

Communication Patterns of Adolescent Autism in Expressing Feelings to The Opposite Sex

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Abstract: Problems in this research is the pattern of communication conducted by adolescent autism in expressing feelings to the opposite sex and the uncontrolled behavior of adolescent autism in expressing the feeling to the opposite sex. The purpose of this study was to describe and explain the communication patterns of adolescent autism in expressing the feeling to the opposite sex as well to explain the uncontrollable behavior that may arise from autistic adolescents when feeling an attraction with the opposite sex. The type of this research is descriptive qualitative with the case study. Subjects in this study were autistic adolescents with an age range of 12 to 22 years, autistic adolescent parents, and teachers/therapists from autistic adolescents. Data collection techniques used are interviews, observation, and documentation. Data analysis techniques by collecting data, organizing data systematically then interpreting data to others. Of the 2 subjects studied showed that communication adolescent autism to the opposite sex that makes them interested tend to passive, 2 subjects cannot communicate their feelings to the opposite sex firmly and clearly. They are more likely to show interest by staring at the opposite sex for long periods of time, walking back and forth near the opposite sex, or following the opposite sex everywhere. Not all autistic teenagers who are getting interested in the opponent have uncontrollable behavior, from 2 subjects there is only 1 who likes to suddenly kiss and hug the opposite sex that attracts him.

Keywords: Adolescent with autism, autism, communication patterns.

I. INTRODUCTION

Communication is a process in which individuals exchange information and convey thoughts and feelings, in which there are senders of messages that encode or formulate messages and recipients decoding messages or understanding messages. Language as a means of communication that is to facilitate the messages conveyed and understood [1-3].

The term autism comes from the word *autos* which means self, *isme* meaning a stream; when combined means a notion that is interested only in a stream; when combined means a notion that is interested only in his own world. Baron-Cohen and Botton (1993) [4] in Ginintasasi (2016: 37) [5] define autism as a condition of a child who was born or under-five, which made him unable to establish normal social or communication relationship. This resulted in the child being isolated from other human beings and entering into a world of obsessive repetitive, activity, and interest. Autism disorders belong to the Pervasive Developmental Disorders (PDD) group which also includes Rett Syndrome, Childhood Disintegrative Disorder, Asperger Syndrome, and PDD Not Otherwise Specified (PDD-NOS).

According to Chaplin (1999: 46) [6], autism is a way of thinking controlled by personal or self-need,

responding to the world based on vision and self-expectations, and rejecting reality, the extreme preoccupation with thoughts and fantasies alone. Autism can be interpreted as a wide and severe developmental disorder, the symptoms begin to appear in children before reaching the age of three years. These developmental disorders include areas of communication, interaction, and behavior. The cause is a disturbance in the development of the central nervous system which resulted in disruption of brain function.

According to Yuwono (2012) [3] Autistic children have difficulty communicating in the language, even in sign language gesture. They find it difficult to convey messages and receive messages. Communication and language of autistic children are very different from most children his age. Autistic children have difficulty in understanding both verbal and nonverbal communication.

According to Powers (1989) [7], the characteristic of children with autism can be seen through the presence of six symptoms or disorders, including in the areas of social interaction, communication (speech, language, and communication), play patterns, sensory disturbances, late or abnormal developments. While the interruption in communication includes slow or absent language development, likes to mimic or echolalia, the child looks like he is deaf, hard to talk or ever talks, but vanishes, sometimes words used are not as meaningful, babble over and over meaningless

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language with a language that no one can understand, talk is not used for communicating tools, if happy to imitate, can memorize the words or songs without understanding the meaning, and some of these children do not speak (nonverbal) or little talk verbal to adulthood.

Entering the adolescence phase is a difficult time for some children. This is the time for great changes, from cheerful childhood to a more mature figure complete with all its attributes. The term adolescence comes from the Latin word (*adolescere*) (the noun, *adolescentia* meaning youth) which means "to grow" or "grow into adulthood" [8]. The term adolescence, as it is used today, has a broader meaning, including mental, emotional, social and physical maturity. This view is expressed by Piaget (see Hurlock, 1980: 206) [8] by saying:

Psychologically, adolescence is the age at which individuals integrate with adult society, the age at which the child no longer feels below the level of older people but is on the same level, at least in the issue of rights... Integration in society (adult) has many aspects of effectiveness, more or less related to puberty... Including also the distinctive intellectual changes in the way adolescent thinking enables it to achieve integration in adult social relationships, which is, in fact, a common characteristic of this period of development.

Adolescence is defined as the transition from childhood to adulthood. The age limit of adolescents varies according to local social culture. According to WHO (UN agency for world health), the age limit of adolescents is 12 to 24 years. The definition of adolescents used by the Ministry of Health of the Republic of Indonesia writes, that teenagers are those aged 10 to 19 years and have not married. In general, adolescence ranges from 10 to 12 years and ends at the age of 18 to 22 years [5, 9].

Parents with adolescent children sometimes feel confused at everything that is shown to be insecure, confused at the ongoing changes, their ever-changing mood, and irritability. Parents and teachers can not watch teenagers closely as they did when they were children. Therefore, now adolescents should be responsible for controlling their own behavior. If previously believed that fear-both punishment and

social rejection-is the best deterrent to making a mistake, it is now understood as a source of motivation based on outside control that is only effective when there are an obviously wrong behavior and punishment for its behavior [8].

The first task of adolescent development related to sex to be mastered is the formation of new and more mature relationships with the opposite sex is also strongly influenced by interest patterns among teenage friends.

In this phase of adolescence began to raise interest in the opposite sex. Of all the changes in social attitudes and behavior, the most prominent occurs in the field of heterosexual relationship. In a short time teenagers make radical changes, ie from not liking the opposite sex as a friend to be more like friends of the opposite sex than similar friends [8].

For female adolescents will start looking for friends from the opposite sex, she will choose a fun and friendly figure. Male adolescents tend to be attracted to the opposite sex because of their attractive physical appearance. A 'normal' adolescent when he/she finds a sense of affection for the opposite sex will approach, improve the quality of self to attract the opposite sex, and make intensive communication to the opposite sex that attracts him/her, while adolescents with autism require social interaction and combat that gives comfort and not pleasure [10].

Then whether the above is also done by adolescents who also feel the autistic interest in the opposite sex? Interaction and communication are a major problem in children with autism, then how autistic adolescent can convey a sense of love or interest to the opposite sex?

While some research on communication and interaction of adolescent of autism have been done, among others by Rahayu (2014) [11] which found that communication of adolescent of autism which becomes subject in research still in the form of one-way communication, even though subject have been able to read well and write but subject cannot communicate well. Subjects can respond to communication while the interaction takes place but sometimes the response given by the subject is not yet compatible with the topic of communication. Subjects are able to speak but in doing new communication master verbal communication one direction from the researcher to the subject with the help of stimulus and nonverbal

communication skills are still lacking that often seen in nonverbal communication only touch and body movement.

Sembinging (2014) [12] found that through the stages of interpersonal communication such as openness, empathy, support, positive feelings, and the similarity of accompanying teachers and parents to autistic children play a role in establishing effective communication. Furthermore, a study conducted by Wijayaptri (2015) [13] found in the study that the communication ability of adolescent autism subjects who were the subject of research is far below chronological age and interventions given to subjects from childhood to adolescence play a role in developing the subject's communication skills, but has not been able to solve the communication barrier experienced by the subjects.

Research conducted by Paul (2008: 835-856) [14] found that children with autism benefit from intensive and early interventions that focus on increasing the frequency, form, and function of communicative action. The available evidence suggests that highly structured behavioral methods have important positive consequences for autistic children, especially in generating the first words. However, the limitations of these methods in maintenance and skill generalization suggest that many autistic children require methods coupled with adult-directed activities to enhance communicative initiation and bring improved learning skills to new settings and communication partners. Providing opportunities for peer-interaction mediated with colleagues trained in natural settings seems to be crucial in maximizing the effects of these interventions.

Subsequent research conducted by Graham *et al.* (2015: 50-57) [15] found that adolescents with autism the development of communication in the social interaction the close attention of people who always invite teenagers to always express feelings of joy and effort to verbalize. While research conducted by Bottema-Beutel *et al.* (2014: 162-174) [16] shows that the development of language and social adolescents with autism involves the role of parents as a context to optimize the potential development of adolescents with autism.

Off all the research about adolescent autism done and mentioned above discusses the development of communication and social interaction of adolescent of autism, there is no discussion about how communication pattern is done by adolescent of autism when begin to feel interested with the opposite sex and how adolescent autism communicate feelings to the

opposite sex. And is there an uncontrollable behavior that arises from autistic adolescents in expressing feelings to the opposite sex since communication is a constraint possessed by autism apart from social interaction.

So this research has the benefit to giving the explanation about communication pattern of the adolescent of autism in expressing feelings to the opposite sex and giving information about uncontrollable behavior that emerged in adolescent of autism when expressing the feeling to the opposite sex. The uncontrollable behavior in question here is the autistic adolescent who suddenly hugs or kisses the opposite sex in expressing his feelings or things beyond his control.

II. METHODS

The study was conducted in Bekasi and Depok sub-districts with the main subjects were 2 adolescents with autism, 1 adolescent with autism of 19-year-old, male and 1 adolescent with autism of 12-year-old, female. The companion subjects in this study were teachers and parents of the first subject. Bekasi and Depok are chosen because of the characteristic of autistic adolescents who want to study and the subjects in question are located in the district and the city. The study was conducted during January 2018. The study was conducted on two autistic in expressing feelings to the opposite sex so that from two autistic teenagers can generalize the pattern of communication that can be drawn the conclusion.

The type of this research is descriptive qualitative with case study approach. Case study research is a qualitative approach whose researchers explore real life, contemporary limited systems (cases) or a variety of limited systems (various cases), through the collection of detailed and in-depth data involving multiple sources of information or multiple information sources (eg observation, interviews, audiovisual materials, and documents and various reports), and report case descriptions and case themes [17].

The case study design used is a composite case study by analyzing and comparing cases or problems of two different places [17]. In this study a composite case study of adolescent autistic communication patterns in expressing feelings to the opposite sex in two different schools in Bekasi and Depok.

Subjects in this study included a 19-year-old autistic male adolescent and a 12-year-old autistic female

adolescent as the primary informant. And the subjects or accompanying informants are parents and teachers of the first subject. The data collected in this study is qualitative data. The data are collected from various sources, namely:

1. The first information includes autistic adolescents as primary informants, parents of autistic adolescents, and data teachers or therapists as counterparts.
2. Documents include recording data of test result identified autism and photos.

Techniques or research procedures used to collect data are:

1. Interview

It is a data collection technique used to explore and expand in obtaining pent-up information revealed using open-ended questions [18]. In-depth interviews in this study are aimed at autistic adolescents, autistic adolescent parents, and teachers or therapists who deal with autistic adolescents with interview guidelines using open-ended questions that aim to obtain in-depth and detailed data about the communication patterns of adolescent autism in expressing feelings to the opposite sex.

2. Observation

Observations conducted by researchers to observe the communication patterns of adolescent autism in expressing feelings to the opposite sex.

3. Documentation

Techniques of collecting data through documentation are done to complement the interview and observation techniques. Documents required by research such as the pattern of communication adolescent autism to the opposite sex, the actions taken by parents in dealing with changes in attitudes of their autistic adolescents, uncontrollable things that may appear in adolescent communication autism to the opposite sex.

III. DATA ANALYSIS

According to Creswell (2015: 251) [17] data analysis in qualitative research begins by preparing and organizing data (ie, text data such as transcript, or image data such as photographs) for analysis, then reducing the data to themes through coding and code

summarization, and finally presents data in the form of charts, tables, or discussions.

The steps in qualitative data analysis according to Moleong (2014) [19] include:

1. All results of in-depth interviews with informants, either records or recording. Records are interpreted in a keystone that will transcribe the full interview.
2. Typical results viewed as a whole by looking at the whole results of interviews with informants as well as done editing process including writing and summarizing documents relist with the theme of research.
3. The researcher makes the coding, searching the topic of the interview result which is the keyword by categorizing the topic according to the research topic.
4. Clarify by coding the keywords that appear and categorize them. Categorization is the preparation of categories. The categories are groupings that are based on the thoughts and opinion of the informants and certain criteria.
5. Interpret the data that has been obtained by creating a classification scheme to determine the theme.
6. Interpret each theme of the analysis by comparing the research results with the theme.

IV. DISCUSSION

The adolescent with autism cannot communicate his or her feeling vividly and verbally, even to the opposite sex that attracts him or her. For the autistic adolescent to show their feelings enough by watching the opposite sex in some time long enough and seek attention by being close to the opposite sex without being able to communicate the intent of the attitude shown.

Communication is a major obstacle in children with autism is evident in the following research. Of the two subjects studied showed that they tend to be passive in terms of communication to the opposite sex, the complete data is as follows:

1. BA in Depok City

BA aged 19 years, male sex, can start a communication and communicate both ways well

although not in the long term and must be in accordance with the mood. BA has shown interest in the opposite sex already since mid-2017 when accidentally passed his high school neighbors. BA parents know that their children are interested in neighbors since every morning before leaving for school BA always asks to stand at the gate of the house until the girl who made BA interested pass to go to school. Then when the afternoon BA always asks to sit on the porch waiting for the girl who attracted his home from school and when he saw the girl who attracted him through BA always repeat the word "marriage Sasa" to express his feelings and always ask to shake hands.

BA got a reprimand from parents in order not to continue his habit, but it causes something out of control. As his neighbor passed in front of the house, BA suddenly ran up and kissed his neighbor's cheek.

With all the interest shown by BA, BA did not show any jealousy when he saw his neighbor being ridden by her male friends. Since getting reprimanded from his parents, BA prefers to express his feelings to his teacher through WhatsApp message. Despite the sudden unrestrained behavior, when BA is taught to greet his neighbors by shaking hands and daring to mention his name as well as asking simple things to his neighbors, BA can control the tone, tempo, and intonation of speech.

2. MY in Bekasi Regency

MY 12-year-old, female sex. Interested in her friend's brother who used to drive and pick up. Realizing the interest from MY to her friend's brother from behind, then sit beside him, poking, and suddenly leaning her head on the shoulders of her friend's brother.

MY has not or can not start a communication with the opposite sex that attracts her, so MY way of expressing her feelings is by leaning her head and saying her name over and over again. When greeting his friend's brother, MY tends to close his face. There is no tendency MY for jealousy, when her friend's brother engaged in chat with others, MY choose to continue to stand beside her friend's brother, looking for attention by giving snacks or grab the phone held by her friend's brother and when reprimanded then MY started to tender head then mentioned her friend brother's name over and over again.

Since there is no tendency to be jealous then MY there is no tendency to hurt yourself or the opposite sex that interests him. And MY has not or does not have any concept of the household.

3. STK (BA's Parent)

BA cannot communicate his interest to the opposite sex verbally well. BA shows an interest in the opposite sex by repeatedly naming the opposite sex. And try to show his feelings to the opposite sex past the front of BA house and then try to attract attention by calling the opposite sex or trying to approach and shake hands. There is no tendency to be jealous when looking at the opposite sex with a male friend, especially hurting himself or the opposite sex that makes him interested, is not there at all. BA's appeared when it is forbidden to call or ask to shake hands with the opposite sex. Because of the frequent prohibitions, BA then often perform a furtive act to be on the porch of the house and see the opposite sex who made him interested past the front of the house after school and then clap excited, not dare to call the name of the opposite sex.

Since getting a ban from STK, BA is more comfortable to tell the teacher about the opposite sex. Not confide like adolescents in general, but only one or two short sentences that indicate that BA is happy because it can see the opposite sex that attracted him without being noticed by parents.

There was a period in which BA lost control. BA accidentally encountered the opposite sex that attracted him, because so excited, BA suddenly ran toward the opposite sex and suddenly kissed the cheek of the opposite sex. With uncontrollable events that unexpectedly made STK give a loud reprimand to BA since then, BA has not dared to sit on the porch of the house waiting for the opposite sex that attracted him passing. When called the opposite sex name, BA will immediately close his ears by using his index finger and say "not allowed Mama" a few times and will stop and then release both fingers when BA is comfortable.

BA does not understand the concept of housekeeping. BA only live together with STK, so according to family or household, BA is BA and STK.

4. ELS (BA's Teacher)

Not much is known by the ELS about the interest of BA to the opposite sex. Because it is not happening in school that ELS can easily watch and observe. ELS

known the attitude of BA who became interested in the opposite sex is from STK (BA's parent).

While at school BA does not also show a change in attitude that he was interested in the opposite sex. It does not appear that BA habits to mention the name of the opposite sex that attracts him repeatedly in school, does not appear also the habit of writing the name of the opposite sex that makes him interested in books or other media at school.

Since getting reprimanded from STK, BA tried to devote his feelings to the ELS, but not the kind of outpouring of hearts like adolescents in general. BA is limited to sending short messages that imply that BA parents are angry because she does not like the opposite sex that makes BA interested. And since getting a reprimand from a BA parent when the ELS tries to allude to the woman who made BA interested, BA will immediately cover his ears and say repeatedly "Mama is angry, it should not be."

V. CONCLUSION

The communication patterns shown by the two autistic adolescents above are still far from their chronological age, even if they are attracted to the opposite sex, they can not express their feelings firmly and clearly to the opposite sex. They try to show their interest in the opposite sex by gaining attention by looking at the opposite sex for long periods of time and wanting to be close to the opposite sex, pacing in front of the opposite sex or following the opposite sex wherever the opposite sex goes.

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