

Styles of Language Gender of Autistic and Non-Autistic Children

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Abstrak

Gender adalah salah satu faktor yang mempengaruhi seseorang dalam menggunakan bahasa. Penelitian ini menganalisa tentang gaya bahasa dari laki-laki dan perempuan berdasarkan teori dari Holmes and Stubbe (2003) yang terjadi pada anak autis dan anak normal lainnya. Penelitian ini menggunakan metode kualitatif deskripsi untuk menunjukkan bahwa laki-laki dan perempuan menggunakan gaya bahasa yang sama di situasi yang berbeda. Melalui tes dan pengamatan sederhana terhadap pembicaraan antara anak autis dan normal, penelitian ini menunjukkan bagaimana kebiasaan mempengaruhi bahasa dan gender di kehidupan modern.

Kata Kunci: bahasa perempuan, bahasa laki-laki, kebiasaan, autis

Abstract

Gender is one factor which influences someone in the different usage of language. This research analyzed the styles of feminine and masculine language as the claim of Holmes and Stubbe (2003) which happened to the autistic and non-autistic children. The study applied the descriptive qualitative as the method in order to show that females and males shared same styles of feminine and masculine language in the different situation. Through the simple test and the observation of the autistic's and non-autistic's recorded conversation, the research presents new finding how the behaviorism affects the language and gender in the modern life.

Keywords: feminine language, masculine language, behaviorism, autism spectrum disorder

INTRODUCTION

The observation of language in gender has become obvious with highly heterogeneous results. Thus, the study of the different ways of female and male speak are associated with the styles and behaviorism. There are some similarities and differences between language gender in autistic children and normal ones. Related to the language gender and Autism Spectrum Disorder, many researchers also believe that autistic girls are more difficult to be recognized than autistic boys. It is caused by the development of girls' brain is similar with a normal adult man's brain. Indeed, they can act as normal as men talk or do. Thus, autistic boys and girls have some similar tendencies in producing speech which can be seen from the styles such as direct, competitive, aggressive interruptions and etc. In the other hands, non-autistic children have the different way in producing speech. Autistic girl will talk femininely and vise versa because it is part of their behavior in doing communication with other people.

This study used some previous studies to support this research. First, it is owned by Clarissa Ananda Sanjoto in 2010 as the graduated student of Petra Christian University under title *Gender Stereotypes: A*

Sociolinguistic study of the street children's language features and characteristic, she tried to reveal the characteristics of the language gender of the street children's mother tongue, Javanese language through understanding and observing some features of language gender. Second, it takes from international journal entitled *Sex/Gender Differences and Autism: Setting the Scene for Future Research* which written by Meng-Chuan Lai et. al in 2015. This research analyzes the relationship between sex/gender differences and autism which has attracted a variety of research ranging from clinical and neurobiological to etiological and stimulated by the male bias in autism prevalence. However, this study is different from both previous studies above since it analyzed a short recorded of simple and natural conversation that occurred between autistic children and non-autistic ones. Participants of this research study in the International school which uses three languages; Indonesia, English and Mandarin, but this research only focuses on the English as their second language. How the way they speak which are in the feminine and masculine language determined whether the language and gender is innate or the behavioral. Besides, how the Autism Spectrum Disorder influences the language of autistic children. Moreover, this research wants to explore the

way of producing utterances between female and male to reveal some claims; 1) girls talk more/ less than boys, and 2) girls' way in speech is less assertive than boys.

In order to find the answer of all the questions, this study applied theory from Mellinda (2015) who tells about Autism Spectrum Disorders. She says that there are some symptoms which influence the communication skill of autistic children such as (1) delay in learning how to produce simple utterances (after 2 years old) or doesn't speak totally; (2) using an abnormal tone of voice, or with an odd rhythm or pitch in the way of speaking; (3) repeating some words or phrases many times without thinking of the aim in the communication strategies; (4) have a problem in starting a conversation or keeping it going; (5) Difficulties in revealing their needs and interests; (6) have a problem in understanding simple statements or questions; and (7) saying what they want in the literally ways without knowing how to make a humor and having tendency to be irony and sarcasm.

Other theories which support this study are from Holmes & Stubbe (2003) elaborate some style of feminine and masculine language and Leonard Bloomfield (1933) who claim the relation of language and behavior.

METHOD

This research used the descriptive qualitative method and human as the instrument which had the responsibility and role to look for the answer of the research questions. This approach was applied to figure out and elaborate the styles of feminine and masculine language which occurred toward autistic children and non-autistic ones who produced speech in English as their second language. Then, the subjects of this study were from two different groups, autistic and non-autistic children groups. They were a female and a male from each group who could speak English as their second language and had similarities in the age (about 10 years old). However, all the names of this research were changed to respect their privacy. So that, as the subjects of this research from the autistic children are A (female and IQ 110) and B (male and IQ 113) and both of them study in Matahati School. Meanwhile, C (male and IQ 116) and D (female and IQ 112) study in Ciputra Elementary School. Besides, data of this study were gained from the participants' speech in English, while it occurred between female and male of each group, autistic and non-autistic children group. The speech is taken from the simple and natural conversation which is divided to be two kinds; observation and interview. Also, this study used the closed questioners to support the answer.

FINDING AND DISCUSSION

This section provides the answers of all questions and it contains two part which are finding and discussion.

FINDING

Two findings are presented as the answers of the research such as the feminine and masculine language of

autistic and non-autistic children and the reason why they use those kinds of the language.

Here, females act like what girl should be supposed to do because they learn and imitate from their environment or social's rules. It also happens toward male's act. Otherwise, they also can behave oppositely. That means girls can speak or have appearance as masculine as possible and vice versa. In order to answer the first and second research question which asked about styles of feminine and masculine language in autistic and non autistic children, this study did simple observation toward what the nouns and the adjectives that they had chosen, so that we could see their identity and how their language acted whether it was from their behavioral or gender. The table below presents the data how gender affects the autistic and non-autistic children.

Table.1 Data nouns in the questioners

No.	Vocabularies	C	D	B	A	
1	Ball	√		√	√	3
2	Car toy	√		√		2
3	Comic	√	√	√	√	4
4	Flower		√			1
5	Game	√		√	√	3
6	Juice		√		√	2
7	Milk	√	√	√	√	4
8	Novel		√			1
9	Dress		√		√	2
10	Tea		√		√	2

Based on the data, the numbers after the vocabularies are the amount of autistic children who like those words. In the nouns list, there are two words which have highest score up to 4 because all of the participants have chosen them. They are comic and milk. It can be inferred that they are as general words which female and male can like or use in their daily activities or conversation. That shows what children like depend on their interest, it is not matter of their biological appearance or gender since comic is identically with stigma that only boy who read those kinds of things such as doraemon, sinchan, naruto and so on. Otherwise, milk is associated with girl's behaviorism before they go to school or sleep in the night or it symbolizes the girl's spoil, but the data shows that both of girls and boys like it. Another fact, two of words in nouns are chosen by 3 participants such as ball and game, so it means that there is a girl who also likes those words since two are boys. In other words, nouns are part of their behaviorism despite they reflect what they always do due to the interesting things that they like; for example, girls will do sport every day as they have passion on that.

Other data of this study are the conversation between autistic and non-autistic children.

Autistic male's utterance

Boys and girls have their own pattern in producing speech, they can say what they want directly or indirectly. According to the Holmes & Stubbe (2003), boys use directly style in their daily conversation. It can be seen from the data below which happens in the autistic boy.

• **Direct Style**

Mr.X :	B, do you want to color or cut the plane first?
B :	No response (Silence)
Mr.X :	Color or cut the plane?
B :	I'll cut it.

This conversation happened during the art lesson where Mr. X as the head of teachers in the regular class asked B to choose what he liked to do in making the plane from the paper. At that time, B was really busy with wiggling the scissor in his hand. He didn't focus on what his teacher said to him. Thus, he did not give any response at the first time. Then, B gave his answer at the second question. He said what he wanted directly by producing brief sentence seemed like "I'll cut it". This sentence shows how B feels toward what he likes. He was sure to do cutting in the first rather than coloring. Autistic children say what they want in literally ways or we can say that they do not have tendency to be talk-active children to reveal their interest. Then, there is another data which shows the direct style of B's speech.

• **Confrontation Style**

Mr. Y :	B, why are you still here? Come on! Follow Mr. Z to the IT's room now.
B :	No.
Mr. Y :	Why? We can play your favorite game in computer. You want it?
B :	No.
Mr. Y :	You want to play <i>GTA</i> or..... (<i>interrupted</i>)
B :	No. I don't like. I want to be here. Just go now !

Based on the conversation above, Mr. Y tried to persuade B to take the IT class. He wanted B to get out of the class and follow Mr. Z to the computer room when he was busy with his toys. Unfortunately, he had a problem with B's emotion at that time. B refused what his teacher asked to him. This event is regarded as the obvious thing because autistic children have uncontrolled emotion. Autistic children do not have good temper if they are interrupted when playing with his favorite toys. Thus, B produced some confrontation statement to show his madness. Actually, confrontational statement is used to convey the disagreement toward the suggestion or request of somebody. It is shown in the words "No. I don't like" which was said by B. Then, another utterance of B also shows the autonomous language which has been regarded as the behavior of the male. It is proven by the data below.

• **Autonomous Style**

B :	I can do it.
Mr.X :	Ok, but you fold it first.
B :	Hmmm...
Mr.X :	Make the wings from..... (<i>interrupted</i>) (touch the paper)
B :	No. I can.

Mr. Z guided his children to make the plane in the class which is from the folding papers, including B. He tried to help B to finish his work in making wings, but B showed his displeasure toward his guidance. In this case, B just wanted to be alone and he did not want to be disturbed in the process of making it. Autistic children have deficit in the social behavior which means they do not have tendency in the cooperative play. It is also related to the gender of B as male. He tends to be more autonomous than collaborative in team, even his teacher becomes his partner in the play. It is proven by the bold words "No. I can" which describes his feeling that he has confident to finish his work by himself. Actually, autonomous is usually used when male wants to show his power and confidence in solving the problem. He does not want to ask the help because he has strong belief toward his ability.

• **Minor dominance in the public**

The researcher :	B, you like the facing cars?
B :	(No response) (look at the game) Fast fast fast....
The researcher :	B, you like it?
B :	Ya. (Yes)
The researcher :	Which one do you like? Yellow or red?
B :	Yellow. It's really fast.
The researcher :	Oh ya? Why do you like it?
B :	Emm..
The researcher :	Why do you like it? You like it because it's fast ?
B :	Ya (Yes)

In this case, B just gives simple response toward the questions of the researcher. He does not dominate the conversation seem like what other male does usually. The conversation above tells that B never asks the researcher or gives long words to express his feeling toward the game to show his dominancy. Indeed, the brief sentence shows his discomfort and it means that he lacks of confidence to socialize with other people. However, the answers that B gave to the researcher also prove that he uses directly style in producing speech seem like what other male does. Here, directly is used to exactly express what he wants it. He wants to tell which one of the cars in the game that he likes and why. As the conversation above, he has strong interest toward the facing cars because of his speed, so that he uses "Yellow. It's really fast".

Autistic female's utterance

Female tends to express their sympathy when they use the language. In the other hand, it is beyond on the result of A's utterance. As the autistic girl, she did not show her empathy when the researcher triggered to tell sad story in front of her. It is presented in the data below.

• **Sympathy Style**

The researcher :	I heard that you really like cat, A. May I know its name?
A :	Joyce. Her name.
The researcher :	It's beautiful name. You love Joyce?
A :	(Nodding)
The researcher :	Actually, I ever had a cat when I was 10 years old, but...it died after giving a birth.
A :	Hmm..

The situation took place in the class when A had a break time. Here, the researcher tried to tell the sad story of the dead cat to trigger the sad response of autistic girl as part of showing sympathy. Despite of that fact, female usually wants to build relationship with other people, so that they use rapport to respect people's feeling. It is different with the utterances of A which do not show her sympathy to other people. It means that she does not have strong interest to do socialization. It has been proven by the word "Hmm" which she produced as the answer of the sad story. This is the effect of ASD which make her as the autistic children do not have freedom to express her feeling and tend to be alone because she does not feel comfortable. Thus, she does not know how to express the condolence in this case.

- **Minor dominancy in the public**

The researcher	: With whom A usually plays Barbie? Mama or Mbak Ratna ?
A	: Mbak Ratna.
The researcher	: A loves the Barbie?
A	: Love Barbie. Barbie has many dresses in my home. Red, blue, gray.

From this data, A just says simple sentence as the response toward the questions of the researcher. She does not dominate the conversation and tends to be minor in the public which is similar with other females. Based on the conversation above, A never asks the researcher in order as one of the way to build relationship and develop the conversation to be two ways. It is caused by ASD which make autistic children do not feel comfortable with their self. They feel that the society is something strange which should be avoided by being alone.

- **Direct Style**

Mr. Y	: Who wants to color the plane? A?
A	: That's me.

This conversation happened when Mr. X wanted to teach every student in the regular class to make the plane, but they had to choose the one who would color or cut the plane. Despite of that fact, Mr. Y as the second teacher helped him to ask to every student, including A. The answer that A gave to him is really brief. It uses the style of directly which is usually applied by male. It is because the autistic children have difficulties in doing communication and show what she feels in the humor way or other strategies. Thus, the words "That's me" is regarded as the directly style as it conveys what A wants directly without any begging that usually female does. Here, A tried to convey that she wanted to color the plane. Actually, it is beyond on what female uses. Usually, girls

tend to use indirect to say what they want to make it more polite.

Non-autistic male's utterance

Male have their own styles in producing speech. This study had already analyzed the autistic male's utterance to figure out some masculine language which appeared. Here, the non-autistic male would be discussed to look for the difference between male of autistic and non-autistic children.

- **Direct Style**

Friend	: C, hp ku di kamu ?
C	: Nggak, Nel. Check it (hold his pocket)

This conversation happened during the break time when Cornelius as the classmate of C asked him about his mobile phone. In this data, C explained in the brief sentence that he did not know where his phone at that time. As the obvious male, C shows the style of masculine language. It is the directness. How he expresses what he thinks and feels in the brief sentence show his certainty toward something. From the data above, C was sure that he did not know where Cornelius's phone because he did not see and lend it. Thus, he is firm in saying "Check it" to prove that he was not the one who had to take the responsibility of the phone. Then, the bold words also reveal how C uses the language in problem-solving. As the male, he directly offers the solution to check his pocket to give direction to Cornelius that he had to look for it in other places. Indeed, male tends to be problem-solving.

- **Autonomous Style**

Friend	: C, press the button. God, make it runs. Jumps, yaa.
C	: Huss..don't disturb, Thom.
Friend	: I just look.
C	: So just keep silent.

At that time, C and his friend played the game in C's mobile phone. This situation is in the break time of their studying time in the school and located in front of class. His friend just saw the game that C tried to win, but he made some sounds which were regarded as the disturbance for C. Thus, C said "Hus. Don't disturb, Thom" and "So, just keep silent". Those sentences mean that C wanted to finish the game by himself without any helps of someone else. Then, they are also indicated the autonomous of C's language. The autonomous is applied when males feel that they have power to win and achieve everything without thinking to have collaboration in order to share the ideas and solutions in facing problems.

Non-autistic female's utterance

Though A and D are same in gender, female., they have different styles in producing utterances. Based on the analysis of A (see 4.1.2), autistic girl tends to have similarities with male's language in the style. From the

data below, it shows how D as non-autistic girl shows some feminine language as the normal children.

• **Sympathy style**

D	:	Yes, me to. I had a dog when I was 7 years old. But, it was hit by my neighbor's car. I was really sad, then my daddy bought me Joo and Co. They are my new babies.
		I have their pictures. You wanna to see them?
The researcher	:	Wow, they are really cute.

From the conversation above, D told the story of her dead dog and the gifts of her dad which are Joo and Co by producing many sentences to describe the condition of her feeling at that time. This is the way how she gave the response toward the sad story which the researcher told before. The story was made to trigger the sympathy and empathy of girls to show her style of language. According to the Talbot (1998), she claims that feminine language often uses the sympathy one to get what they want. Besides, female also tends to use the indirect style in producing language. It is described as follows.

• **Minor dominancy in the public**

The researcher	:	Why do you like frozen?
D	:	I like Anna and Elsa.
The researcher	:	Do you want to have magic like Elsa?
D	:	Yeah, but I like too Olaf.

The researcher tried to know deeper about D since it help the flow in the conversation, so she can feel comfortable to share everything toward the researcher. In this case, D shows the minor of dominancy in the conversation. She did not re-ask to the researcher to develop the conversation becomes two ways. Also, she often produces the brief sentence to express what she felt. It is because she does not feel comfortable with the researcher as the new person in her life. Thus, she just gives simple response toward the question.

• **Direct style**

The researcher	:	So, the one who teach you sing is your mother?
D	:	Yes, that's my mother.

This conversation was talking about D's mother and it took in the break time. In this case, D uses direct style which is usually applied by male. By saying "Yes, that's my mother", she uses the direct style to emphasize the answer that her mother is the one who teach her in singing very well. She directly says it because she is sure with the answer. There is no doubt about the answer which makes her give the brief sentence to explain it.

From all the data above, it can be concluded that females and males have different language and sometimes they use same styles beyond on their gender in the certain situation. The feminine and masculine language which had appeared in this study are same with the claim of Holmes & Stubbe (2003).

DISCUSSION

This sub section explains the comparison between language gender from both of children's groups and the relation between behaviorism and gender, so that how the behaviorism gives the influences toward the different usage of language which occurred toward autistic and non-autistic children.

First, the comparison of language gender which occurred toward autistic and non-autistic children.

Table 2. The comparison of feminine and masculine language in autistic and non-autistic children

No.	Styles of Language	Purposes			
		Autistic Children		Non-Autistic Children	
		Male (B)	Female (A)	Male (C)	Female (D)
1.	Direct	<ul style="list-style-type: none"> To directly express what he wants. To directly agree with someone's opinion or command 	To answer the confusing question	To directly convey what he needs and thinks	To emphasize the answer that she has know
2.	Minor dominance in the public	<ul style="list-style-type: none"> To show his discomfort To give the sign that he wants feel bored 	To show that she wants to be alone	To hide some information	<ul style="list-style-type: none"> To show her uncertainty To give the signs that she is ashamed
3	Sympathy		To express her uncertainty		To show her condolence and sadness

Female and male of autistic and non autistic children have their own ways in using language. Although some of them are different, but there are also some similarities. They can depend on the situation, environment, or condition of the participants. In the table below, there are some similarities of styles in feminine and masculine

language between autistic and non-autistic children, but they have different purposes.

In this table, some styles had already explained the purposes why the speaker uses them. There are differences in the usage of the styles between female and male. First, the direct style used by male tends to be brief sentence in order to confess what they want to do. In the other hands, females use it because they express her uncertainty toward the questions or command from the interlocutor. Second, the usage of minor dominancy in both of females and males is to show their discomfort in front of strange person, so that they produce direct statement in order to hide some information.

Moreover, the sympathy was only found in females' speech. In autistic female, she tends to produce simple expression such as Hmm or Oh in order to show her sympathy because she does not know how to express her condolence, humor, or sadness in order to give respect toward the interlocutor. Besides, normal female uses the sympathy to convey her sadness and other feeling by telling her sad story as the response from the interlocutor.

Indeed, females and males in both of group have similarities in using some style in their daily conversation. That can happen because the behaviorism of each child gives the influence in the producing speech or just give response in certain situation.

As predicted and claimed, autistic children construct the same idea with normal people in language and gender. Even though, they have difficulties to acquire language and communicate with other people in society because of the lack in social's rule and theory of mind to understand what the interlocutor talk about, they still show some differences in the way of female and male speak. They are associated with children whose low intelligence in both verbal and non verbal, but they still do some conversation with their friends which can be observed to see how their feminine and masculine act. Indeed, autistic children tend to do communication which relate toward certain topic.

Based on that fact, it has been presented by previous finding of Volden et al (1997), they say that children with autism has tendency to be preoccupied with limited topics and fail to turn taking in the conversational exchanges (Loveland et al 1988). Besides, Waterhouse and Fein (1982) noted that participants with autism spectrum disorder tended to be unconfident among societies in their communication and they used to speak longer and detailed to give the image of their subject of interest which becomes the repetitive feature in the form of verbal perseveration. However, the autistic children do not give any signal when they change topic or try to maintain between the old and new topic (Tager Flusberg and Anderson 1991). It has been provided in the conversation (02) between B and his friend. They stick on one topic about the new game, candy crush. They do not try to turn taking in their conversation, so the flow of their dialogue is clear enough. Oppositely, autistic girls always do turn taking until there is a gap or overlap between one topic with another one. In spite of the fact, Sacks et al (1974) try to describe the turn-taking mechanism which is really told as the ideal condition of

conversation which generates via its use will exhibit among other features or a minimum of the gaps' perception between speaker turn and no instances of simultaneous (overlap).

Even though, some styles of language in gender are blurring, sometimes boys and girls might have different styles of speech. According to the Handke (1990) and Tannen (1986, 1990), they say that the point of view that women and men use different strategies and styles of communication is emphasized in the literature's fact. In other words, the "speech of the sexes" is defined in the great variety of ways. The characteristics can be seen in linguistic, sociological and psychological. Most of writers often prefer to the domination of certain forms of speech in the group of people who do communication, it is opposite with women who usually use diminutives in the romance languages that they can put certain pronoun forms. Therefore, the consideration of conversation strategies and the corresponding impacts of communication through using a certain style. Men try to show their own status in the hierarchy of the interlocutors, while women usually have goal to clarify the character of relations linking the partners in the act of speech which is to build the bonds between the speakers. Those strategies have their own textual or influential determinants which are described as the linguistic norm. In this case, it can be masculine style of speech which uses in older works or resent research as a specific form of language such as colloquial style, speaking in private, unofficial situations that make people feel comfortable and become convenient point of reference for others, stylistically derivative and variation of language.

Based on Cameron and Coates (1985), people show who they are and what they are doing by the influence of the amount of words that they talk. Otherwise, Dr. Brizendine (1994) says in her recent study, "Women talk three times as much as men". Another point of view, Drass (1986) in his experiment assumes that men speak more than women which are part of language in gender as their identity in conversation dyads.

Meanwhile, autistic children have been known as children who do not have theory of mind since they can't give correct respond when they talk with other people. Actually, theory of mind is defined as the idea that people do not have ability to predict or speculate upon the wishes and intentions of others. In spite of that, the conversation of autistic children looks messy and become difficult to be understood or to know what they really mean to be. Based on Tager Flusberg and Anderson (1991), they think that the awkward or inadequate expressions belong on the lack of a theory of mind. Thus, their speech tends to have ambiguous meanings which have been shown by the recorded natural conversation between A-her friend and B-his friend. Their conversations are really confusing, if people do not see what happen after they talk. According to the Mesibov et al (1997) thinks that HFA causes the failure of clarifying the ambiguity which is not unprecedented. Then, Dennis, Lazenby and Lockyer (2001) say, "Despite an adequate quantity of verbal output, the autism group expressed

relatively little in content, and usually failed to clarify a message that was originally confusing”.

Result of the present observation reveals that language in gender can be learnt because it is part of the social process and behaviorism from each individual. Autistic girls and boys choose the nouns and adjective which reflect their identity which depend on their gender and behaviors. Thus, language in gender can be learnt. Autistic children behave appropriately seem like girls and boys should be supposed to do because they imitate and do repetition toward the previous female and male act around them.

Moreover, female and male have closer gap in modern society. Girls can like what boys like and vice versa. It has been proven by simple test of the list above which shows that comic and milk are chosen by both of them. The differences of the female's and male's way of speech are almost blurring. Based on the result, the directness and assertiveness of boys are much affective than the girls. The collaboration of the expression and short sentence cause the interlocutors to be affected to what boy speak than girls, but it also influences the politeness of boys. Most of people still regard that girls have polite language by doing long communication. They do not directly speak what they want to. It has been behavior for them which can't be changed immediately. Actually, the assertiveness and directness of girls and boys are part of gender identity. Some previous findings have been claimed by Coates (1997), Freed (1996) and Weatherall (2002) that the frequent use of questions in conversations has been associated with women's speech. Besides, Talbot (1998) says that frequently of the question usage is the indication of uncertainty and powerlessness. In other words, Holmes (1995) noted that multiple functions might be performed by questions. Therefore, Lakoff (1975) thinks that the frequent use of questions in speech does not necessarily suggest that women are weak and unconfident.

By first glancing, we can take conclusion that boys are strong and powerful, that is why two of autistic boys choose those words from the list. In other words, some words that have been checked by both of girls and boys are part of the modernity understanding in the different of language in gender. Despite the fact that being masculine is more important, beneficial and influential than being feminine. According to the Cameron (2003), he says that the most of the authoritative jobs are provided and taken by men in the very old days.

Because of that phenomenon, the masculinity has entered to the female's world. Girls start to like what boy do like such as comic which become famous among autistic girls nowadays. Oppositely, drinking milk is also part of the interest of boys recently, though there is a bad stigma that milk symbolizes the spoil of the girl. This fact is beyond on the history of the authority of men in the past time since they have high status at that time. Then, the crucial problem of the race is that do both of feminine and masculine attitude or behavior such as flower boys (the group of boys who behave like girls) and boyish girl (the girls whose masculine behavior). In the autistic children, it can be seen and observed by some words

which are taken both of them. There are nouns and adjective which have been chosen by two autistic girls and one autistic boy or vice versa. This is part of their feeling toward something obvious in their environment or we can say it is part of their behavior. If girls' life is full with sport activities, they will have strong appearance and competitive personality like boys have. It also happens toward boy's life. They will change their language which relate toward their gender, if the environment has provides some examples to be imitated. Therefore, language in gender is not stereotypically innate. That can be learnt for particular reasons or factors.

In modern way, masculine and feminine behaviors are combined which are associated with ingenuity. The image of masculine behaviors such as sporty, brave, competitive and direct will give many advantages toward girls in the modern life. They also have been shown by the girls' subjects of interests that have been seen by the list above. Some girls choose what the nouns are identically with boys. The shift of their attitude is caused by the dynamic social change that girls are associated to behave feminine (Bergvall and Bing, 1996). Indeed, what Lakoff (1975) assumes toward the traditional view of femininity is gradually changing and being closer toward the idea of masculinity. This section deals toward the idea and previous study of the differences of female' and male's speech include:

The differences in gender-correlated language styles are the effect of learning, socialization, and preparing women and men for specific roles (exercising power, raising children, etc.) . (Lakoff 1980:239).

CONCLUSION

After doing analysis and discussion in the previous chapter, the researcher concludes that all the participants in the research apply some styles of feminine and masculine language which are taken by the theory of Holmes & Stubbe (2003). Both females and males in each category have their own ways in producing speech which can be same and different in certain occasion and purpose.

From all the data and explanations above, autistic male uses some styles of masculine language in order to have daily conversation which has similarities with normal male such as direct style and autonomous style. In the other hand, autistic female tends to have masculine language in producing speech which can be seen from the direct style and lack of sympathy. It is beyond on the non-autistic female who used feminine language. Thus, this study concludes that both of females and males shares same styles of language in certain situation.

Besides, some researchers believe that language and gender is part of behaviors, so it is not innate. Thus, autistic children can imitate how the way people talk around them to behave. Girls will act femininely by looking and doing imitation toward what girls are supposed to be in social's rules and male should have masculine behaviors by the same way. Indeed, some nouns and adjectives will reflect who they are and what

they are doing, so it is not the matter of the biological appearances. In modern time, female can do or like what to be subjects' of the interest of male. Not only that, males also do the same thing with the certain reason, condition or situation because sometimes girls act masculine to show how strong they are.

SUGGESTION

Due to the fact that the observation and interview had not been done in the long period, the researcher feels that this study is still far away for being perfect. So that, it would be better for the following research with the similar topic about language and gender to observe other styles of feminine and masculine language in long period to find many proves in order to guide the autistic children learn the language.

The researcher is also aware that this study has a lot of weakness in order to relate the theories and the results due to the limitation of the source. Thus, for the future research, many theories can be the guidance to find out some various kinds of the results.

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