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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
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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