the answer Ryenn gave was relevant because it is suitable to the topic of conversation between Chris and Ryenn and the purpose of the conversation can be understood well.

Referring to the Searle theory (1979), Ryenn's answer is an assertive sentence that shows the fact that Ryenn wants people to think it's not weird the first time they meet.

Ryen's sentence "I am not weird" is also a complete sentence consisting of a subject in the form of a noun phrase and followed by a predicate in the form of an adjective phrase. The word "Mmm" in the sentence indicates that Ryenn is stuttering. Part of speech of this sentence consists of; the word "I" is a noun, the word "am" is to be, the word "not" is an adverb, the word "weird" is an adjective.

Datum 5:

Chris : What kind of person are you?

Ryenn : **Unique**

Chris : What make you unique?

Ryenn : **I am autistic**

(Conversation 8/R/CR)

Ryenn is a very active autistic child. This question was uttered by Chris when Ryenn was running here and there. Chris said "what kind of person are you?" to get Ryenn's attention so Ryenn can sit back down to do an interview with Chris. When Chris asked Ryenn "what kind of person are you?" and "what makes you unique?" he tried to ask Ryenn to tell Chris about himself. Ryenn replied that he was a unique child because he was an autistic person. That's what makes Ryenn feel unique. Ryenn gave relevant responses in the two dialogues "unique" and "I am autistic" when Chris asked about Ryenn's unique self. Ryenn's response on datum 8 can be classified as CR because he can answer Chris' questions with appropriate and suitable topics.

Ryenn's first answer in the form of the word "Unique" is an adjective that is able to fulfill the answer to Chris' question even though Ryenn only said one word. The sentence is not a complete sentence because it does not have a subject and a predicate. Ryenn's second answer in the form of the sentence "I am autistic" is also a complete sentence consisting of a subject in the form of a noun and a predicate in the form of an adjective. Referring to the Searle theory (1979), Ryenn's two answers are assertive sentences that state facts about him. The word "Unique" is an adjective and in the sentence "I am autistic" there are a part of speech; the word "I" is a noun, the word "am" is to be, the word "autistic" is an adjective.

Cognitively irrelevant responses (CI)

Several samples of Cognitively Irrelevant Responses contained in this video are shown below.

Datum 1:

Chris : When you stick up for him, what do you say?

Tanner : **Hold on. Gotta take a few deep breath so I do not stutter**

(Conversation 04/R/CI)

In the conversation above, Chris asked Tanner what he would say while sticking up his best friend but Tanner suddenly said "Hold on. Gotta takes a few deep breaths so I do

not stutter" which means to tell Chris to stop asking questions and let Tanner take a few deep breaths. He feels he has to take a deep breath so he does not stutter. Autistic people often stutter when he feels panicked and in a hurry. At that moment Tanner panicked because she wanted to finish her sentence to answer Chris' question, because she was in a hurry so she stuttered and mispronounced something. Tanner gives an irrelevant response to Chris and he changes the topic of conversation. He makes an irrelevant response when he says to Chris to Hold on so he can take a deep breath.

Referring to the Searle's theory (1979), Tanner's answer is an imperative sentence that has a directive meaning, that is a form of speech intended to make an impact so that the interlocutor takes action. here Tanner said the words 'Hold On!' which meant telling Chris to pause for a moment to wait for Tanner to catch his breath for him to stop stuttering. The sentence "Hold on. Gotta takes a few deep breaths" consists of several parts of speech; the word "hold" is a verb noun, "on" is a preposition which when combined will become "hold on" to become a verb phrase, the word gotta is an abbreviation of the word "have got to", the word "take" is a verb, the word "a" is an article, few is a noun, "deep" is an adjective, and "breath" is a noun.

Datum 2:

Chris : What did you think when your mom told you that you are autistic?

Ryenn : **I thought she was tripping.**

(Conversation 07/R/CI)

In the conversation above, Chris asked Ryenn how he felt when he found out that he was diagnosed with autism. Chris expected Ryenn to tell him what was on his mind at that moment. However, Ryenn replied with the sentence "I thought she was tripping" which means he thought that his mother tripped. Ryenn gave an irrelevant response. When Chris asked what Ryenn thought about his mother's statement, he answered Chris' question with an unsuitable answer. The sentence "I thought she was tripping." Has no relevance to Chris' question.

Referring to the Searle's theory (1979), the sentence "I thought she was tripping" is an assertive sentence which means to state something. The sentence spoken by Ryenn is a complete sentence which has a subject in the form of a noun, a predicate in the form of a verb and an object in the form of a noun phrase. The sentence consists of several parts of speech consisting of the word "I" is a noun, the word "thought" is a noun, the word "she" is a pronoun, the word "was" is a verb, and the word "tripping" is a verb.

Datum 3:

Chris: What is the thing that confuses you the most about other people?

Ryenn: **I do not know why they do not know how to take a part thing and reconstruct them. Like I was able to program that, my iPad to my Xbox and be able to control my Xbox with my iPad.**

(Conversation 10/R/CI)

In the conversation above, Chris asked Ryenn what he was so confused about. Ryenn replied "I do not know why they do not know how to take a part thing and reconstruct them. Like I was able to program that, my iPad to my Xbox and be able to control my Xbox with my iPad" said Ryenn's confusion. However, Ryenn couldn't arrange those sentences into easy-to-understand sentences. He even mentioned his expertise in programming the iPad and Xbox. Ryenn said a sentence that was irrelevant to Chris' question. Chris asked what was confusing for Ryenn then Ryenn answered with irrelevant things. He changed the subject by mentioning that he could program his iPad and Xbox.

Referring to the Searle's theory (1979), the sentence "Like I was able to program that, my iPad to my Xbox and be able to control my Xbox with my iPad" is an assertive sentence which means to state something. The sentence spoken by Ryenn is a complete sentence consisting of a subject in the form of a noun, a predicate in the form of a verb and an object in the form of a noun phrase. Part of speech in this sentence is; the word "like" is a preposition, the word "I" is a noun, the word "was" is an auxiliary verb, the word "able" is an adjective, the word "to" is a preposition, the word "program" is a noun, the word "that" is pointing words, the word "my" is a pronoun, the word "and" is a conjunction, and the word "control" is a verb.

Datum 4:

Chris : Is there anything else at all you want to say? This is your last question.

Ryenn : **Can I get on the Xbox?**

(Conversation 17/R/CI)

Before ending the interview session with Ryenn, Chris asked her a final question. Chris said "Is there anything else at all you want to say? This is your last question", from the question above, Chris hoped that Ryenn would answer his question with a statement from Ryenn but Ryenn answered the question by asking Chris Back. Ryenn violated the rules of speech and he answered Chris' question with an irrelevant answer. He should have answered Chris' question with a statement but Ryenn had answered him with a question sentence as well. Ryenn changed the topic of conversation between Ryenn and Chris.

The phrase "Can I get on the Xbox?" is an interrogative sentence that has a directive meaning because it is a request sentence. The sentence is also a complete sentence consisting of a subject in the form of a noun, a predicate in the form of a verb and an object in the form of a noun. The sentence consists of several parts of speech; the word "can" are a verb, "I" is a noun, "get" is a verb, "on" is a preposition, "the" is an article, "Xbox" is a noun.

Abnormal responses/odd responses (OR)

As with the above phenomenon, here are several examples showing Odd Responses.

Datum 1:

Chris : Do you ever feel sad?

Riley : **No, but honestly yes. I can cry. I just want to feel crazy***(Conversation 19/R/OR)*

In the conversation above, Chris asks Riley if she ever feels sad or not. Riley answered Chris' question with the words "No, but honestly yes. I can cry. I just want to feel crazy", the sentence has two arguments the first is the word "No" which means he is never sad, the second is the sentence "but honestly yes. I can cry" the sentence means that Riley was sad to the point of crying. Riley's speech can be categorized as an Odd Response. Riley responded to Chris' question with a relevant but odd-sounding answer. The sentence "No, but honestly yes. I can cry" is the relevant sentence that Riley said but the sentence "I just want to feel crazy" makes Riley's answer sound strange. Riley's answer is a sentence that expresses Riley's feelings that have been crying and feeling sad.

The sentence "No, but honestly yes. I can cry. I just want to feel crazy" is included in the category of assertive sentences which means to state something. The sentence is also a complete sentence which has a subject in the form of a noun and a predicate in the form of a verb phrase. There are several parts of speech in this sentence; the word "No" is a noun, the word "but" is a conjunction, "honestly" is an adjective, "yes" is an adverb, "I" is a noun, "can" is an auxiliary verb, "cry" is a verb, "just" is an adverb, "want" is a verb, "to" is a preposition, "feel" is a verb, and "crazy" is an adjective. Examples of Odd responses can also be seen in the following conversation between Chris and Ryenn.

Datum 2:

Chris : How old are you, Ryenn?

Ryenn : **Ten. Odd, very odd***(Conversation 09/R/OR)*

In the above conversation, Chris asked Ryenn about his age. Chris said "How old are you, Ryenn?", Chris wanted to know how old Ryenn was. Ryenn replied with the sentence "Ten. Odd, very odd", Ryenn gave a relevant but odd-sounding response. He managed to answer Chris' question asking how old he was but the sentence "Odd, very odd" made Ryenn's answer sound strange because he said that his 10 years old was very strange. The other person does not understand what the word "odd" means.

The sentence "Ten. Odd, very odd" is a declarative sentence that shows how old Ryenn is. The sentence is not a complete sentence because there is no subject and predicate in it. The sentence consists of several parts of speech; the word "ten" is a noun, "odd" is an adjective, and the word "very" is an adverb. This sentence consists of several parts of speech; the word "ten" is a noun, "odd" is an adjective, and the word "very" is an adverb.

Datum 3:

Chris : What do you think about all day?

Riley : **Every day and every night looking at the stars.**

(Conversation 20/R/OR)

Chris asked Riley what he had been thinking all day. From the questions Chris asked, he wanted Riley to mention something he thought about every day. Riley replied "Every day and every night looking at the stars." Which meant that he every day and every night saw the stars. Riley gave a relevant but odd-sounding response. Riley says that he sees the stars every day. Chris meant to ask Riley what she thought about what Riley had been thinking all day.

The sentence "Every day and every night looking at the stars" is not a complete sentence because it does not have a subject and a predicate. The sentence is also a declarative sentence that states or informs the activities that Riley does every day. The sentence consists of several parts of speech; the word "every" is an adjective, "day" is a noun, "and" is a conjunction, "night" is a noun, "looking" is a verb, "at" is a preposition, "the" is an article, and "starts" is a noun which means plural.

Datum 4:

Chris : I think you are awesome just the way you are

Riley : **Yeah, I know because everything can get this way. Watching TV, getting some movies. Just get it right. It is no better**

(Conversation 26/R/OR)

In the previous conversation, Chris told Riley that Chris came to Riley's house for two reasons. The first is that Chris wants to be Riley's friend and the second is that Chris thinks that Riley is amazing just the way she is. Riley responded to the above sentence with a relevant but odd-sounding answer. The sentence "Yeah, I know because everything can get this way" indicates that he understands the sentence spoken by Chris. Riley realized that the sentence was a compliment but Riley's response when he said "Watching TV, getting some movies. Just get it right. It is no better" giving the other person confusion.

Riley's answer "Yeah, I know because everything can get this way" is an assertive sentence which means to state something. The sentence is a complete sentence consisting of a subject in the form of a noun and a predicate in the form of a verb. There are several parts of speech in the sentence; the word "I" is a noun, the word "know" is a verb, the word "because" is a conjunction, "everything" is a pronoun, "can" is an auxiliary verb, "get" is a verb, "this" is an adjective, and "way" is a noun.

Marginally relevant responses (MR)

This phenomenon was found in the Special Books by Special Kids YouTube Channel video entitled A College Student with down syndrome and his Autistic Roommate. Several sample sentences are shown below.

Datum 1:

Chris : What is Down Syndrome?

Tanner : **Down Syndrome is kind of like a speech**

(Conversation 05/R/MR)

Tanner has a friend who was diagnosed with Down syndrome. In the conversation above, Chris asked what Down syndrome was in his opinion. Tanner answered "Down Syndrome is kind of like a speech", he meant to explain that a person with Down syndrome has communication problems. Tanner understands Chris's question but he does not understand what is meant by Down Syndrome, so he tries his best to give relevant answer.

The answer given by Tanner is a declarative which means to explain something. The sentence "Down Syndrome is kind of like a speech" sentence that is relevant to Chris' question but the answer he gives is a bit confusing and does not match the relevant answer that it should be. The sentence is a complete sentence consisting of a subject in the form of a noun phrase, and a predicate in the form of a verb phrase. This sentence consists of several parts of speech; "down" is an adverb, "syndrome" is a noun, "is" is to be, "kind" is a noun, "of" is a preposition, "like" is an adjective, "a" is a determiner, "speech" is a noun.

Datum 2:

Chris : How do you feel when you jump?

Riley : **It is for excitement**

(Conversation 22/R/MR)

Chris asks Riley how he feels when he jumps. Riley says the answer is relevant but does not match the answer Chris was hoping for. Chris expected Riley to explain his feelings but he just said "It is for excitement". Meanwhile, the meaning of the sentence "It is for excitement" is that Riley feels happy when he jumps but he should answer with an editorial such as "I am so happy" or "I am excited".

The sentence "It is for excitement" is an assertive sentence that states something. The sentence is not a complete sentence because there is no subject and predicate as a minimum requirement for the sentence to be a complete sentence. In this sentence, there are several parts of speech; the word "it" is a pronoun, the word "is" is a verb, the word "for" is a preposition, and the word "excitement" is a noun.

Datum 3:

Chris : What is it like being an autistic adult?

Jasmine : **It's like being Smeagol.**

Chris : What is? I do not know what Smeagol is.

Jasmine : **Smeagol was Gollum from Lord of the Rings. It's kind of like I'm in the cave**

(Conversation 83/R/MR)

In the conversation above, Chris asked how Jasmine felt being an autistic adult. Jasmine tries to explain her feelings that she feels like Smeagol as an autistic person. Smeagol is a dwarf character in a movie. Jasmine's answer confused Chris. When Chris said "What is? I do not know what Smeagol is", Jasmine explained to Chris by saying "Smeagol was Gollum from Lord of the Rings. It's kind of like I'm in the cave", Jasmine

expressed her feelings by likening herself to Gollum in the movies. She understood Chris' questions and was able to answer them with relevant answers. However, his parable as a Smeagol sounds strange and his parable like being in a cave is also difficult to understand what the true meaning of the sentence is.

"It's like being Smeagol" is a complete sentence consisting of a subject and a predicate. This sentence is also a declarative sentence that explains how Jasmine feels. Smeagol's sentence was Gollum from Lord of the Rings. It's kind of like I'm in the cave is also a perfect sentence consisting of a subject and a predicate. Part of speech of this sentence are; the word "it" is a pronoun, the word "is" is a verb, the word "like" is a verb, the word "being" is a noun, and the word "Smeagol" is a noun.

Datum 4:

Chris : Is it marriage what you expected?

Jasmine : it is actually better than what I expected

Chris : How is it better?

Jasmine : **I mean he cooks**

(Conversation 84/R/MR)

In the conversation above, Chris asks Jasmine about her marriage to her husband. Jasmine has a normal husband without a diagnosis of autism. He said that the marriage he was in right now was the one he had hoped for. Jasmine answered Chris' question with the phrase "I mean he cooks" which means that Jasmine's husband can cook food. Jasmine gives a short answer to Chris' "how" question. Jasmine's answer is relevant to the topic of conversation but is not suitable when used to answer "how" questions. Jasmine could use the phrase "she can cook good food, that's what made my marriage better than I thought".

The sentence "I mean he cooks" is a complete sentence that has a subject in the form of a noun and a predicate in the form of a verb. This sentence is a declarative sentence which means to say something. This sentence consists of several parts of speech. Word "I" is a noun, word "mean" is a verb, word "he" is a pronoun, word "cooks" is a verb.

More Relevant but Not Too Polite Responses (RNP)

This RNP phenomenon can be seen from the following conversation example.

Datum 1:

Dustin : Daddy, where is my jammies?

Dustin's Daddy : You are not spending the night

Dustin : **No, where is my jammies?! (he shouted at his father)**

Dustin's Daddy : At home

(Conversation 90/R/RNP)

The conversation between Dustin and his father took place while the two of them were sitting together. Dustin asks his father where the jammies are. His father responded to Dustin's words is "You are not spending the night" that an answer that did not satisfy Dustin. Dustin finally got angry and snapped at his father to ask him one more time where

his jammies were, he said "No, where is my jammies?!" while speaking in a high-pitched voice to his father. Dustin can rest easy when his dad says his jammies are at home.

The sentence "No, where is my jammies?!" is an interrogative sentence that requires an answer. This sentence is composed of several words. Each word has a different part of speech, the word "No" is a noun, "where" is an adverb, "is" is a verb, "my" is a pronoun, and "jammies" is a noun that has plural meaning.

Cognitively Relevant Response (CR) is the highest type of response often experienced by people with autism in 17 videos on the YouTube channel "Special Books by Special Kids". Although autistic people have difficulty in responding, a person with autism is also able to provide relevant responses. It is evident from the 92 types of response data found, 60 types of responses that most often appear are cognitively relevant response data. Cognitively relevant response is the response that most often arises because of the therapeutic factor experienced by the research objects. According to Prof. Hardiono, a professor at the Faculty of Medicine, University of Indonesia, he argues that autism is often diagnosed late, while if autism is diagnosed and treated quickly, the results will also be good. In Conversation 42/R/CR, the conversation that Lindsay and Chris had is included in the CR category because of the relevant answers said by Lindsay. This category is the category that appears the most in the research data. Autistic people often have difficulty in communicating, because of their communication difficulties, autistic people find it challenging to provide meaningful responses to the listener. The role of others who surround them, such as parents, therapists, and even the hearer, is critical in supporting in the development of excellent communication in this situation. The objects analyzed by the researchers are mostly autistic people who have difficulty going through the stages of therapy so that they can respond relevantly to the words of the interlocutor. Autistic people can also respond to questions with relevant answers if they are calm. In previous study by Kiswandari (2014), the most widely found data were cognitively disruptive and socially inappropriate responses (CDI). This is because in this research there are many responses that violate the rules of spontaneity in communication to others.

The response that appears most rarely is More relevant but not too polite responses. From 92 data, this response only appears once. This response arises because the emotions of autistic people are difficult to control. These emotions will overflow when things do not go the way they want. This happens because their vocabulary is limited so they find it difficult to express their frustration. In the discussion, it was found that autistic people often have language problems but can still understand and communicate normally with their interlocutors. When they interact with other people, they sometimes also say things off topic. This can be seen in the answers and utterances of autistic people who sometimes get off the topic of conversation. Conversation 90/R/RNP, the researchers found findings that were different from the previous study which stated that autistic people were less able to respond to words with relevant answers. This study found that the type of response that appears the most in the videos on the Special Books by Special Kids YouTube Channel is the cognitively relevant response where the response is the

relevant response shown by an autistic person. These data prove that relevant responses can be produced by autistic people even though they have limitations in communicating.

This research also found that declarative sentence types appear more often than other types of responses. This is because most autistic people's responses are only able to answer the questions asked without being able to reply back with more questions to the other person. In addition, autistic people also experience a process of developing data that is not so much and the language references they have are not as many as normal people in general. The results of this study are different from the results of research conducted by Albab (2018). Based on the research data, autistic students are able to produce three out of five forms of speech there are representative, directive, and commissive. The response produced are mostly in the form of directives response that contains a question or a request that asks the interlocutor to give an answer or action on his utterance.

CONCLUSION & SUGGESTION

Based on the analysis above, the researcher concluded that all types of responses are experienced and produced by autistic people who are the object of this research. The type that most often appears is cognitively relevant responses, which are 60 types. So far people with autism are considered unable to provide relevant responses as conveyed by Kiswandari (2014), the results of this study prove otherwise. This research can be concluded that although autistic people have difficulties in communicate, they are able to provide relevant and appropriate responses to the topic of conversation. This could be influenced by the various therapies and treatments they have gone through.

Based on the discussion that have been analyzed, the sentences spoken by autistic people in the 17 videos often use incomplete sentences. They more often say sentences that do not match the structure of language construction. From the phenomena above, it can be concluded that autistic people can respond to words with relevant answers. In addition, this study found that autistic people used more declarative sentences which meant to state something. This happens because sometimes autistic people are able to answer questions according to the question but they are less able to ask their interlocutors another question.

The limitation of this study lies in the scope of the research which is only limited to the types of verbal responses produced by people with autism on one YouTube account only, so that it cannot be compared with other YouTube accounts. It is hoped that other researchers can examine non-verbal responses, or can examine the responses of autistic people on two or more YouTube channels so that comparisons can be made so as to get more diverse research results.

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