

**LANGUAGE STIMULATION OF AUTISTIC CHILD ON  
YOUTUBE CHANNEL "FATHERING AUTISM"**

**THESIS**

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**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK**

**IBRAHIM MALANG**

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**LANGUAGE STIMULATION OF AUTISTIC CHILD ON  
YOUTUBE CHANNEL "FATHERING AUTISM"**

**THESIS**

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

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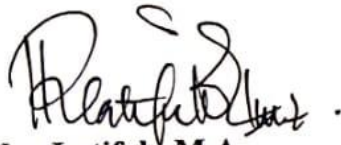
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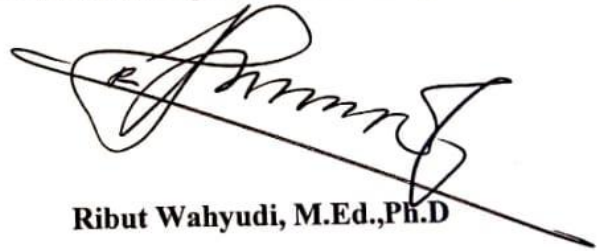
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**MOTTO**

***Think big thoughts, but relish small pleasures***

## **DEDICATION**

This thesis is specially dedicated to:

My beloved parents. My father, (alm) Suhariono, always taught kindness. My mother, Sri Isdianingsih, always prays, encourages, and accompanies every step.

And also my brother, Muhammad Hisbul Muttaqin, who encourages.

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## ABSTRACT

Ishlakhiyah, Lailatuzzakiyatul. 2021. *Language Stimulation of Autistic Child on Youtube Channel "Fathering Autism."* Thesis. Malang: English Literature Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.

Advisor: Nur Latifah, M.A

**Keywords:** Language Stimulation, Autism, Fathering Autism

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Children with autism can experience communication disorders that cause them difficulty interacting with others. Communication disorders occur in hearing, language, and speech. This disorder also occurs in receiving, sending, processing, and understanding verbal, non-verbal, and letters (ASHA, 1993). This disorder can be overcome by providing stimulation to train autistic children's language development to interact well.

This study aims to determine the type of language stimulation given to an autistic child when interacting with other people on the Youtube Channel "Fathering Autism." This study uses a qualitative descriptive method as the main research design and the researcher as an instrument in conducting research. The researcher used the language stimulation theory proposed by Yawkey (1981) to analyze the data.

The results showed that the type of language stimulation often given to the autistic child on the YouTube channel "Fathering Autism" is the type of self-expression ability development. The type of stimulation that is not often given to the autistic child is the type of syntactic ability stimulation.

## ABSTRAK

Ishlakhiyah, Lailatuzzakiyatul. 2021. *Language Stimulation of Autistic Child on Youtube Channel "Fathering Autism."* Skripsi. Malang: English Literature Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.

Advisor: Nur Latifah, M.A

**Keywords:** Language Stimulation, Autisme, Fathering Autism

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Anak autis bisa mengalami gangguan komunikasi yang menyebabkan mereka kesulitan berinteraksi dengan orang lain. Gangguan komunikasi terjadi pada pendengaran, bahasa, dan bicara. Gangguan ini juga terjadi dalam menerima, mengirim, memproses, dan memahami verbal, non-verbal, dan surat (ASHA, 1993). Gangguan ini bisa diatasi dengan memberikan stimulasi-stimulasi yang bisa melatih perkembangan bahasa anak autis, sehingga mereka bisa berinteraksi dengan baik.

Penelitian ini bertujuan untuk mengetahui jenis stimulasi bahasa yang diberikan kepada anak autis ketika berinteraksi dengan orang lain dalam Channel Youtube "Fathering Autism." Penelitian ini menggunakan metode deskriptif kualitatif sebagai desain penelitiannya utama dan peneliti sebagai alat instrumen dalam melakukan penelitian. Peneliti menggunakan teori stimulasi bahasa yang dikemukakan oleh Yawkey (1981) untuk menganalisis data.

Hasil penelitian menunjukkan bahwa jenis stimulasi bahasa yang sering diberikan kepada anak autis dalam channel youtube "Fathering Autism" adalah jenis pengembangan kemampuan mengeskpresikan diri. Adapun jenis stimulasi yang tidak sering diberikan kepada anak autis yaitu jenis stimulasi kemampuan sintaksis.

## البحث مستخلص

إشلاخية ، 2021 ، التحفيز اللغوي للطفل التوحدى على قناة اليوتيوب "توحد الأب". مقال.  
مالانج: قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الدولة الإسلامية في مولانا  
مالك إبراهيم مالانج

المستشار: نور لطيفة م

الكلمات المفتاحية: التحفيز اللغوي ، التوحد ، التوحد الأبوي

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يمكن أن يعاني الأطفال المصابون بالتوحد من اضطرابات التواصل التي تسبب لهم صعوبة في التفاعل مع الآخرين. تحدث اضطرابات التواصل في السمع واللغة والكلام. يحدث هذا الاضطراب أيضًا في تلقي وإرسال ومعالجة وفهم الخطابات اللفظية وغير اللفظية يمكن التغلب على هذا الاضطراب من خلال توفير التحفيز الذي يمكنه تدريب (1993) ، تطور اللغة لدى الأطفال المصابين بالتوحد ، حتى يتمكنوا من التفاعل بشكل جيد

تهدف هذه الدراسة إلى تحديد نوع التحفيز اللغوي المقدم للأطفال المصابين بالتوحد عند التفاعل مع أشخاص آخرين على قناة يوتيوب "توحد الأب". تستخدم هذه الدراسة المنهج الوصفي النوعي كتصميم البحث الرئيسي والباحث كأداة في إجراء البحث. استخدم الباحث لتحليل البيانات (1981) Yawkey نظرية التحفيز اللغوي التي اقترحها

وأظهرت النتائج أن نوع التحفيز اللغوي الذي يتم إعطاؤه غالبًا للأطفال المصابين بالتوحد على قناة يوتيوب "توحد الأب" هو نوع من تنمية القدرة على التعبير عن الذات. نوع التحفيز الذي لا يُعطى غالبًا للأطفال المصابين بالتوحد هو نوع تحفيز القدرة النحوية

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study, research questions, objectives, signification, scope and limitation, the definition of the key terms, previous studies, and research method.

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

In everyday communication, humans use language. People can understand each other because they understand the meaning conveyed through language. Language is a sign and sound that has meaning. With language, humans become social creatures, so language has an important role in social life. Some experts have different opinions about language. According to Pei & Gaynor, Language is a communication system with sound, namely through speech and hearing from certain groups or communities using vocal symbols which have arbitrary and conventional meanings (Muliastuti, 2014). Based on Sobur, language is communication and information through symbols arranged according to systematic rules. A form of verbal, written, and sign communication is based on symbols (Yahya, 2020). From some of the opinions above, it can be seen that language is an arbitrary communication tool and is a systematic symbol of sound.

Language skills are formed through a process from an early age. Children will learn to relate to each other, share experiences, learn with other children, and improve intellectual abilities by mastering language as communication. There are several stages that children go through in language development, including four

stages: the babbling stage, the one-word stage, the two-word stage, and the telegraphic stage. This stage is included in linguistics (Indah, 2017). However, not all children can go through these stages well because they experience dyslexia, aphasia, apraxia, and autism. This study will focus on language stimulation of children with autism. Children with autism have slow development in language skills. They have difficulty expressing feelings and desires in language. Therefore, autistic children need appropriate language stimulation to express their feelings and respond when communicating. Language stimulation is a stimulus to improve vocabulary understanding, teach the meaning of symbols, improve understanding of spoken symbols through language communication (Aprioza et al., 2019).

Language stimulation must be given intensively and an interesting method for autistic children to experience good language development (Lederer, 2002). Children with autism can be given language stimulation in various ways, such as training them to imitate words that other people say, asking them to name objects, asking them to sing and tell stories. For example, autistic children learn 'cat,' parents or teachers can play with cats or read stories about cats. Then, autistic children learn the word 'open,' parents or teachers can ask to open something, like open the book, open the door, etc. According to Victoria: Education and Training (2019), language stimulation is an interaction strategy that can be used in any context with young children and is especially useful for early communicators and early language users. Language stimulation is a great way to build children's communication and set an example of using more language. It will be beneficial for autistic children who have language disorders.

Autism is a developmental disorder that results in barriers to socialization, communication, and behavior. These symptoms can range from mild to severe and usually appear before the child reaches three (Rahayu, 2014). One Autism Spectrum Disorder (ASD) is a communication deficit. ASD people have difficulty arranging words and sentences effectively for social interaction. They begin to speak slowly or do not learn to speak at all. So they are not like ordinary people who can speak and compose sentences effectively (Paul, 2008, p. 835). Disorders of social interaction, speech disorders, and repetitive behavior caused by neurodevelopmental disorders can be referred to as autism (Charman, 2008, p. 331). For this reason, research on language stimulation in an autistic child is closely related to psycholinguistics because it is related to mental and language. This research is expected to increase the reader's knowledge about language stimulation in an autistic child.

The researcher uses videos on YouTube because this video is a reality experienced by autistic families. It can accurately explain the lives of a child with autism. This video shows how autistic child is doing every day, including their development in communication. A family has a child with autistic syndrome named Abigail, and her parents usually call her Abbie. She has nonverbal autism, and she has never spoken a word. Abbie's parents created a youtube channel because they want people to realize that autistic children are not different from normal children. It's just that autistic children have a nervous breakdown that causes them to have difficulty speaking. They also hope that the people around her can accept their child so she feels comfortable. Abigail's school is based on



ABA principles and is on the autism spectrum, primarily for children and young adults.

There are some relevant researchers who also this study may have similar discussions. However, autistic children and language problems were discussed by some of them. For example, Kiswandari (2014) describes A Psycholinguistic Analysis of An Autistic Person's Language In the Temple Grandin Movie. Suherman (2015) focused on the Language Disorder of the Main Character in The Movie "My Name Is Khan." Saputri (2019) Investigated the stuttering language disorder of Drew Lynch's offstage speech. Zakiah (2015) investigated The Expressive Language Disorder of The Cerebral Palsy in Skallagrigg Movie. Gusnelia (2015) focused on An Analysis Of Phonological Features Of Autistic Children. Pangabea (2019) analyzed Verbal and Nonverbal Communication Strategies for Autistic Students at the Tali Kasih Foundation in Medan. Muniroh (2019) focused on Communication Strategies Used By Down Syndrome Character In Where Hope Grows Movie.

In previous research, it can be concluded that the difference between this study and previous research is that the object of previous research mostly used films. Then, this study used youtube channels that were more related to reality. In addition, previous studies chose autistic characters in films, while this study selected a child who had autistic syndrome. This study uses the theory of Yawkey (1981). Yawkey (1981) in Silawati (2018) said that some stimulation could be done to develop children's language skills, such as language fluency, syntactic

skills, vocabulary mastery, integration of language skills in everyday life, and development of self-expression skills.

Therefore, this study focuses on the language stimulation of an autistic child on the YouTube Channel "Fathering Autism." An autistic child has difficulty processing, producing, and understanding language, so they have difficulty social interaction. The researcher chooses this subject because autism needs appropriate stimulus when communicating so that the autism can respond to the messages conveyed. The researcher will analyze what kinds of stimulation are given to the autistic child.

### **B. Research Question**

Based on the description in the background of the study above, the writer formulates the research question: what kinds of stimulation are given to the autistic child on the Youtube Channel "Fathering Autism"?

### **C. Objectives**

The purpose of this study is based on the formulation of the research question to investigate the kinds of stimulation given to the autistic child on the Youtube Channel "Fathering Autism."

### **D. Significance of Study**

The result of this study provides theoretical and practical contributions. Theoretically, this study can be used for reference in further

research. The readers can also increase their knowledge of language stimulation on autistic children.

Practically, the readers of this research can understand communication problems in autism. The researcher expects that this study provides knowledge of the kinds of stimulation in autistic children. Thus, they know what strategies to communicate with autistic children.

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

This study has the scope to prevent reviews from becoming standard. The research focuses on language stimulation in autism as a spectrum commonly in children because autism affects many children's lives. This research is restricted to one child with autism, namely Abigail or Abbie. Her parents conduct a channel on YouTube to document her life as an autistic child. Through Abigail, on the YouTube channel "Fathering Autism," this research only explores language stimulation in autism. Conclusions are drawn explicitly to resolve the research issue's questions based on the theory related to this study.

### **F. Definition of the Key Terms**

- 1. Language Stimulation** is a stimulus given to train language development and detect disturbances in children's language development.

2. **Autism spectrum disorder (ASD)** is a problem that affects the nervous system and children's development, like being unable to communicate with other people. They often use non-verbal communication.
3. **Youtube Channel "Fathering Autism"**: This channel is about an autistic family vlog. Abigail is an autistic child in this family. She shows the life of Autism Spectrum Disorder (ASD) by seeing firsthand the struggles and joys of the youtube channel "Fathering Autism."

#### **G. Previous Study**

Other researchers in various fields have researched syndromes with language disorders. Several researchers observed several language disorders, communication disorders, dyslexia, expressive language disorders, etc. The writer presents some previous findings which related or relevant to this research.

Kiswandari (2014) describes A psycholinguistic analysis of an autistic person's language in the Temple Grandin movie. The researcher investigated the kinds of responses given by the autistic character at Temple Grandin to the interlocutors and the characteristics of autistic characters. The results showed that all responses occurred in the main character with autism in the film "Temple Grandi."

Suherman (2015) focused on language disorders in the main character in "My Name is Khan." This research analyzed the language disorders in My Name is Khan Movie. This research shows two types of language disorders shown in My Name is Khan Movie: expressive and receptive language disorders.

Saputri (2019) analyzed The Stuttering Language Disorder of Drew Lynch's Offstage Speech. The researcher focused on the types of stuttering problems in Drew Lynch's offstage speech and how stuttering disorders occur in Drew Lynch's offstage speech. This study obtained 32 data from four types of stuttering characteristics: repetition, prolonged interjection, and pausing. The characteristic type of stuttering repetition is the type that often occurs in Drew Lynch's speech.

Zakiah (2015) investigated The Expressive Language Disorder of The Cerebral Palsy in Skallagrigg Movie. Therefore, The researcher focused on Esther's type of expressive language disorder as a Cerebral Palsy character and how the language disorders of the characters in the Skallagrigg film. This study shows that Ester's speech has speech and language disorders, namely articulation disorders, phonological disorders, voice disorders, and stuttering. Here, Esther's experience was a state of anger, happiness, depth, and humiliation.

Humaira (2015) investigated The Pragmatic Impairment of Asperger Syndrome Character in Temple Grandin Movie. The researcher focused on

a type of pragmatic disorder that characterizes Asperger's syndrome and describes the pragmatic disorder Asperger's syndrome in the film Temple Grandin. The results showed that all five types of pragmatic disorders occurred, and the dominant form was unresponsive. The pragmatic abilities of people with Asperger's syndrome are not yet fully established. Using words correctly, such as words with general development, is often affected well into adulthood.

Panggabean (2019) analyzed Verbal and Nonverbal Communication Strategies for Autistic Students at the Tali Kasih Foundation in Medan. This research is focused on the teacher's verbal and nonverbal communication strategies to autistic students at the Tali Kasih Foundation and describes scattering in the learning of children with autism. The results of this study are that the teacher's verbal and nonverbal communication strategies affect the acceptance of program content messages in autistic children and how teachers interact with obstacles in teaching children with autism to decide teaching outcomes affect their development.

Muniroh (2019) focused on Communication Strategies Used by Down Syndrome Character In Where Hope Grows Movie. She analyzed the communication strategies used by the down syndrome character in this film and how the character uses the communication strategies. This study aims to produce utterances that have dissimilarities to common people. The researcher finds 10 data, and the diverges in phonological terms such as consonant cluster are produced as a singleton, the word-final consonant is

omitted, target fricatives and affricates were produced as stops, and aspirated voiceless stops in initial position were de-aspirated.

From the previous research above, the difference between this study and the previous research is that the research object is to analyze the types of language, speech, and response disorders in children with autism. The similarity of this research with previous research is that the research subjects are taken from an autistic child. However, no previous research has used language stimulation in the autistic child on Youtube Channel "Fathering Autism."

## **H. Research Method**

This chapter discusses the methods used in this study. Research design, research instrument, data, data sources, data collection, and data analysis are included in the description.

### **1. Research Design**

The qualitative descriptive method uses in this research. Descriptive research aims to know a phenomenon and its characteristics (Nassaji, 2015). The researcher uses qualitative descriptive methods because The researcher wants to explain and analyze the linguistic phenomena that occur in the data. Besides, data analysis was carried out objectively and factually using descriptive methods.

## **2. Research Instrument**

The researcher needed more information on the autistic child in this study on the YouTube channel "Fathering Autism." Qualitative research is research that is descriptive and uses analysis. Qualitative research is discovery (Glinka, 2008:34). Qualitative research methods rely on in-depth interviews, participatory observation, and group discussions with natural settings. The quality of qualitative research data is highly dependent on The researcher herself (Raharjo, 2020). The researcher also needs other instruments, such as a video on Channel "Fathering Autism" and taking notes.

## **3. Data and Data Source**

The data are in the form of dialogues or utterances from parents, teachers, or other people in the video. The data source is taken from autistic child's interactions on the YouTube channel "Fathering Autism" in this study. Abbie is a child with autism, and Abbie's family tries hard to care for Abbie well. She attended a particular school for children with disabilities. Abbie's parents have created a youtube channel since 2011. They make a youtube channel to increase awareness and acceptance and make the world a softer place to land for our daughter and people like her on the autism spectrum. Abigail's school is based on ABA's concepts and exclusively on the autism spectrum for children and young adults. Each school is designed to meet the needs of each child at the school. The



researcher hopes that this YouTube channel will support the study of language stimulation in an autistic child.

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

The researcher takes several steps in collecting data. First, The researcher watches the video and takes notes from the YouTube channel "Fathering Autism." Second, The researcher observes the conversations and actions of an autistic child. Then, The researcher identifies Abbie's words related to the focus of the research. Third, The researcher collects data related to this study.

#### **5. Data Analysis**

The researcher takes some steps in analyzing the data as follows: 1. Planning and organizing research data. 2. The researcher observes all of the data to get the information on the video. 3. The researcher identified the speech of an autistic child to find out what types of stimulation are given to an autistic child. 4. The researcher concluded based on the results of the analysis.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the underlying theories of the study. The researcher takes some theories that deal with this study. They are Psycholinguistics, Language Stimulation, Autism, and YouTube Channel "Fathering Autism."

#### **A. Introduction to Psycholinguistic**

Psycholinguistics is a branch of linguistics. Psycholinguistics consists of the words Linguistics and Psychology. Psychology is the science that explains human behavior, both visible and invisible behavior, while linguistics is the science of language. So, it can be concluded that Psycholinguistics is the study of language behavior, both visible and invisible behavior in perception, language production, and language acquisition (Sutarman, 2008). Based on Carroll (2008), psycholinguistics is the study of how humans acquire, produce and understand language. This science also explains the use of language and brain mechanisms related to language.

Psycholinguistics also describes diseases or syndromes that can cause language and communication disorders, such as Asperger's, aphasia, dyslexia, autism, etc. The stimulation is given to an autistic child will be discussed in this study. The researcher will use language stimulations theory by Yawkey (1981).

## **B. Yawkey Theory of Language Stimulation**

Children with autism have limited communication skills, so they can interact with other people. Children with autism need adults to practice their language skills. Parents have an essential role in developing children's language skills by providing the proper stimulation at home, at school, and in the surrounding environment (Silawati, 2018). According to Yawkey (1981) in Silawati (2018), several stimulations can be used to develop children's language skills, such as the development of language fluency, development of syntactic skills, development of vocabulary mastery, development of integration of language skills in daily life day, development of self-expression skills.

First, the development of language fluency provides everyday situations that children can understand and follow, giving children the freedom to respond and use their language and encouraging them to talk with other children either alone or in groups.

Second, development of syntactic skills. It is necessary to make children use language features, teach them to compose sentences, play music or recordings to practice language, and evaluate children's language development.

Third, the development of vocabulary mastery is to gradually provide new vocabulary learning so that it is easily assimilated by children, make children use new vocabulary, and help develop the concept of meaning from the new language.

Fourth, development of integration of language skills in daily life. It means teaching children to express their feelings to others when they get activities

at home, school, or public places, making children describe activities, places, and objects related to daily life so that their language skills develop.

Fifth, the development of self-expression skills. It means stimulating children to think and imagine as they wish, encouraging children to use language to express ideas and feeling, and providing opportunities for children to state something formally and informally.

### **C. Language Stimulation**

Stimulation is an activity to stimulate the basic abilities of children aged 0-6 years to grow and develop well. Every child needs to get regular stimulation as early as possible and continuously at every opportunity. Stimulation of child growth and development is carried out by mothers and fathers who are the closest people to children, child caretakers, other family members, and people around the environment daily. The proper stimulation will stimulate the child's brain, so the development of movement, speech and language skills, socialization, and independence in children takes place optimally according to the child's age. However, deviations in child growth and development need to be detected early to find out if there are deviations in the growth and development of children (Depkes RI, 2010).

Stimulation of language in children can provide as many opportunities to interact with their environment. Stimulation cannot be given as much knowledge as possible through learning activities. Children learn languages and get ideas for speaking by looking, listening, and imitating the people around them. They learn

how to make sounds from the language they hear every day. Thus, the environment and everyday experiences are more important than just conscious language learning for children (Suardi & Samad, 2020).

According to Victoria: Education and Training (2019), language stimulation is an interaction strategy that can be used in any context with young children and is especially useful for early communicators and early language users. Language stimulation is a great way to build children's communication and set an example of using more language. It will be beneficial for autistic children who have language disorders. However, the proper linguistic and cognitive stimulation is fundamental to a person's integral development, and its neglect can seriously impair this development. A great part of any child's activity in their first year of life is communicative and social. The communicative interaction that they establish with the adults who are important to them is essential for language learning, as it provides the necessary tools to develop formal language (Manso et al., 2011).

From some of the opinions above, it can be concluded that the right stimulation should be given to children to train movement, speech and language skills, socialization, and independence. Giving stimulation can also detect any disturbances in children, such as language disorders, communication disorders, and social disorders. If the child gets less stimulation, it will affect their language development. Stimulation should be done continuously but not too much. Children will easily understand the little knowledge but often given rather than too much knowledge.

#### **D. Autism**

Autism is a behavioral syndrome in which the sufferer has a different behavior from normal people. The cause cannot be known and can also be known. This syndrome has a severity from mild to severe. Autistic children are not sick or fragile, nor are they emotionally disturbed despite the behavioral nature of many of the symptoms. Three behavioral impacts occur in autism: social skills, rigidity, and communication. Children and adults with autism have various symptoms depending on which part of the brain is affected (Rapin & Tuchman, 2008, p. 1129-1130).

Autism is a disorder in social communication, repetitive behavior with minimal interest in things around them, and sensory behavior that starts to show since childhood. The worldwide prevalence of autism is just under 1%, but estimates are higher in high-income countries. Psychosocial interventions can improve behaviors in children, such as shared attention, language, and social engagement can affect their development and reduce the severity of symptoms (Lord et al., 2020).

A complex condition that affects speech, language, neurodevelopment, sensory perception, and social interactions can be called autism (Robson & Naturopathica, 2016). People with ASD have language delays. They tend to have irregular or very unusual language or speak to themselves a lot (Woodbury-smith in Robson & Naturopathica, 2016). Echolalia is a strategy for learning a language. It is often used to communicate and is usually easier to understand in children without language delays. Autistic children can learn phrases or words that can be

memorized and used effectively to respond to specific questions (Robson & Naturopathica, 2016).

From the statement above, it can be concluded that autism is a disorder in social communication, and repetitive behavior has minimal interest in the things around it and sensory behavior that appears since childhood. A complex condition that affects speech, language, neurodevelopment, sensory perception, and social interaction is also known as autism. Psychosocial interventions can improve behavior in children, such as attention to language, the environment, and social involvement that can affect their development and reduce the severity of symptoms.

#### **E. Youtube Channel "Fathering Autism"**

This channel is about an autistic family. They have a child named Abigail or Abbie who has autism. They show how an autistic child is doing every day, including their development in communication. She has nonverbal autism, and she has never spoken a word. Abigail's family makes a YouTube channel to increase awareness and acceptance and make the world a softer place to land for their daughter and people like her on the autism spectrum. Abigail's school is based on ABA principles and is on the autism spectrum, primarily for children and young adults. This school was built to meet the individual child's needs at their school. Her teaching is focused on functional learning ability. Some of her days are spent in elective courses, such as her community music class, which employs music therapy concepts.

## **F. Previous Study**

Other researchers in various fields have researched syndromes with language disorders. Several researchers observed several language disorders, communication disorders, dyslexia, expressive language disorders, etc. The writer presents some previous findings which related or relevant to this research.

Kiswandari (2014) describes A psycholinguistic analysis of an autistic person's language in the Temple Grandin movie. The researcher investigated the kinds of responses given by the autistic character at Temple Grandin to the interlocutors and the characteristics of autistic characters. The results showed that all responses occurred in the main character with autism in the "Temple Grandin" movie.

Suherman (2015) focused on language disorders in the main character in "My Name is Khan." This research analyzed the language disorders in My Name is Khan Movie. This research shows two types of language disorders shown in My Name is Khan Movie: expressive and receptive language disorders.

Saputri (2019) analyzed The Stuttering Language Disorder of Drew Lynch's Offstage Speech. The researcher focused on the types of stuttering problems in Drew Lynch's offstage speech and how stuttering disorders occur in Drew Lynch's offstage speech. This study obtained 32 data from four types of stuttering characteristics: repetition, prolonged interjection, and pausing. The characteristic type of stuttering repetition is the type that often occurs in Drew Lynch's speech.



Zakiah (2015) investigated The Expressive Language Disorder of The Cerebral Palsy in Skallagrigg Movie. Therefore, The researcher focused on Esther's type of expressive language disorder as a Cerebral Palsy character and how the language disorders of the characters in the Skallagrigg film. This study shows that Ester's speech has speech and language disorders, namely articulation disorders, phonological disorders, voice disorders, and stuttering. Here, Esther's experience was a state of anger, happiness, depth, and humiliation.

Humaira (2015) investigated The Pragmatic Impairment of Asperger Syndrome Character in Temple Grandin Movie. The researcher focused on a type of pragmatic disorder that characterizes Asperger's syndrome and describes the pragmatic disorder Asperger's syndrome in the film Temple Grandin. The results showed that all five types of pragmatic disorders occurred, and the dominant form was unresponsive. The pragmatic abilities of people with Asperger's syndrome are not yet fully established. Using words correctly, such as words with general development, is often affected well into adulthood.

Panggabean (2019) analyzed Verbal and Nonverbal Communication Strategies for Autistic Students at the Tali Kasih Foundation in Medan. This research is focused on the teacher's verbal and nonverbal communication strategies to autistic students at the Tali Kasih Foundation and describes scattering in the learning of children with autism. The results of this study are that the teacher's verbal and nonverbal communication strategies affect

the acceptance of program content messages in autistic children and how teachers interact with obstacles in teaching children with autism to decide teaching outcomes affect their development.

Muniroh (2019) focused on Communication Strategies Used by Down Syndrome Character In Where Hope Grows Movie. She analyzed the communication strategies used by the down syndrome character in this film and how the character uses the communication strategies. This study aims to produce utterances that have dissimilarities to common people. The researcher founds 10 data, and the diverges in phonological terms such as consonant cluster are produced as a singleton, the word-final consonant is omitted, target fricatives and affricates were produced as stops, and aspirated voiceless stops in initial position were de-aspirated.

From the previous research above, the difference between this study and the previous research is that the object of research is to analyze the types of language, speech, and response disorders in children with autism. The similarity of this research with previous research is that the research subjects are taken from an autistic child. However, no previous research has used language stimulation in the autistic child on the Youtube Channel "Fathering Autism."

## **CHAPTER III**

### **FINDING AND DISCUSSION**

This chapter consists of two parts: findings and discussion. The first part presents The researcher's findings from the analysis of videos on the YouTube Channel "Fathering Autism." The finding discusses answering research questions based on analysis results discussing language stimulation in an autistic child on YouTube Channel "Fathering Autism." The second part presents a discussion that explains the research findings in more detail.

#### **A. Finding**

In this section, The researcher analyzes based on Yawkey's (1981) theory of language stimulations. The data select to get a clear picture of the context of the conversation. The researcher chooses the "Fathering Autism" YouTube Channel because it shows reality from an autistic child.

This study will analyze the stimulation given to an autistic child. The researcher presents twenty-seven as speech data in the research findings based on the scenes in the video with the [...] symbol indicating the serial number of the data based on the video on the Youtube Channel "Fathering Autism." The twenty seven utterances data show the language stimulation according to the theory of Yawkey (1981), such as the development of language fluency, development of syntactic skills, development of vocabulary mastery, development of integration of language skills in daily life, and development of self-expression skills.

## **The Kind of Stimulation for Autistic Child**

### **1. Development of Language Fluency**

#### **Data 1**

Mother: *Say "Hi YouTube"* [1.1]

Abby: *Huuhhh hhhmmm* [1.2]

The data is taken from the "Fathering Autism" video entitled "First Day of School for Autistic girl-Your First IEP-Fathering Autism Vlog #91." The mother's utterance in data [1.1] is a type of stimulation for the development of language fluency because her mother makes the situation that her child can understand and follow what she says. The dialogue occurred when Abby's parents were doing a vlog, and her mother asked to say, "Hi Youtube." The phrase "Hi Youtube" is included in the development of language fluency because the utterance will help Abby to understand and imitate a word so that Abby's fluency can be trained. This stimulation of the development of language fluency was given because her mother wanted Abby could understand and follow the words spoken by her mother. Her mother also allowed using gestures to communicate.

When Abby's parents were doing a vlog, Abby held her father's camera. She wants to make Abby say like in data [1.1]. It was done so that Abby could say a word or make a gesture to practice language fluency. Even though Abby could only make a sound like in data [1.2], she tried to say a word. Although Abby uses a language sign to communicate, she still must be trained to use good language. Therefore, parents must encourage the child to use language when interacting.

## **Data 2**

Father: *What? Where are we going? You have to tell me. Turn your hand, turn. Say, "Come."* [2.1]

The data is taken from the "Fathering Autism" video entitled "New Stimming Behaviour for Autistic Girl-Fathering Autism Vlog #96." The sentence spoken by Abby's father as in data [2.1] indicates the type of stimulation development of language fluency he wants Abby to say the word using language signs to ask for something. It happened when Abby took her father's hand and went somewhere. The phrase "Say, come." is included in the development of language fluency because the utterance helps Abby pronounce and imitate a word spoken by her father.

Abby didn't say where will she go, and she just wanted her father to follow her. Abby wanted to call her father, but she couldn't say. Then her father asked Abby to say "come," and Abby showed the word "come" with a gesture. Indirectly, Abby's father uses development language fluency stimulation because he wanted Abby to use gestures to say something and encourage Abby to talk. Abby's father trained her to use the language fluently to communicate.

## **Data 3**

Father: *Opening the pantry. Say "open", "open." Good job.* [3.1]

The data is taken from the "Fathering Autism" video entitled "New Stimming Behaviour for Autistic Girl-Fathering Autism Vlog #96." The sentence spoken by Abby's father as in data [3.1] indicates the type of stimulation

development of language fluency. Her father makes the situation that her child can understand and follow what she says. Abby went to the pantry with her father to get a snack. Abby asked her father to open the pantry, but she couldn't say anything. She just pointed at the pantry. Then, Abby's father told her to open the pantry and said "open" using a gesture when they were in front of the pantry. The phrases "Say "open," "open" are included in the development of language fluency because the utterance can encourage Abby to pronounce and imitate a word according to what her father said.

Abby can't speak, but she can use gestures for some vocabulary. Therefore, Abby is trained to practice the language studied in everyday activities. Abby uses gestures to express something, and her father understands what she wants. Abby's father also practiced using gestures so that he and Abby could communicate and understand each other.

#### **Data 4**

Father: *Can you tell them thank you so much? Look! Blown kisses. Okay, say "bye."* [4.1]

The data is taken from the "Fathering Autism" video entitled "We've Never Done This Before-Giant Sensory Room-Go Gators-Fathering Autism Vlog #15." The sentence spoken by Abby's father as in data [4.1] indicates the type of stimulation development of language fluency. The dialogue occurred when he asked Abby to do a closing video like in data [4.1]. When her father says, "*Can you tell them thank you so much? Look! Blown Kisses. Okay, say "bye,"*" it means that her father wants Abby to say thank you and do blow kisses, Abby just do

blow kisses. He also asked to say "bye," then she waved, which meant goodbye. The utterance "Can you tell them thank you so much? Okay, say "bye" is included in the development of language fluency because the utterance can help Abby understand and pronounce a word to express her feelings.

Abby's father's activity is the development of language fluency stimulation because he wants Abby to follow what he does and say some words with the gesture. This activity can be done for an autistic child to follow words or movements to train their fluency in the language. Even though Abby uses sign language, she can receive stimulation well and does as her father tells her to.

#### **Data 5**

Father: *Cookies are ready, and you open the oven, open it for me, open.* [5.1]

The data is taken from the "Fathering Autism" video entitled "ABA Therapy is Real Life-Vlogmas 22." The sentence spoken by Abby's father as in data [5.1] indicates the type of stimulation development of language fluency because her father makes situations that her child can understand and follow what he does. It happened at Christmas, Abby and her father would make a cake to eat on Christmas Eve. After they put the cake in the oven, they wrap the gifts for Christmas while waiting for the cake to cook. The phrase "open it for me, open" is included in the development of language fluency because this utterance can help Abby understand a word and do something according to the spoken word.

When the cake is made, the oven will show a sign. Abby was asked by her father to open the oven and said, "*Cookies are ready, and you open the oven, open*

*it for me, open,"* and she understood what her father was saying. Abby can already understand that if her father says 'open,' she is asked to open something. The activities carried out by Abby's father are stimulation of development of language fluency to make the child understand and follow what has been exemplified.

### **Data 6**

Father: *Say "Move puppy"* [6.1]

The data is taken from the "Fathering Autism" video entitled "She Vocalizing- Nonverbal Autism." The sentence spoken by Abby's father as in data [6.1] indicates the type of stimulation development of language fluency because her father gives a chance to Abby to say the word and encourages her. When Abby wanted to move to the living room, her dog followed her. Abby often plays with her dog, but Abby feels uncomfortable when followed, and she gets scared when her dog barks. The phrase "Say, move puppy" is included in the development of language fluency because this utterance can help Abby pronounce and imitate a word according to what her father said.

Her father reassured her and told Abby to keep walking, ignoring the dog. Then his father told Abby to say "move puppy" to let the dog go. This activity is done to encourage Abby to say the word. Stimulation of language fluency development can be given to the autistic child to provide opportunities for them to use language and encourage them to speak when he wants to convey something to others.



## **Data 7**

Father: *We're gonna say 'E,' can you do that? 'E, E' Can you make a sound?* [7.1]

The data is taken from the "Fathering Autism" video entitled "She Vocalizing-Nonverbal Autism." The sentence spoken by Abby's father as in data [7.1] indicates the type of stimulation development of language fluency because her father wants to train Abby to pronounce a letter to practice language skills. Abby's father can provide therapy for Abby because he also learns how to train an autistic child to talk and communicate. The phrase "We're gonna say 'E,' 'E, E' Can you make a sound?" is included in the development of language fluency because this utterance can stimulate Abby to say one letter and make a sound. This activity can also make autistic children interested in learning the letters of the alphabet.

When Abby and her father enjoy at home, they train to pronounce a letter. The activities carried out by Abby's father are a type of stimulation for the development of language fluency. Parents can give this stimulation, and there is no need to wait for the therapist. However, parents need to understand how to communicate with an autistic child and how to practice their language skills

## **2. Development of Syntactic Skills**

### **Data 1**

Teacher: *Abby, watch, it's all tune.* [1.1]

The data is taken from the "Fathering Autism" video entitled "A Day at An Autism School-Jacksonville School for Autism." The teacher's speech above is a type of stimulation for the development of syntactic skills because the teacher tries to use the language feature through the song. This activity happens in Abby's school. The teacher taught Abby to play the piano. She tells Abby which song to play as in data [1.1]. The phrase "Abby, watch, it's all tune" is included in the development of syntactic skills because the utterance spoken by Abby's teacher can help practice language through songs.

Abby was asked to play the piano according to the chosen song to learn about music. When Abby plays the piano, her teacher accompanies her by singing. The teacher gives the song by saying, "Abby, watch, It's all tune," so Abby plays the piano based on the song. It was done so that Abby learned the language through songs. This stimulation is excellent for autistic children because they can listen to the music and the lyrics contained in the song. It can also make Abby learn the language through songs because songs can be a suitable communication medium for an autistic child, and an autistic child can use language features.

## **Data 2**

Abby: *Uwwaaaa...* [2.1]

Father: *It was a beautiful voice. Sing "Laaaaa." You do it, do it "Laaa"* [2.2]

The data is taken from the "Fathering Autism" video entitled "Autistic Singer-ABA Therapy for Life Skills Update." The activities carried out by Abby's father are included in the type of stimulation for the development of syntactic

skills because her father wants Abby to say "laaaa" to stimulate Abby to make a sound and practice language. In data [2.1], Abby tried to sing using the speakers. Her father asked Abby to sing, imitating him like in data [2.2].

The phrase "Sing "Laaaaa." You do it, do it "Laaa" is included in the development of syntactic skills because the utterance spoken by Abby's father can train the pronunciation of sounds or words through tones or songs. When Abby's father asks her to sing like him, Abby is silent and plays the speaker. In this activity, the child can make sounds through singing. Parents can provide stimulation by singing a song for an autistic child and asking them to imitate it. Although an autistic child cannot imitate perfectly, an autistic child can imitate little by little if this stimulation is given intensely. Sounds and speech from music can make good language development for an autistic child.

### **3. Development of Vocabulary Mastery**

#### **Data 1**

Teacher: *This is the bowl* [1.1]

Abby: *(Match pictures with objects)* [1.2]

Teacher: *Good girl, this is the hotdogs. Look at the hotdogs.* [1.3]

The data is taken from the "Fathering Autism" video entitled "A day at autism school- Jacksonville school for autism." This activity is a type of stimulation for the development of vocabulary mastery because this activity can help autism to increase their vocabulary and get to know the objects around them. The teacher asked Abby to match the picture with the things in front of her.

Abby's teacher said as in data [1.1], then Abby did as in data [1.2], and the teacher said again like in data [1.3]. Abby can match pictures according to objects well. The phrases “This is the bowl” and “this is the hotdogs” are included in the development of vocabulary mastery because these utterances can help Abby learn new vocabulary and apply it to everyday life.

When Abby was at school, she studied with her teacher, and the teacher asked Abby to match the picture with the real thing. This activity can make Abby recognize the names of objects directly. This stimulation can not only be done at school but also home. Parents can introduce things at home in an exciting way so that an autistic child can easily understand, and the vocabulary obtained is extensive and varied. Teachers and parents can also introduce the use of the objects given so an autistic child can understand the utility.

## **Data 2**

Teacher: *Choose the car.* [2.1]

Abby: *(pointing toy car)* [2.2]

Teacher: *Good job. Choose the banana* [2.3]

Abby: *(Pointing banana toy)* [2.4]

The data is taken from the "Fathering Autism" video entitled "A day at autism school- Jacksonville school for autism." This activity is a type of stimulation for the development of vocabulary mastery because the teacher teaches Abby about new vocabulary by guiding Abby to choose objects that match the given language. The teacher asked Abby to select one of the objects in her hand. The teacher said that as in data [2.1], Abby decides as in data [2.2]. The

teacher said again in data [2.3], and Abby pointed as in data [2.4]. The phrases “Choose the car” and “Choose the banana” are included in developing vocabulary mastery because these utterances can help Abby learn new vocabulary and apply it to everyday life.

The autistic child was asked to choose one of the teacher's objects correctly, and Abby could choose well. This activity can make the child accept new vocabulary and understand the names of objects. This stimulation can not only be done at school but also home. Parents can introduce things at home in an exciting way so that an autistic child can easily understand, and the vocabulary obtained is extensive and varied. Teachers and parents can also introduce the use of the objects given so an autistic child can understand the utility.

### **Data 3**

Father: *Can you sign "cereal"? We knew a modified sign for this.* [3.1]

Mother: *Do "cereal." Listen, baby. There you go, hey, "cereal." Good job* [3.2]

The data is taken from the "Fathering Autism" video entitled "What is ABA therapy? - She Learned A New Word-Fathering Autism Vlog." The speech was spoken by Abby's father and mother in data [3.1] and [3.2] is a type of stimulation for the development of vocabulary mastery because the parents want Abby to say "cereal" with language signs. The phrase “Can you sign "cereal"?, Do "cereal." hey, "cereal" is included in the development of vocabulary mastery because this utterance can help Abby to practice the vocabulary she got and pronounce it with language signs because Abby can't speak.

It happens when Abby wants cereal, but she doesn't speak. She just looks at the cereal. Abby uses language signs to communicate, so Abby's parents make them easier for Abby to do. Abby's parents made a "cereal" sign by placing a finger under their nose, then Abby followed them. This activity can be done to add new vocabulary for a child and train Abby to get used to using language signs when she wants to convey something.

#### **Data 4**

Father: *Where is your nose?* [4.1]

Abby: *Heeeehhh* (Holding head) [4.2]

Father: *Where is your nose?* [4.3]

Abby: *Hheeeehhh* (Holding the chin) [4.4]

Father: *hey, nose. Good job.* (holding the nose) [4.5]

The data is taken from the "Fathering Autism" video entitled "How to Brush Teeth for Sensory Processing Disorder and Autism Using ABA Therapy." The speech by Abby's father and mother in data [4.1] and [4.2] is a type of stimulation for the development of vocabulary mastery because Abby's father stimulates Abby to know the name and location of her limbs. As in data [4.1] and [4.3], Abby's Father asked, but Abby showed the wrong answer. She pointed to the correct answer after being told. The phrase "Where is your nos? hey, nose." is included in the development of vocabulary mastery. This utterance can help Abby practice the vocabulary she gets by pointing directly at the objects mentioned to make it easy for her to understand.

When Abby brushed her teeth, accompanied by her father. Suddenly, her father asked as in data [4.1], but Abby made a sound like in data [4.2] and pointed

to the wrong answer. Her father asked again as in data [4.3], and Abby still made a sound like in data [4.4] and pointed to the wrong answer. After her father told her, as in data [4.5], Abby pointed to the correct answer. Abby's father's activities can stimulate vocabulary and directly show objects' shapes. Parents can gradually provide new vocabulary learning for autism to assimilate them easily.

### **Data 5**

Father: *Abby, what's C-A-N-D-Y. What is it?* [5.1]

The data is taken from the "Fathering Autism" video entitled "She's Vocalizing-Nonverbal Autism." The speech by Abby's father and mother in data [5.1] is a type of stimulation for the development of vocabulary mastery because Abby's father wants to show her how to spell words correctly, and this can increase Abby's vocabulary. While Abby was relaxing enjoying her sweets and drinks, her father spelled the word 'candy' and asked Abby, "what is it?" then Abby showed the word 'candy' with language signs. The phrase "what's C-A-N-D-Y. What is it?" is included in the development of vocabulary mastery. This utterance can help Abby spell out the vocabulary she gets to know more clearly the arrangement of the letters.

The activity that Abby's father does is stimulation of developing vocabulary mastery. Her father wanted Abby to know how to spell a word and know what to spell. This stimulation is helpful to make the child use new vocabulary and help develop the concept of meaning from the new language.

Parents can gradually provide new vocabulary learning for the autism to assimilate them easily.

#### **4. Development of Integration of Language Skills in Daily Life**

##### **Data 1**

Father: *What do you think, Abby? do you like it?* [1.1]

Father: *Do you like it? Yes or no? yes?* [1.2]

The data is taken from the "Fathering Autism" video entitled "DIY Sensory Toy Fidget Board for Autism and SPD." The speech expressed by Abby's Father in data [1.1] indicates the stimulation for the development of integration of language skills in daily life because her father wanted Abby to speak her mind. The autistic child in this video is asked several questions to express her opinion about an object. It is done to stimulate language skills in everyday life. The phrase "What do you think, Abby? do you like it?" is included in the development of integration of language skills in everyday life because this utterance can help Abby express her feelings when doing activities outside the home so that her language skills can develop.

At home, Abby's father tries to make toys on a board on which objects are given, such as bath foam, ribbons, etc. He made it so Abby could feel the different sensations when holding the things. When the toy was ready, he gave Abby and asked as in data [1.1]. Even though Abby did not respond and just focused on playing with her toys, she looked happy playing with her father's toys. Many activities can be done to stimulate the language of an autistic child so that she uses vocabulary in daily activities to express what is on his mind. Parents should often



invite an autistic child to chat and make interesting conversations about something.

## **Data 2**

Father: *What do you think? Should we, should we cut your hair short, huh? That makes your life easier. Do you have an opinion? Do you care? You just want to swing, okay.* [2.1]

Mother: *Do you want a haircut? Do you?* [2.2]

The data is taken from the "Fathering Autism" Video Entitled "Watch Ya' Mouth-Blood, Stripper, Glitter, And Breadrolls-Fathering Autism Vlog #38." The speech expressed by Abby's father and mother in data [2.1] indicates the stimulation for the development of integration of language skills in daily life because her father wants to know Abby's reaction and opinion about the activity they are going to do. The sentence "*What do you think? Should we, should we cut your hair short, huh? That makes your life easier. Do you have an opinion?*" show that her father wants Abby to describe her feeling as if her hair will cut. Then, the phrase "Should we, should we cut your hair short, huh? That makes your life easier. Do you have an opinion"? And "Do you want a haircut? Do you?" is included in the development of integration of language skills in everyday life. This statement can stimulate Abby to express her opinion about haircuts so that her language skills develop.

When at home, Abby's parents had the idea that they should cut Abby's hair to be easier for her to do activities. When Abby eats, her hair gets in her way, and sometimes she eats her hair without her knowing it. Therefore, her parents offered Abby to cut her hair and asked Abby as in data [2.1] and [2.2], they

looked for models on the internet, and they found a short hairstyle that was suitable for Abby. This stimulation can be given when the autistic child is about to do something, and the parents ask about her opinion. It can train the development of the autistic child in communicating with other people.

### **Data 3**

Mother: *It's so yummy? No, no, we're not to that point. Keep eating it with the spoon.* [3.1]

Mother: *Oh, it is time, oh my oh, that's special.* [3.2]

The data is taken from the "Fathering Autism" video entitled "I'm Not Good at This-Things Are Changing But Don't Worry-Fathering Autism Vlog #41." The speech expressed by Abby's mother in data [3.1] and [3.2] showed the stimulation for the development of integration of language skills in daily life because her mother asked to stimulate Abby to say her opinion. Abby ate the cereal with a spoon, and her mother asked about the taste of the cereal at home. Then she drank it from the bowl. Her mother tried to stop her, like in data [3.1], but Abby did it again. Her mother just left it like in data [3.2]. The phrase "It's so yummy?" is included in the development of integration of language skills in everyday life. This utterance can help Abby express her opinion about the taste of the food she eats so that her mother can understand Abby's opinion.

When Abby's mother asked, "it's so yummy?" it was a stimulus to make autistic child express their opinions and feelings when doing activities at home. Her mother tries to teach Abby to express her opinion about the cereal she eats. Parents can ask simple questions in everyday life to help autistic child's language

development. Although an autistic child sometimes does not respond and ignore the questions asked, if this stimulation is done intensely, an autistic child will respond little by little.

#### **Data 4**

Mother: *Do you love the tree?* [4.1]

The data is taken from the "Fathering Autism" video entitled "Christmas Tree Fails-Vlogmas 4." Mother's utterance in data [4.2] is a type of stimulation for the development of integration of language skills in daily life because her father wants to know Abby's feelings when decorating Christmas tree at home. The trees they have bought will be installed at home and decorated. Abby's father and sister had trouble setting up a Christmas tree at home because the tree was too high and hit the ceiling. Finally, they cut it into small pieces so that the tree was not too tall. Abby was delighted to have a Christmas tree at home. Then, the phrase "Do you love the tree?" is included in the development of integration of language skills in everyday life because this utterance can make Abby express her feelings towards an object that she likes or doesn't like.

When Abby and her mother sat relaxing watching her father set up a tree, her mother asked, "does she like the tree?" which stimulates the development of integration language skills in daily life. Her mother tries to get Abby to express her feelings about the Christmas tree. This language stimulation is given to teaching an autistic child to express her feelings to others when they get activities at home.

## 5. Development of Self-Expression Skills

### Data 1

Mother: *Abby, are you excited to go surfing? Are you excited?* [1.1]

Abby: *Aaarrggghh (Shake her hands)* [1.2]

The data is taken from the "Fathering Autism" video entitled "Autism Family on The Beach-Surfers for Autism- Fathering Autism Vlog #85." Mother's speech in data [1.1] is a type of stimulation for the development of self-expression because her mother encourages Abby to use language to express her feeling. Abby's family is going to the beach to surf. Before leaving, her mother asked as in data [1.1], and Abby expressed that she was delighted as in data [1.2]. Her mother asked Abby twice. It was done because Abby did not respond to the first question. Then Abby responded to the second question as in data [1.2]. The phrase "Abby, are you excited to go surfing? Are you excited?" is included in the development of self-expression skills because this speech can encourage Abby to use language to express her feelings.

Even though she couldn't speak, she was happy to go surfing, and her mother could understand her expression and behavior. Abby's mother said, "*Abby, are you excited to go surfing? Are you excited?*" stimulates Abby to use language to express her ideas and feelings and gives an autistic child the opportunity to say something formally and informally.

## Data 2

Mother: *Ab, are you ready for school? It's your first day of seventh grade. It's fun, right?* [2.1] You gonna have a therapist Ms. Jasmine and some friends in your class.

Abby: *Hahahahah* [2.2]

The data is taken from the "Fathering Autism" video entitled "First Day of School for Autistic girl-Your First IEP-Fathering Autism Vlog #91." Mother's speech in data [2.1] is a type of stimulation for the development of self-expression. Her mother said, "*Ab, are you ready for school?*" and "*It's fun, right?*" it shows that stimulation for the development of self-expression given to Abby. The phrase "Ab, are you ready for school?" and "It's fun, right?" are included in the development of self-expression skills because this utterance can encourage Abby to use language to express her feelings.

It happened when Abby went to school for the first time after the holidays. Abby's mother took her to school, she said as in data [2.1]. When Abby's mother took her to school, she said as in data [2.1]. Then, Abby responded by laughing like in data [2.2] it shows that Abby is happy. Abby's mother tries to allow Abby to use language to convey her feelings. An autistic child does not say a word directly about what they feel. They will show signs that show their feelings. For example, as Abby did, she laughs because she feels happy. She can cry because she feels sad.

## Data 3

Father: *Is this so good? Do you love it?* [3.1]

The data is taken from the "Fathering Autism" video entitled "Big News-Fidget Spinner Giveaway-Autism News-Fathering Autism." The speech expressed by Abby's Father in data [3.1] is a type of stimulation for the development of self-expression because her father was trying to structure a situation that prompted Abby to respond to her questions. The phrase "*Is this so good? Do you love*" is included in developing self-expression skills because this utterance can encourage Abby to use language to express her feelings and ideas.

When Abby eats, her father asks if the food is good, as in data [3.1], but she doesn't respond. Abby was silent, looked at her father, and continued eating. Even though her father knew Abby wouldn't respond because she couldn't speak, he still asked questions to stimulate Abby to use language to express her feelings. Her father wished she could use sign language to express her feelings and provide opportunities for a child to state something.

#### **Data 4**

Father: *Are you excited?* [4.1]

Isaiah: I'm excited.

Father: *Abby, are you excited to go on a hike? Yes? Yes?* [4.2]

The data is taken from the "Fathering Autism" video entitled "Talking About Autism & The Public." The speech expressed by Abby's Father in data [4.2] is a type of stimulation for the development of self-expression because her father was trying to structure a situation that prompted Abby to respond to her questions. Her father asked Abby, "*Abby, are you excited to go on a hike? Yes? Yes?*" but she didn't respond. Before asking Abby, her father asked her sister as in

data [4.1], and her sister answered. Her father expected Abby to answer like her sister using sign language. The phrase “Abby, are you excited to go on a hike? Yes? Yes?” is included in the development of self-expression skills. This utterance can help Abby express her opinion about climbing and think about it.

It happened when Abby's family dined at a restaurant. They talked about climbing. Abby's father asked Abby's brother as in data [4.1], and her brother replied that he was excited. Meanwhile, when Abby asked as in data [4.2], she did not answer. She just kept quiet and looked at her father. Her father asked the question above to determine Abby's response and opinion on whether she was excited to climb. To provide stimulation, parents can show it to normal children first and then show it to autistic children so that they can imitate what normal children do.

## **Data 5**

Abby: *Aaahhhh* (Shaking the body) [5.1]

Father: *Abby, put your arm in now. Now, you can tell me what you need. You need to communicate. Music? Good girl.* [5.2]

The data is taken from the "Fathering Autism" video entitled "They Were Starting at The Autistic Girl-Fathering Autism Vlog #71." The speech expressed by Abby's father in data [5.1] is a type of stimulation for the development of self-expression because her father wants to know Abby's feelings. Abby wanted some music to play, but she didn't know how to say what she was thinking. She shouted like in data [5.1], and her father asked, "*Abby, put your arm in now. Now, you can tell me what you need. You need to communicate. Music? Good girl*", it showed

that her father gave stimulation for the development of self-expression. The phrase “*Now, you can tell me what you need. You need to communicate. Music?*” is included in the development of self-expression skills because this speech can help Abby express Abby's wishes and encourage her to communicate.

When they were traveling, Abby suddenly screamed, swaying her body and clasping her hands tightly. Then, her father asked, as in data [5.2], Abby showed musical cues by stroking her hand. When the music is playing, Abby calms down. Her father asked the above questions to find out what Abby wanted and to know her feelings so he could do something for Abby. When an autistic child wants something, she can't ask it properly. Therefore, parents must be sensitive to what an autistic child wants.

#### **Data 6**

Father: *I think this is your first time in the best, and the best seat of the car in it. Is it exciting?* [6.1]

Abby: *Hhooooohh* [6.2]

The data is taken from the "Fathering Autism" video entitled "Autism Acceptance or Autism Awareness-She Is Growing Up So Fast-Fathering Autism Vlog #32." Abby's father's utterance in data [6.2] is a type of stimulation for the development of self-expression because her father wants to know Abby's feelings. Her father asked as in data [6.1], but Abby did not answer well. She makes it sound like in data [6.2]. The phrase “*Is it exciting?*” is included in the development of self-expression skills because this utterance could encourage Abby to use language to express her feelings.



It happened when Abby went to school with her father by car. She usually sits in the back. But that day, she sat beside her father. As in data [6.1], her father said, but Abby looked at her father and made sounds like in data [6.2]. Her father asked the question above to determine Abby's response and opinion on whether she was excited to sit beside her father. Simple questions can stimulate an autistic child to respond to questions. Parents must be able to patiently wait for the response of an autistic child because they cannot quickly answer the questions asked.

#### **Data 7**

Father: *Do you like this one?* [7.1]

The data is taken from the "Fathering Autism" video entitled "Christmas Tree Fails-Vlogmas 4." Father's utterance in data [7.2] is a type of stimulation for the development of self-expression because her father wants to know Abby's opinions about the tree. Before Christmas, Abby's family went to buy a Christmas tree. When Abby's mother chooses a Christmas tree, Abby and her father enjoy the Christmas tree garden. Farmers garden Christmas trees, and many people will buy them when Christmas comes. When Abby held the leaf on the Christmas tree, her father asked, "do you like this one?" Abby just laughed. The phrase "Do you like this one?" is included in the development of self-expression skills because this utterance can encourage Abby to use language to express opinions or ideas about an object.

Abby's father tried to ask questions to stimulate Abby's answer. This stimulation can be given to an autistic child to find out her preferences for objects around them. Simple questions can encourage an autistic child to respond to questions. Parents must be able to patiently wait for the response of an autistic child because they cannot quickly answer the questions asked.

### **Data 8**

Therapist: *Do you wanna get one to eat? Yeah, which one do you want? Which one?* [8.1]

The data is taken from the "Fathering Autism" video entitled "She is Vocalizing-Nonverbal Autism." The therapist's utterance in data [8.2] is a type of stimulation for the development of self-expression because she wants to know what Abby wants and thinks. When Abby, her family, and her therapist went to the restaurant, Abby offered to choose the food she wanted. They ordered food through the monitor screen so that Abby could see the available menu. The phrase "*Do you wanna get one to eat? Yeah, which one do you want? Which one?*" is included in the development of self-expression skills because this utterance can encourage Abby to use language to express what she wants for something.

The activity carried out by the therapist is a stimulation of the development of expressive abilities, which aims to encourage an autistic child to think and encourage a child to use language. When an autistic child wants something, she can't ask it properly. Therefore, parents and other people must be sensitive to what an autistic child wants.

## Data 9

Father: *What would you like to do? Do you wanna break? Do you wanna go?*

[9.1]

The data is taken from the "Fathering Autism" video entitled "She is Talking." Abby's father's utterance in data [9.2] is a type of stimulation for the development of self-expression because he wants to know what Abby wants to do this day. When Abby had just finished bathing and relaxing on the sofa, suddenly her father came up to her and asked, "*What would you like to do? You wanna break? You wanna go?*" he offers Abby what she wanted to do today. Then, the phrase "*What would you like to do? Do you wanna break? Do you wanna go?*" is included in the development of self-expression skills. This utterance can stimulate Abby to think and imagine as they wish and encourage her to use language.

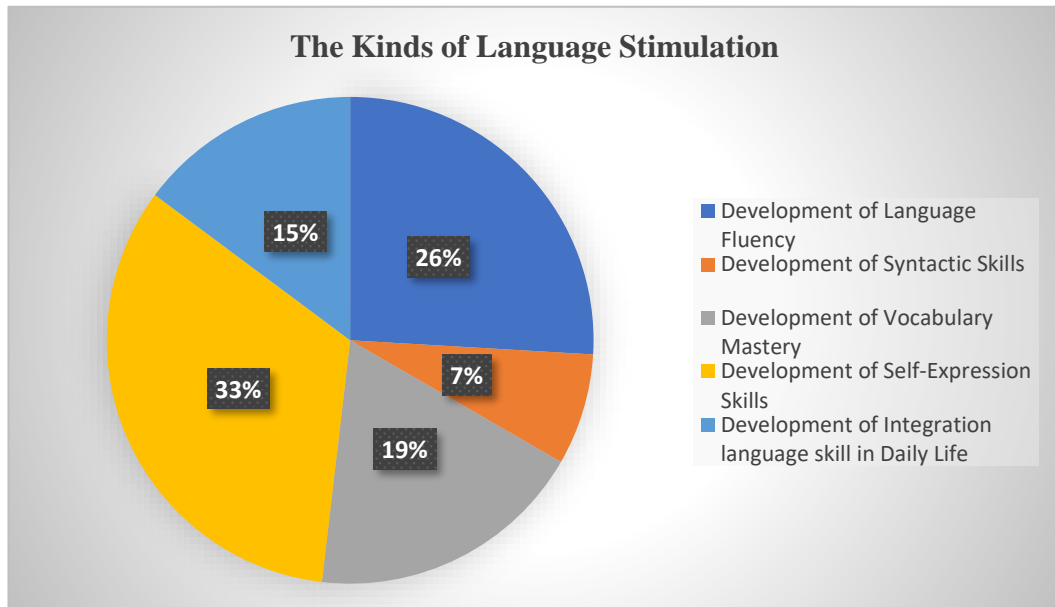
The activity carried out by her father is a stimulation of the development of expressive abilities, which aims to encourage an autistic child to think and encourage a child to use language. Parents can ask simple questions like Abby's father did to encourage an autistic child to express their feelings and provide opportunities for an autistic child to say something. Maybe for normal children, it is a question for small talk, but for autistic children, such questions stimulate them to speak and encourage them to use language.

## **B. Discussion**

In this part, The researcher discusses the findings attached to the section above. The research questions will be answered and explained. The first is what kinds of stimulation are given to an autistic child on the YouTube Channel "Fathering Autism." This analysis is based on the theory mentioned in chapter two. After conducting the research, The researcher found several types of stimulation given to Abby as a child with autism on the YouTube Channel "Fathering Autism." The analysis results found twenty-seven data according to the kinds of stimulation for an autistic child. Of the twenty-seven data in the type of stimulation for autistic child, there is seven stimulation for the development of language fluency, two stimulation for the development of syntactic abilities, five stimulation for the development of vocabulary mastery, four stimulation for the development of integration of language skills in daily life, and nine stimulation for the development of self-expression skills.

On the findings above, it can be seen that the type of stimulation that is often given to an autistic child on the Youtube Channel "Fathering Autism" is the type of development of self-expression. Even though Abby can't speak, she uses language signs to express a word. Abby's parents and teachers work together to practice language skills. When Abby did therapy at home, her parents observed it and applied it in their daily lives. Of the five types of stimulation above, all stimulation was given to Abby to train her language development. The researcher uses diagrams to make it easier for readers to understand the discussions.

Figure 1. The Kinds of stimulation given to an autistic child on the Youtube channel "Fathering Autism."



The summary of the discussion results is presented in Figure 1. It can be concluded that the researcher found the type of stimulation given to Abby as an autistic child on the Youtube channel "Fathering Autism." This type is classified based on the theory of Yawkey (1981). The detail of the discussion can be seen as follows:

### 1. Development of Language Fluency

The development of language fluency provides everyday situations that children can understand and follow, giving children the freedom to respond and use their language and encouraging them to talk with other children either alone or in groups. Based on the results of the data analysis above consisting of one to four data shows that the stimulation of the development of language fluency is given to Abby. The following data found in the analysis data above is data [1.1]

Say "Hi YouTube," [1.2] Huuhhh hhhmmm, [2.1]What? Where are we going? You have to tell me. Turn your hand, turn. Say, "Come.", [3.1] Opening the pantry. Say "open", "open." Good job, [4.1]. Can you tell them thank you so much? Look! Blown kisses. Okay, say "bye." [5.1] Cookies are ready, and you open the oven, open it for me, open. [6.1] Say "Move Puppy" [7.1] We're gonna say 'E', can you do that? 'E, E' Can you make a sound?

From the discussion above, the type of stimulation for developing language fluency is often given to Abby because her parents want to allow Abby to respond and use language. Although she does not produce language because of her autistic syndrome, her parents still provide this stimulation to practice Abby's fluency. Abby is also encouraged to get used to using language in everyday life so that she doesn't make a lot of sounds like hhhmm...aarrggghh, etc.

## **2. Development of Syntactic Skills**

The development of syntactic skills is necessary to make children use language features, teach them to compose sentences, play music or recordings to practice language, and evaluate children's language development. Based on the results of the data analysis above consisting of one to two data shows that the stimulation of the development of syntactic skills is given to Abby. The following data found in the analysis data above is data [1.1] Abby, watch, it's all tune. [2.1] Uwwaaaa [2.2] It was a beautiful voice. Sing "Laaaaa." You do it, do it, "Laaa."

From the discussion above, this type of stimulation for the development of syntactic skills is not often given to Abby because parents and teachers understand

that it is difficult for her to compose a complete sentence and practice language. Parents and teachers try to stimulate the development of this syntactic ability to Abby to use the language features and practice the language she has learned. However, he has difficulty and often says one-word using language signs.

### **3. Development of Vocabulary Mastery**

The development of vocabulary mastery is to gradually provide new vocabulary learning so that it is easily assimilated by children, make children use new vocabulary, and help develop the concept of meaning from the new vocabulary. Based on the results of the data analysis above consisting of one to four data shows that the stimulation of the development of vocabulary mastery is given to Abby. The following data found in the analysis data above is data [1.1] *This is the bowl*, [1.2] *(Match pictures with objects)*, [1.3] *Good girl, this is the hotdogs. Look at the hotdogs.* [2.1] *Choose the car*, [2.2] *(pointing toy car)*, [2.3] *Good job. Choose the banana*, [2.4] *(Pointing banana toy)*, [3.1] *Can you sign "cereal"? We knew a modified sign for this*, [3.2] *Do "cereal." Listen, baby. There you go, hey, "cereal." Good job.* [4.1] *Where is your nose?* [4.2] *Heeeehhh* (Holding head), [4.3] *Where is your nose?* [4.4] *Hheeehhh* (Holding the chin), [4.5] *hey, nose. Good job.* (holding the nose), [5.1] *Abby, what's C-A-N-D-Y. What is it?*

From the discussion above, the type of stimulation for developing vocabulary mastery is often given to Abby because her parents and teachers want to teach new vocabulary. Abby uses the new vocabulary to communicate every

day. Her parents and teachers introduce new vocabulary about objects in an interesting way.

#### **4. Development of Integration Language Skills in Daily Life**

The development of integration language skills in daily life. It means teaching children to express their feelings to others when they get activities at home, school, or public places, making children describe activities, places, and objects related to daily life so that their language skills develop. Based on the results of the data analysis above consisting of one to three data shows that the stimulation of the development of vocabulary mastery is given to Abby. The following data are found in the above analysis data [1.1]. *What do you think, Abby? do you like it? [1.2], Do you like it? Yes or no? yes? [2.1] What do you think? Should we, should we cut your hair short, huh? That makes your life easier. Do you have an opinion? Do you care? Okay, you just want to swing [2.2]. Do you want a haircut? Do you? [3.1] It's so yummy? No, no, we're not to that point. Keep eating it with the spoon, [3.2] Oh. It is time, oh my oh, that's special. [8.1] Do you love the tree?*

From the discussion above, this type of developmental stimulation is not often given to Abby because Abby's parents understand that she cannot express her feelings and describe the activities she does clearly due to Abby's limited use of language. This stimulation is given to training Abby to express their feelings to others when they get activities at home, school, or public places, making children describe activities, places, and objects related to daily life so that their language



skills develop. However, Abby's limited use of language inhibits the response to this stimulation.

## 5. Development of Self-Expression Skills

Development of self-expression skills. It means stimulating children to think and imagine as they wish, encouraging children to use language to express ideas and feeling, and providing opportunities for children to state something formally and informally. Based on the results of the data analysis above consisting of one to six data shows that the stimulation of the development of self-expression skills is given to Abby. The following data found in the analysis data above is data [1.1] *Abby, are you excited to go surfing? Are you excited?* [1.2] *Aaarrggghh (Shake her hands)*, [2.1] *Ab, are you ready for school? It's your first day of seventh grade. It's fun, right?* [2.2] *Hahahahah*, [3.1] *Is this so good? Do you love it?* [4.1] *Are you excited?* [4.2] *Abby, are you excited to go on a hike? Yes? Yes?* [5.1] *Aaahhhh (Shaking the body)*, [5.2] *Abby, put your arm in now. Now, you can tell me what you need. You need to communicate. Music? Good girl.* [6.1] *I think this is your first time in the best, and the best seat of the car in it. Is it exciting?* [6.2] *Hhoooohh.* [7.1] *Do you like this one?* [8.1] *Do you wanna get one to eat? Yeah, which one do you want? Which one?*[9.1] *What would you like to do? Do you wanna break? Do you wanna go?.*

From the discussion above, this type of self-development stimulation is very often given to Abby because Abby's feelings can be seen from her facial expressions and responses to questions given by her parents. When asked how she

was feeling, Abby would laugh when she was happy and shut up or make a groaning sound when upset and sad. Even though Abby didn't describe her feelings, her parents could tell Abby's feelings through the look on her face.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

Subsequently, after conducting the analysis above, The researcher will make conclusions and provide suggestions for readers or further research concerned about a similar field of the study.

#### **A. Conclusion**

This study provides the kinds of stimulation given to an autistic child. This research uses the Yawkey theory. According to Yawkey (1981) in Silawati (2018), the kinds of stimulation that can be given to autistic children are the development of language fluency, development of syntactic skills, development of vocabulary mastery, development of integration of language skills in daily life day, development of self-expression skills. In this study, according to the research findings, it can be concluded that there are twenty seven data from five kinds of language stimulation.

The previous chapter explained that according to the result of the study, the researcher found five types of language stimulation, i.e., the development of language fluency, development of syntactic skills, development of vocabulary mastery, development of integration of language skills in daily life day, and development of self-expression skills. Among the five types of stimulation given to an autistic child, the stimulus that is very often given to an autistic child is the development of self-expression skills. Next, the development of language fluency and the development of vocabulary mastery are stimulation that is often given.

Then, stimulation is not often given in the development of syntactic skills and the development of integration of language skills in daily life.

### **B. Suggestion**

The study examined the language stimulation of an autistic child on the Youtube Channel "Fathering Autism." Based on the findings above, the researcher provides suggestions for subsequent research interested in psycholinguistics, especially language stimulation. This study has found five kinds of language stimulation given to an autistic child. Of the five types, it is stated that the kind of stimulation is the development of self-expression skills. This stimulation can often be given so that an autistic child can express her feeling. The autistic child uses non-verbal communication. They cannot speak in complete sentences, only saying one or two words. Therefore, autism needs appropriate stimulus when communicating so that an autistic child can respond to the messages conveyed. The researcher suggests that further researchers interested in researching language stimulation in autism are expected to study with different objectives. The implications of this language stimulation research results are expected to be used as a reference and benchmark for further research.

In addition, research results can be used as guidelines for people who interact with autism. The proper language stimulation can be done to autistic children to respond well when interacting. Modifying language signs also help an autistic child practice her language easily. This study uses the theory of Yawkey. They can use different theories for further research and discuss language stimulation with varying problems from this research.

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## **CURRICULUM VITAE**



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## APPENDIX

### The Kinds of Language Stimulation

No.	Data Utterances	Kinds of Language Stimulation				
		Development of Language Fluency	Development of Syntactic Skills	Development of Vocabulary Mastery	Development of Integration Language Skill in Daily Life	Development of Self-Expression Skills
1.	Mother: <i>Say "Hi YouTube"</i> Abby: <i>Huuhhh hhmmmm</i>	✓				
2.	Father: <i>What? Where are we going? You have to tell me. Turn your hand, turn. Say, "Come."</i>	✓				
3.	Father: <i>Opening the pantry. Say "open", "open." Good job.</i>	✓				
4.	Father: <i>Can you tell them thank you so much? Look! Blown kisses. Okay, say "bye."</i>	✓				
5.	Father: <i>Cookies are ready, and you open the oven, open it for me, open.</i>	✓				
6.	Father: <i>Say</i>	✓				

	<i>"Move Puppy"</i>					
7.	Father: <i>We're gonna say 'E', can you do that? 'E, E' Can you make a sound?</i>	✓				
8.	Teacher: <i>Abby, watch, it's all tune.</i>		✓			
9.	Abby: <i>Uwaaaaa...</i> Father: <i>It was a beautiful voice. Sing "Laaaaa." You do it, do it "Laaa"</i>		✓			
10.	Teacher: <i>This is the bowl</i> Abby: <i>(Match pictures with objects)</i> Teacher: <i>Good girl, this is the hotdogs. Look at the hotdogs.</i>			✓		
11.	Teacher: <i>Choose the car.</i> Abby: <i>(pointing toy car)</i> Teacher: <i>Good job. Choose the banana</i>			✓		

	Abby: <i>(Pointing banana toy)</i>					
12.	Father: <i>Can you sign "cereal"? We knew a modified sign for this.</i> Mother: <i>Do "cereal." Listen, baby. There you go, hey, "cereal." Good job</i>			✓		
13.	Father: <i>Where is your nose?</i> Abby: <i>Heeehhh (Holding head)</i> Father: <i>Where is your nose?</i> Abby: <i>Hheeehhh (Holding the chin)</i> Father: <i>hey, nose. Good job. (holding the nose)</i>			✓		
14.	Father: <i>Abby, what's C-A-N-D-Y. What is it?</i>			✓		
15.	Father: <i>What do you think, Abby? Do you like it?</i> Father: <i>Do you like it? Yes or no? yes?</i>				✓	
16.	Father: <i>What do you think? Should we, should we cut your hair short,</i>				✓	

	<p><i>huh? That makes your life easier. Do you have an opinion? Do you care? You just want to swing, okay.</i></p> <p>Mother: <i>Do you want a haircut? Do you?</i></p>					
17.	<p>Mother: <i>It's so yummy? No, no, we're not to that point. Keep eating it with the spoon.</i></p> <p>Mother: <i>Oh, it is time, oh my oh, that's special.</i></p>				✓	
18.	<p>Mother: <i>Do you love the tree?</i></p>				✓	
19.	<p>Mother: <i>Abby, are you excited to go surfing? Are you excited?</i></p> <p>Abby: <i>Aaarrggghh</i> <i>(Shake her hands)</i></p>					✓
20.	<p>Mother: <i>Ab, are you ready for school? It's your first day of seventh grade. It's fun, right? You gonna have a therapist Ms. Jasmine and some friends in your class.</i></p>					✓

	Abby: <i>Hahahahah</i>					
21.	Father: <i>Is this so good? Do you love it?</i>					✓
22.	Father: <i>Are you excited?</i>  Isaiah: I'm excited.  Father: <i>Abby, are you excited to go on a hike? Yes? Yes?</i>					✓
23.	Abby: <i>Aaahhhh</i> (Shaking the body)  Father: <i>Abby, put your arm in now. Now, you can tell me what you need. You need to communicate. Music? Good girl.</i>					✓
24.	Father: <i>I think this is your first time in the best, and the best seat of the car in it. Is it exciting?</i>  Abby: <i>Hhoooohh</i>					✓
25.	Father: <i>Do you like this one?</i>					✓
26.	Therapist: <i>Do you wanna get one to eat? Yeah, which one do you want? Which one?</i>					✓

27.	Father: What would you like to do? Do you want a break? Do you want to go?					✓
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