WORKLOAD ASSESSMENT
RESEARCH METHODOLGY IN LINGUISTICS (RML)

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Research Methodology in Linguistics (RML)

Academic Year 2019/2020

Coordinator:
Prof. Slamet Setiawan, M.A., Ph.D.

Team:

Prof. Slamet Setiawan, M.A., Ph.D.
Lisetyo Ariyanti, SS., M.Pd.

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya	**Universitas Negeri Surabaya Faculty of Languages and Arts English Literature Study Program**					**Document Code**
Lesson Plan						
COURSE	**Code**	**Cluster**	**Credits**		**Semester**	**Compilation Date**
Research Methodology in Linguistics	7920203182	Languages	**T=3**	**P=1**	…	2020
AUTHORIZATION	**Lesson Plan Developer**	**Coordinator**			**Head of Study Program**	
	Prof. Slamet Setiawan, M.A., Ph.D.	Prof. Slamet Setiawan, M.A., Ph.D.			**Pratiwi Retnaningdyah, Ph.D.**	

Program Learning Outcome (PLO) & Course Learning Outcome (CLO)	**Program LearningOutcome PLO**	
	PLO 1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
	PLO 5	Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation.
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.
	Course Learning Outcome (CLO)	
	CLO 1	Being able to compare approaches to various language phenomena (PLO1).
	CLO 2	Being able to map possible research methods in analyzing particular language phenomena (PLO5).
	CLO 3	Being able to design a research method section for an undergraduate thesis in linguistics (PLO6)
	CLO 4	Being able to communicate arguments both spoken and in written effectively (PLO7)
	CLO 5	Being able to design a tentative research proposal for an undergraduate thesis in linguistics (PLO8)
Course Description	This subject explores the types and characteristics of various research methods for the Linguistic field. This cover: (1) the nature of quantitative and qualitative approaches: the process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation and participation, discussion, question-answer, and assignment.	

Learning Materials/ Topics	The nature of quantitative and qualitative approaches: the process of conducting research and the difference between quantitative and qualitative approaches; the steps in the process of research: from collecting data up until reporting and evaluating data; research design: types and their characteristics.	
References	**Primary**	Litosseliti, Lia (ed.). 2010. *Research Methods in Linguistics.* London and New York: Continuum International Publishing Group.
	Supplementary	[1] Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. 1998. *Projects in Linguistics: A Practical Guide to Researching Language.* People's Republic of China: Edward Arnold. [2] Setiawan, Slamet. 2013. *Children's Language in a Bilingual Community in East Java*. Saarbrücken, Germany: Scholars' Press
Lecturer(s)	Prof. Slamet Setiawan, M.A. Ph.D. Lisetyo Ariyanti, S.S., M.Pd.	
Prerequisite	Introduction to Linguistics	

Meet #	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
1	Understanding the area and the purpose of this subject and the mechanism of the study	• To mention the area of the subject • To mention the purpose of the study • To explain the class mechanism	• Area of the subject • Purpose of the subject • Class mechanism	Presentation, Question-Answer	BCO	150'	• Presenting each topic • Explaining each topic including the Contract of the study stated in Part C. • Making agreement on the class mechanism.
2	Understanding how to start doing a research and formulating research questions in linguistics	• To explain how to start to do a research • To identify research questions in Linguistics	• Starting on the right foot • Research Questions in Linguistics	Presentation, Discussion, Question-Answer	[2]	150'	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
3	• Understanding research area on psycholinguistics,	• To identify research topic on psycholinguistics	• Psycholinguistics	Presentation, Discussion, Question-Answer	[2]	150'	• Presenting each topic in individual/group • Providing examples of each topic

	first-language acquisition development, and conversation analysis	• To identify research topic on first-language acquisition development • To identify research topic on conversation analysis	• First-language acquisition and development • Conversation analysis				• Discussing each topic • Reflecting and concluding the topic(s) of the day
4	• Understanding research area on second language acquisition and Style in text	• To identify research topic on Second language acquisition • To identify research topic on Style in text Style	• Second language acquisition • Style in text	Presentation, Discussion, Question-Answer	[2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
5	• Understanding research area on sociolinguistics, accents and dialects, and structure and meaning	• To identify research topic on Sociolinguistics • To identify research topic on Accents and dialects of English • To identify research topic on Structure and meaning	• Sociolinguistics • Accents and dialects of English • Structure and meaning	Discussion Presentation, Question-Answer, Demonstration	[2]		• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
6	Understanding research area on historical linguistics Language and gender	• To identify research topic on historical linguistics • To identify research topic on language and gender	• Historical linguistics • Language and gender	Presentation, Discussion, Question-Answer	[2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
7	Understanding characteristics of quantitative method, qualitative method, and combining methods in linguistics research	• To explain the characteristics of quantitative method • To explain the characteristics of qualitative method	• Quantitative method • Qualitative methods • Combining Methods in	Presentation, Discussion, Question-Answer	[1]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day

		• To explain the characteristics of combining methods in Linguistics Research	Linguistics Research				
8	Understanding concepts, framework, issues, organizing data of quantitative method	• To explain the concepts, framework, issues of quantitative method • To explain the data organization of quantitative method	• Quantitative Methods: Concepts, Frameworks and Issues • Organizing and Processing Your Data: The Nuts and Bolts of Quantitative Analyses	Presentation, Discussion, Question-Answer	[1]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
9	Understanding research types, namely: Corpus Methods in Linguistics and Discourse-Analytic Approaches to Text and Talk	• To explain the characteristics of Corpus Methods in Linguistics • To explain the characteristics of discourse-analytic approaches to text and talk	• Corpus Methods in Linguistics • Discourse-Analytic Approaches to Text and Talk	Presentation, Discussion, Question-Answer	[1]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day.
10	Understanding research types, namely: Linguistic Ethnography Contemplating Interviews and Focus Groups	• To explain the characteristics of Linguistic Ethnography • To explain the characteristics of Contemplating Interviews and Focus Groups	• Linguistic Ethnography • Contemplating Interviews and Focus Groups	Presentation, Discussion, Question-Answer	[1]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day Answering questions, if any.

11	Understanding research types, namely: multimodal Analysis: and key Issues and narrative analysis in linguistic research	• To explain the characteristics of multimodal analysis: Key issues • To explain the characteristics of narrative analysis in linguistic research	• Multimodal Analysis: Key Issues • Narrative Analysis in Linguistic Research	Presentation, Discussion, Question-Answer	[1]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
12	Understanding types of collecting data, such as: tape recording data, experiments, and questionnaires	• To explain the collecting data using tape recording data of tape recording • To explain the collecting data using experiments • To explain the collecting data using questionnaires	• Tape recording data • Experiments • Questionnaires	Presentation, Discussion, Question-Answer	[2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
13	Understanding research instrument of collecting data using interviews, observation, and case studies	• To explain the collecting data using interviews • To explain the collecting data using observation • To explain the collecting data using case studies	• Interviews • Observation and case studies	Presentation, Discussion, Question-Answer	[2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
14	Understanding how to reference, to avoid, and to format and to write as convention	• To explain how to reference • To explain how to avoid plagiarism • To explain how to format and write as convention	• How to reference • Plagiarism and how to avoid it • Format and Writing Convention	Presentation, Discussion, Question-Answer	[2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day

15	Understanding how to write research proposal	• To explain how to write research proposal	• Writing Research Proposal Outline	Presentation, Discussion, Question-Answer	[1], [2]	150’	• Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day

Assessment

Assessment methods

1) **Quiz:**
   By defining concepts on approaches which are applicable to reveal various linguistic phenomena; **assessed through quiz based on the branch of linguistics (PLO1; CLO1).**

2) **Assignment 1:**
   By designing research framework and linearity; **assessed through linearity rubrics (PLO5; CLO2);**

   Assignment 2: By presenting and participating in group discussion in class and in the LMS; **assessed through presentation rubrics or responses in forum in LMS (PLO7; CLO4.)**

3) **Mid-term test:** By a writing workshop that employs guidelines in writing a thesis proposal; **assessed through proposal rubric method section (PLO6; CLO3).**

4) **Final-term test:** By writing tentative proposals; **assessed through a proposal rubric (PLO8; CLO5).**

B. Course Evaluation and Development

1. Calculation of Student Workload

1.

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
Research Methodology in Linguistics	78.4	4.77 ECTS	Even	28 CU	14 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	3.18 ECTS	2100 minutes	2520 minutes	2520 minutes

2. Program Learning Outcome (PLO):

1. Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1).
2. Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. (PLO 5).
3. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes. (PLO 6).
4. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO 7)
5. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement (PLO 8).

Course Learning Outcome (CLO):

1. Being able to compare approaches to various language phenomena (PLO1).
2. Being able to map possible research methods in analyzing particular language phenomena (PLO5).
3. Being able to design a research method section for an undergraduate thesis in linguistics (PLO6)
   Bbeing able to communicate arguments both spoken and in written effectively (PLO7)
4. Being able to design a tentative research proposal for an undergraduate thesis in linguistics (PLO8)

3. Assessment of PLO

Course	**:**	**Research Methodology in Linguistics**
Credit	**:**	**3**
Study Program	**:**	**English Literature**
Period	**:**	**2018/2019**
Class	**:**	**2016A, 2016B**
Participant	**:**	**84**

PROGRAM LEARNING OUTCOMES (PLO):

PLO 1 : Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.

PLO 5 : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation.

PLO 6 : Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.

PLO 7 : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.

PLO 8 : Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

COURSE LEARNING OUTCOME (CLO):

CLO 1 : Being able to compare approaches to various language phenomena (PLO1).

CLO 2 : Being able to map possible research methods in analyzing particular language phenomena (PLO5).

CLO 3 : Being able to design a research method section for an undergraduate thesis in linguistics (PLO6)

CLO 4 : Being able to communicate arguments both spoken and in written effectively (PLO7)

CLO 5 : Being able to design a tentative research proposal for an undergraduate thesis in linguistics (PLO8)

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	√							
CLO2					√			
CLO3						√		
CLO4							√	
CLO5								√

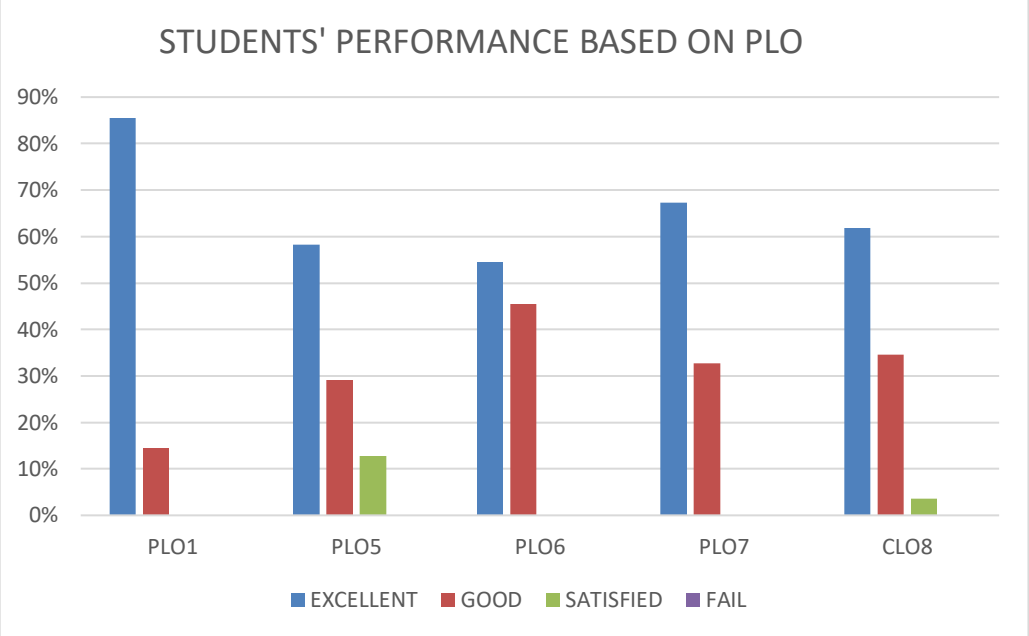
ASSESSMENT PLAN

	PLO1	PLO 2	PLO 3	PLO 4	PLO5	PLO6	PLO7	PLO8
CLO1	By defining concepts on approaches which are applicable to reveal various linguistic phenomena; assessed through quiz based on the branch of linguistics (quiz).							
CLO2					By designing research framework and linearity; assed through linearity rubrics. (Assignment 1)			

CLO3						By a writing workshop that employs guidelines in writing a thesis proposal; assessed through proposal rubric method section (Mid-term test)		
CLO4							Assignment 2: By presenting and participating in group discussion in class and in the LMS; assessed through presentation rubrics or responses in forum in LMS (Assignment2)	
CLO5								By writing tentative proposals; assessed through a proposal rubric ((Final-term test)

STUDENTS' PERFORMANCE BASED ON PLO

Level of Performance	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	QUIZ				ASSIGN 1	MID-TERM	ASSIGN 2	FINAL-TERM
Excellent	85%				58%	55%	67%	62%
Good	15%				29%	45%	33%	35%
Satisfy					13%			4%
Fail								
TOTAL	100%				100%	100%	100%	100%



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

A. Course Assessment

Rubric for Quiz

Interval	Predicate
9 - 10	Very good
7 -8	Good
5 - 6	Average
30 - 4	Poor

Rubric for Presentation (Assignment) and Class Participation

Skor	Rubrik
4 (80-100)	Presentasi dilakukan • secara runtut dengan bahasa yang berterima, • menunjukkan pemahaman konsep yang baik, • berbantuan media ppt atau bentuk lain sesuai kriteria media, • jawaban untuk penanya benar, • mampu memformulasikan saran untuk perbaikan
3 (66-79)	Presentasi dilakukan • secara runtut dengan bahasa yang berterima, • kurang pemahaman pada beberapa konsep, • berbantuan media ppt atau ybentuk lain sesuai kriteria media, • jawaban untuk penanya secara umum benar, • mampu memformulasikan saran untuk perbaikan
2 (56-65)	Presentasi dilakukan • kurang runtut • menunjukkan kekurangpahaman terhadap beberapa konsep, • berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, • jawaban untuk penanya secara umum tidak benar, • mampu memformulasikan saran untuk perbaikan
1 (40-55)	Presentasi dilakukan, • kurang runtut • menunjukkan kekurang pahaman terhadap banyak konsep, • tidak berbantuan media sama sekali, • jawaban unuk penanya tidak benar, • tidak mampu memformulasikan saran untuk perbaikan

Participation Rubric

Untuk Kehadiran	
hadir	skor
lebih dari 12	60
11,12	50
9,10	40
7,8	30
kurang dari	20

Untuk Keaktifan	
keaktifan	skor
lebih dari 6	40
5,6	30
3,4	20
1,2	10
0	5

Rubric for Developing Section Method Section (Mid-Term Test)

SECTION	RESEARCH METHOD	Max Score	Real Score
3.1	Research Design (reasons for choosing a certain method related to the proposed research)	6	
3.2	Subject and Setting	5	
3.3	Data and Source of the Data (form of data and where they are taken from)	5	
3.4	Data Collection Technique and Instrument (clear explanation of the relationship between every RQ and its technique & instrument used)	8	
3.5	Research Procedure (steps/phases of data collection)	5	
3.6	Data Analysis Technique (explanation and examples for each step/phase as well as theories used for data analysis)	8	
3.7	**References** (list of relevant books and at least 5-25 relevant journal articles)	6	
3.8	**Appendix/es** (instruments used for research and other documents)	5	
3.9	**Punctuation/Mechanic/Grammar**	5	
	Total	**53**	**X**
	Score	(X/53) x 100	

Rubric for Tentative Research Proposal (Final-Term Test)

Research Methods in Linguistics
Assessment Rubric

Content	Detail	Max Score	Real Score
CHAPTER 1	**INTRODUCTION**		
1.1	Background (general background, previous studies, research gap, problem)	12	
1.2	Research Questions	5	
1.3	Research Objectives	5	
1.4	Scope and Limitation	5	
1.5	Significance of the Study	5	
1.6	Definition of Key Terms	5	
CHAPTER 2	**REVIEW OF RELATED LITEARTURE**	10	
CHAPTER 3	**RESEARCH METHOD**		
3.1	Research Design (reasons for choosing a certain method related to the proposed research)	6	
3.2	Subject and Setting	5	
3.3	Data and Source of the Data (form of data and where they are taken from)	5	
3.4	Data Collection Technique and Instrument (clear explanation of the relationship between every RQ and its technique & instrument used)	8	
3.5	Research Procedure (steps/phases of data collection)	5	
3.6	Data Analysis Technique (explanation and examples for each step/phase as well as theories used for data analysis)	8	
3.7	**References** (list of relevant books and at least 5-25 relevant journal articles)	6	
3.8	**Appendix/es** (instruments used for research and other documents)	5	
3.9	**Punctuation/Mechanic/Grammar**	5	
	Total	**100**	**X**
	Score	(X/100) x 100	

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
85 ≤ NA ≤ 100	4.00	A
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	B
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	C
40 ≤ NA < 55	1.00	D
0 ≤ NA < 40	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

6/25/2021 SIAKAD : Absen

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon :+6231-99424932
Faksimile :+6231-99424932
e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2018/2019 Genap

Mata Kuliah : Research Methodology in Language*
Kelas : 2016A
Prodi : S1 Sastra Inggris
Dosen : Prof. Slamet Setiawan, M.A., Ph.D.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			29 Jan 19	06 Feb 19	12 Feb 19	19 Feb 19	26 Feb 19	05 Mar 19	12 Mar 19	20 Mar 19	27 Mar 19	02 Apr 19	09 Apr 19	16 Apr 19	23 Apr 19	30 Apr 19	07 May 19	
1.	15020154075	SAHFILZA KHOIRIL BASYAR	H	H	A	H	H	H	A	H	H	H	H	H	H	H	H	86.7 %
2.	16020154001	FARIS GUNAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	16020154002	REZA MAULANA	H	H	H	A	H	H	H	H	H	H	A	H	H	H	H	86.7 %
4.	16020154006	HANIF HIDAYATULLAH	S	H	H	H	H	H	H	H	A	H	H	H	H	H	H	93.3 %
5.	16020154009	SYAHRIAL ACHMAD AL IMAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	16020154010	NOFA NURFAIZAH ARDHEVA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	16020154013	MIRANDA MUGE AISYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	16020154015	FITRI RAHMAWATI ASTIANDANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	16020154016	VIENNA FRANCESCA	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
10.	16020154017	SHALASAH TALISTAH	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
11.	16020154018	AYU NURI FRANSISKA	I	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
12.	16020154025	ASFIDYANTI DWI BUNGA MN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	16020154026	NOR CHASANAH	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
14.	16020154028	AULIA HEGARSARI	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
15.	16020154030	BEATRICE OKTAPRIASTUTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	16020154031	GERHARD JONATHAN MANULLANG	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	16020154032	ROSYAD MAHASIN MIRANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	16020154034	PALUPI PARAMARTA EFFENDI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	16020154035	NINDYA YUNITA ARDYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	16020154036	KHOIRUR RIZKY PRIMANDA	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
21.	16020154037	VANESA ELFIERA AGRESRI RAMADHAN	H	H	H	H	H	H	H	H	A	H	A	H	A	H	H	80 %
22.	16020154038	AYU FITRIAWATI	H	H	H	H	H	H	A	H	A	H	A	H	H	H	H	80 %
23.	16020154039	RIZKYA FAJARANI BAHAR	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %
24.	16020154041	ERLANGGA PANJI MAHARDIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
25.	16020154042	YHEDHIDA RUHAMA BR. HUTAPEA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
26.	16020154046	FEBRICHA ARIEMBY FITRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
27.	16020154054	HEGAR ADITIYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
28.	16020154077	NURUL AINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book

Jurnal Perkuliahan Research Methodology in Language* | KELAS 2016A - S1 Sastra Inggris

Close

Jika Peserta Perkuliahan masih 0 maka presensi belum di klik simpan, segera simpan presensi pada pertemuan tersebut.

Salin Jurnal dari kelas : Cetak Jurnal

Pertemuan	Tanggal / Dosen	Topik	Status	Peserta	EDIT/SIMPAN	Peserta	Barcode
Ke 1	29 Januari, 2019 **Dosen:** SLAMET SETIAWAN	• Area of the subject • Purpose of the subject • Class mechanism	Terjadwal	26	Edit		
Ke 2	6 Februari, 2019 **Dosen:** SLAMET SETIAWAN	• Starting on the right foot • Research Questions in Linguistics	Ganti	28	Edit		
Ke 3	12 Februari, 2019 **Dosen:** SLAMET SETIAWAN	• Psycholinguistics • First-language acquisition and development • Conversation analysis	Terjadwal	26	Edit		
Ke 4	19 Februari, 2019 **Dosen:** SLAMET SETIAWAN	• Second language acquisition • Style in text	Terjadwal	27	Edit		
Ke 5	26 Februari, 2019 **Dosen:** SLAMET SETIAWAN	• Sociolinguistics • Accents and dialects of English • Structure and meaning	Terjadwal	28	Edit		

Ke 6	5 Maret, 2019 **Dosen:** SLAMET SETIAWAN	• Historical linguistics • Language and gender	Terjadwal	28	Edit		
Ke 7	12 Maret, 2019 **Dosen:** SLAMET SETIAWAN	• Quantitative method • Qualitative methods • Combining Methods in Linguistics Research	Terjadwal	26	Edit		
Ke 8	20 Maret, 2019 **Dosen:** SLAMET SETIAWAN	• Quantitative Methods: Concepts, Frameworks and Issues • Organizing and Processing Your Data: The Nuts and Bolts of Quantitative Analyses	Ganti	28	Edit		
Ke 9	27 Maret, 2019 **Dosen:** SLAMET SETIAWAN	• Corpus Methods in Linguistics • Discourse-Analytic Approaches to Text and Talk	Terjadwal	25	Edit		
Ke 10	2 April, 2019 **Dosen:** SLAMET SETIAWAN	• Linguistic Ethnography • Contemplating Interviews and Focus Groups	Terjadwal	28	Edit		
Ke 11	9 April, 2019 **Dosen:** SLAMET SETIAWAN	• Multimodal Analysis: Key Issues • Narrative Analysis in Linguistic Research	Terjadwal	19	Edit		
Ke 12	16 April, 2019 **Dosen:** SLAMET SETIAWAN	• Tape recording data • Experiments • Questionnaires	Terjadwal	28	Edit		
Ke 13	23 April, 2019 **Dosen:** SLAMET SETIAWAN	• Interviews • Observation and case studies	Terjadwal	27	Edit		
Ke 14	30 April, 2019 **Dosen:** SLAMET SETIAWAN	• How to reference • Plagiarism and how to avoid it • Format and Writing Convention	Terjadwal	28	Edit		
Ke 15	7 Mei, 2019 **Dosen:** SLAMET SETIAWAN	Writing Research Proposal Outline	Terjadwal	28	Edit		

c. Sample of Quiz

QUIZ: Take Home Assignment

Find an example of a language phenomenon around you, then answer these following questions:

1. **What a language phenomenon have you founded?**
2. **What questions can you make related to the phenomenon?**
3. **What answer do you expect to your questions?**
4. **What or who will you get the answer?**
5. **How will you get the answer that you expected?**
6. **What do you need to answer your questions?**

d. Sample of Assignment 1: Writing a method section based on a preferred topic

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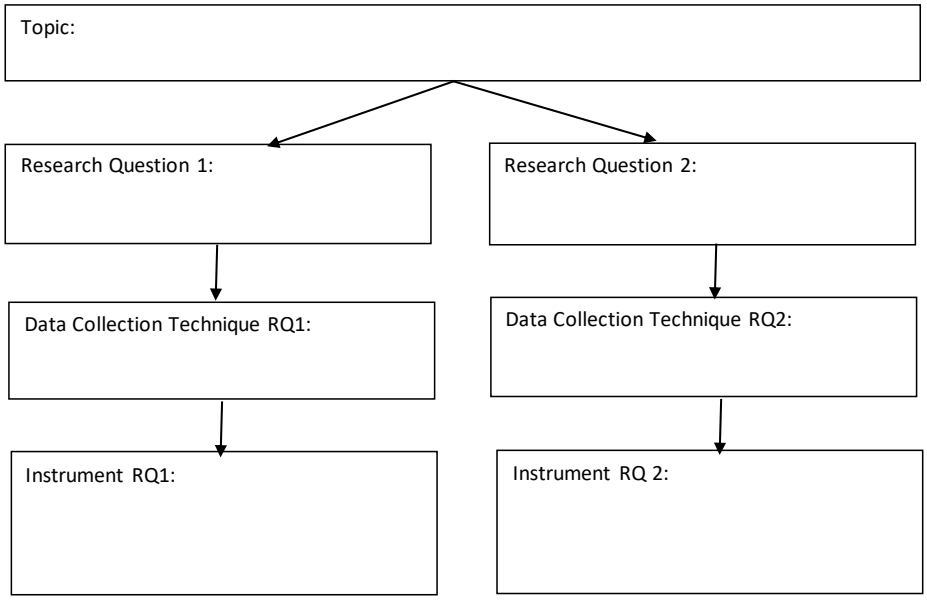
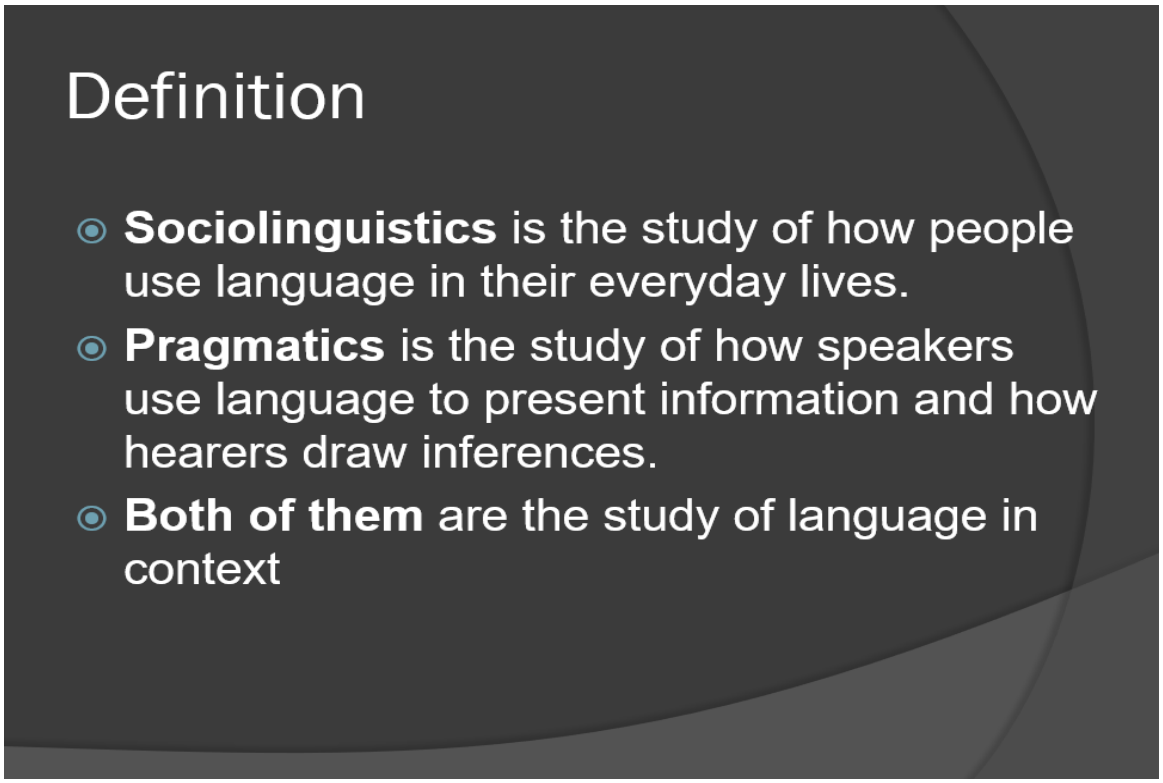
Assessment 1 : Take Home Assignment

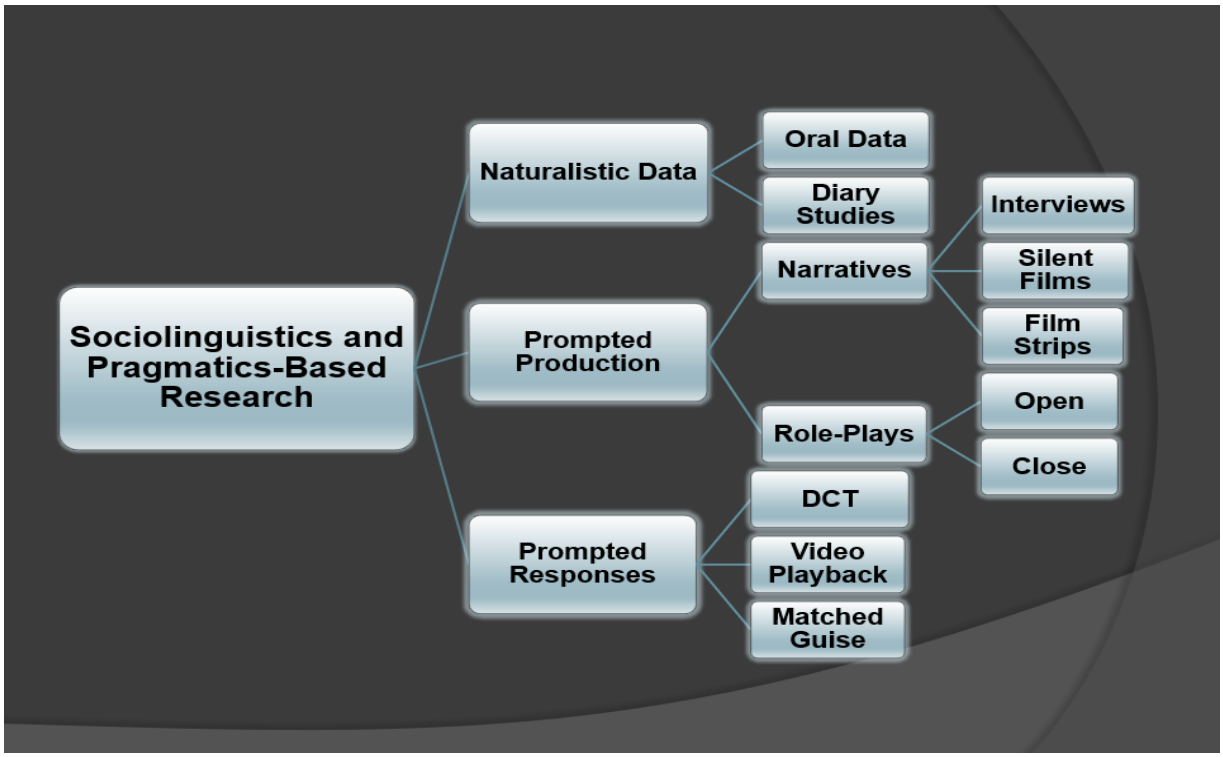
Find a tentative topic of your interest. Formulate research questions and their correspond technique and instrument.

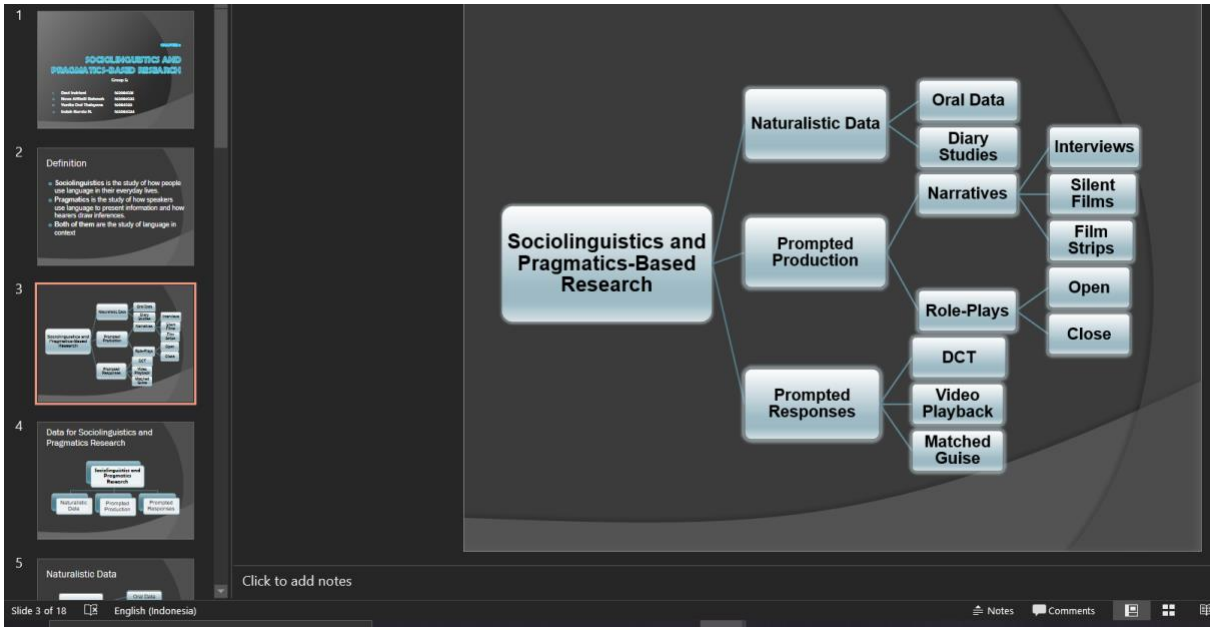


1. All work is to be typed, one and a half spaced, a 12 of font Book Antiqua, and on A4 paper. The cover is neither bound nor laminated. All side margins are 2.5cm.
2. Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade.
3. You are to submit your assignment, if any, on the 2 April 2019. Submission after that date is reduced 5 points a day.

e. Sample of Assignment 2: Topic Presentation




Sociolinguistics and Pragmatics-Based Research
Naturalistic Data
Oral Data
Diary Studies
Prompted Production
Narratives
Interviews
Silent Films
Film Strips
Role-Plays
Open
Close
Prompted Responses
DCT
Video Playback
Matched Guise


1
2
Definition
Sociolinguistics is the study of how people use language in their everyday lives.
Pragmatics is the study of how speakers use language to present information and how hearers draw inferences.
Both of them are the study of language in context
3
4
Data for Sociolinguistics and Pragmatics Research
5
Naturalistic Data
Sociolinguistics and Pragmatics-Based Research
Naturalistic Data
Oral Data
Diary Studies
Prompted Production
Narratives
Interviews
Silent Films
Film Strips
Role-Plays
Open
Close
Prompted Responses
DCT
Video Playback
Matched Guise
Click to add notes
Slide 3 of 18
English (Indonesia)
Notes
Comments

f. Sample of Mid-Term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213
Telepon: +6231-7522876, Faksimil: +6231- 7522876
Laman: http://fbs.unesa.ac.id, email: fbs@.unesa.ac.id.

UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH	: RESEARCH METHOD IN LINGUISTICS
KODE MATA KULIAH	: 2094213047
JUMLAH SKS	: 2 SKS
PRODI / ANGKATAN	: SASTRA INGGRIS/2016
HARI / TANGGAL	: RABU/29 MEI 2019
ALOKASI WAKTU	: 09.15 – 10.45 (40 MENIT)
DOSEN	: SLAMET SETIAWAN

Assessment: Take Home Assignment

Choose a topic that you like most and you think you are good at.
Write a research method section related to your topic following the outline given.
The format and rubric is attached.

1. All work is to be typed, one and a half spaced, a 12 of font Book Antiqua, and on A4 paper. The cover is neither bound nor laminated. All side margins are 2.5cm.
2. Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. Turnitin level must be less than 20%.
3. Rubrics, see the next page.

SECTION	RESEARCH METHOD	Max Score	Real Score
3.1	Research Design (reasons for choosing a certain method related to the proposed research)	6	
3.2	Subject and Setting	5	
3.3	Data and Source of the Data (form of data and where they are taken from)	5	
3.4	Data Collection Technique and Instrument (clear explanation of the relationship between every RQ and its technique & instrument used)	8	
3.5	Research Procedure (steps/phases of data collection)	5	
3.6	Data Analysis Technique (explanation and examples for each step/phase as well as theories used for data analysis)	8	
3.7	**References** (list of relevant books and at least 5-25 relevant journal articles)	6	
3.8	**Appendix/es** (instruments used for research and other documents)	5	
3.9	**Punctuation/Mechanic/Grammar**	5	
	Total	**53**	**X**
	Score	(X/53) x 100	

g. Sample of Final-term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213
Telepon: +6231-7522876, Faksimil: +6231- 7522876
Laman: http://fbs.unesa.ac.id, email: fbs@.unesa.ac.id.

UJIAN AKHIR SEMESTER GENAP 2018/2019

MATA KULIAH	: RESEARCH METHOD IN LINGUISTICS
KODE MATA KULIAH	: 2094213047
JUMLAH SKS	: 2 SKS
PRODI / ANGKATAN	: SASTRA INGGRIS/2016
HARI / TANGGAL	: RABU/29 MEI 2019
ALOKASI WAKTU	: -
DOSEN	: SLAMET SETIAWAN

Assessment: Take Home Assignment

Write a Research Proposal in Linguistics which covers:
Chapter 1: Introduction
Chapter 2: Review of the Related Literature
Chapter 3: Research Method

1. All work is to be typed, one and a half spaced, a 12 of font Book Antiqua, and on A4 paper. The cover is neither bound nor laminated. All side margins are 2.5cm.
2. Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. Turnitin level must be less than 20%.
3. Rubrics, see the next page.

Section	Detail	Max Score	Real Score
CHAPTER 1	**INTRODUCTION**		
1.1	Background (general background, the importance of the importance of this topic, previous studies, research gap, problem)	5	
1.2	Reseacrh Questions	2	
1.3	Research Objectives	2	
1.4	Scope and Limitation	2	
1.5	Significance of the Study	2	
1.6	Definition of Key Terms	2	
CHAPTER 2	**REVIEW OF RELATED LITEARTURE**	5	
CHAPTER 3	**RESEARCH METHOD**		
3.1	Research Design	5	
3.2	Subject and Setting	3	
3.3	Data and Source of the Data	5	
3.4	Data Collection Technique and Instrument	5	
3.5	Research Procedure	5	
3.6	Data Analysis Technique	5	
	References (5-10 jornal articles)	5	
	Appendix/es	3	
	Punctuation/Mechanic/Language	4	
	Total	**60**	**0**
		NA	**0**

h. Sample of Student's Answer to Mid-term Test

RESEARCH METHOD

Language Gender and Behaviorism of Autistic Children: Socio-Psycholinguistic Perspective

This assignment will give the explanation about the methodology that used in this research. This section consists of Research design, subject of the Study, Data and Source of the Data, Instruments of the Study, Data collection of technique, and close by data analysis.

1.1 Research Design

This research uses descriptive qualitative method. This approach will be applied to figure out and elaborate the language gender features which occur toward autistic children and non-autistic ones who produce speech in English as their second language. It is considered that will give many advantages for this study to be explored and observed deeper.

By using descriptive qualitative method, the researcher will get easily to find out the differences and the similarities of language features between female and male in the speech that autistic children and non-autistic produce. This study will explain the causes which make the differences and similarities come out their speech through the psycholinguistic and sociolinguistic field which concern on the language gender and behaviorism.

According to Vickie and Clinton (2012), descriptive qualitative has many advantages for the researchers and participants in spite data collection of qualitative descriptive studies concerns on discovering the nature of the specific events under study. Therefore, data analysis of qualitative descriptive research is different with other qualitative approaches. It does not use a pre-existing set of rules which can be generated from the philosophical or epistemological stance of the discipline that creates the specific qualitative research approach.

1.2 Subject of The Study

Subjects of this study are from two different groups, autistic and non-autistic children group. Participants are a female and a male from each group who can speak English as their second language. This study will choose participant who have similarities in the age (about 9 years old) and in the class. Indeed, they come from the International school in Surabaya.

For autistic children, they are from regular class which has high IQ, so they can be

approached easily by the researcher because they have abilities in controlling emotion to do communication with other people unlike the special class which consists of down syndromes children and children who have low IQ. Then, non-autistic children come from same class which has same IQ.

Both of groups show the language gender and behaviorism features which can be seen by understanding the natural and simple conversation between female and male in each group. While, autistic children tend to only talk the restricted topic, repeating some words, have flat intonation or tone when they feel mad, curious or sad. Oppositely, non-autistic children have their own ways to produce speech based on their gender. Girl will speak femininely and vise versa or they will pretend beyond on their gender to achieve their aim in the social life.

Even though, both of them are different in some parts, but they also have similarities which can be recognized by listening their speech carefully because the change of their tone is very slightly to be heard when they are in the certain situation or emotion. Another difficulty in the autistic children's speech is to understand the context of their message. Sometimes what they mean is not what the hearers mean. Therefore, the interlocutors often get mistaken to recognize what they want to in the daily conversation.

1.3 Data and Source of The Data

Data of this study is gained from the participants' speech in English, while it occurs between female and male of each group, autistic and non-autistic children group. The speech will be taken from the simple and natural conversation. Then, it is divided to be two kinds; observation and interview. First, observation will involve female and male in autistic and non-autistic group to have daily conversation in the school. Second, the interview will be taken between the researcher and each participant. Both of observation and interview will be recorded clearly in the video. Besides, this study also chooses the questioners to understand their knowledge of some vocabularies which are stereotyped in language gender.

The sources of data are two autistic and non-autistic children, exactly focus on the way female and male of each group produce speech in their daily conversation. All of participants are from different International schools in Surabaya who have same age, 9 years old. For autistic children, they are from regular class which consists of children whose abilities in controlling emotion and producing speech much better than special class despite their IQ are as high as normal children. In the other hands, non-autistic group consist of two normal children who do not have problem in doing communication with other people.

Moreover, all participants can speak English since it is the second language which they acquire in the school. Though, autistic children have some problem in doing socialization with other people, they do not have difficulties in using English. Then, all participants also have same knowledge of English vocabularies, but sometimes they may do mistakes in grammars when they produce speech.

1.4 Instruments of The Study

This research applies a case of study where the researcher has the responsibility and role to look for the answer of the research questions. A case study will succeed after the researcher finds the autistic children and non-autistic children who can show the language gender and behaviorism features when they do conversation in using English language, do interview about their social life and medical history for autistic children and analyze the recording to figure out the answers of the research questions.

1.5 Data Collection Technique

According to Silverrman D. (2000) in A Sociolinguistic Study: The Language Gender and Identity, interview is a part of qualitative research method which can be structured to gain a lot of data that the researcher needs for a study. Then, the observation consists of the recording, noting the attitude of the participants' language and doing transcription.

This research uses the instruments below:

1. Closed questioners

Some questions will be provided to figure out the knowledge of all participants toward some vocabularies such as noun, adjectives, and verbs which are stereotyped with language gender and behaviorism. Participants are required to say Yes or No in all questions.

2. Observation of Participants

Observation will be taken before the interview in the school of each group, autistic and non-autistic children when they do conversation. The observation will just need one week and it takes 5 till 10 minutes because of the limitation of time from the school.

3. Interview

Interview is used to know the factors which may cause the differences and the similarities of the language gender and behaviorism features which occur between autistic children and non-autistic children through the structured questions about their medical history (for autistic children) and their social life. Further, the exploration and analysis will give the

information about the aim of non-autistic children act oppositely, girl uses manly language sometimes and vise versa.

4. Transcribing

After doing interview and record the data, that will be transcribed to explain the meaning of autistic children's speech to get more understanding toward the grammatical error which occur in the context of their speech, the changes of their intonation or tone in some emotions such as sad, curious and mad and to elaborate the restricted topics which have relation toward language gender. Those are also applied for non-autistic children for getting clear data in their differences and similarities unlike the bias data.

1.6 Data Analysis

Research Question 1 and 2

To answer both of research questions, this study will analyze the pragmatic and morphological of the autistic children's and non-autistic children's speech to know deeper the context of the message that they talk to the interlocutors in doing natural conversation. By using Lakoff theory (see 2.1.2), this study will find out what language gender and behaviorism which appear in their speech. Besides, the analysis of questioners may help to figure out their knowledge as a girl and a boy toward what they should do in the society.

Research Question 3

To answer the last questions, the researcher will take a look to two previous results and analyze them. That is used to figure out the differences and similarities of language gender which occur between autistic children and non-autistic children. By using the theory of ASD and behaviorism by Bloomfield (see 2.1.1 and 2.2.1) which also doing analyzing the interview transcription that consists of the medical history and the information of personal life will help the study elaborate the causes which make the differences and the similarities of producing speech in both of them appear.

i. Sample of Student's Answer to Final-term Test

Proposal Skripsi

Language Gender and Behaviorism of Autistic Children: Socio-Psycholinguistic Perspective

Disajikan untuk Memenuhi Tugas Akhir

Mata Kuliah "Research Methodology of Linguistics"

Dosen Pengampu: Slamet Setiawan M.A.

Oleh:

LINDA SETIAWATI

NIM 16020154041

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Surabaya

2019

CHAPTER 1

INTRODUCTION

This chapter consists of some content such as background of the study, research question, purpose of the study, significance of the stud, scope and limitation, organization of the study and definition and key term.

1.1 Background of The Study

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 grammatical features and behaviorism. That can be seen or known by the differences between masculine and feminine in morphology. There are some similarities and differences between language gender in autistic children and normal ones. This research will analyze the comparison of language gender which occur toward both of them from two sides; male and female.

Actually, autistic children barely use the language because they have difficulties in doing communication or express their self by words. It is caused by Autism Spectrum Disorder which is the syndrome in Aphasia that has a lot of indications for each case. According to Karren L. Simmons (2006:12), autism is the impairment of abilities to do communication and interaction with the society by giving respond toward the interest topic and activities which is associated with neurologic disorders. Indeed, Donna William which is known as the author and autistic woman has her own point of view toward her condition. She said, "Autism is just an information processing problem that controls who I appear to be. Autism tries to stop me from being free to be myself. Autism tries to rob me of my life, of friendship, of caring, of sharing, of showing interest, of using my intelligence, of being affected ... it tries to bury me alive" (Williams 1994, p. 234)

The different way of women and men speak are debatable; they can be analyzed by doing observation at each level of organization in the language and speech; for examples, on lexical and syntactic planes, the morphological, and in the use of different styles and communication strategies. Besides, the issue about language and gender has been realized by women researcher in 1970s. At that time, she thought about the transmission of code in sexist values and bias. Then, there is new point of view in some questions that has been noted by Lakoff (1975) in her work. She asked about the restriction of women's vocabularies which are compared with men's, the using of adjectives and superficial words, and the completeness in the sentences. Therefore, she began to do observation by

investigating the evidence of both bias in the language and the different usage of the men's and women's code.

Related to the 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 same tendencies in producing speech which can be seen from the tone or intonation, grammar, repetition and restricted topic.

In the other hands, non-autistic children have the differences in producing speech. Autistic girl will talk femininely and vise versa because it is part of their behavior in doing communication with other people. Besides, they have ability to change the intonation or the way of speaking because of some condition that can't be attempted by autistic children; for example girl acts manly to get power in the society and to be regarded as strong girl. It is opposite with autistic girls who speak like men because the development of their brain which has similarities with them and ASD which influences the way of doing communication.

This study will analyze a short recorded of simple and natural conversation that occurs between autistic children and non-autistic ones. Participants of this research are the children of International school which use three language; Indonesia, English and Mandarin, but the researcher only focus on the English as their second language. How the way they speak which are in grammar, adjective, and noun will determine whether the language and gender is innate or the behavioral. Besides, how the Autism Spectrum Disorder influences the language of autistic children.

Then, this study concerns on the changes of the children's emotion to analyze the differences in autistic children's and non-autistic children's tones or intonation. 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.

The previous study which is owned by Clarissa Ananda Sanjoto as the graduated student of Petra Christian University under title *Gender Stereotypes: A Sociolinguistic study of the street children's language features and characteristics*, tried to reveal the characteristic of language gender in the street children's mother tongue, Javanese language. Meanwhile, this research will explore the differences and similarities in producing speech between autistic children and non-autistic ones, both of female and male in the friend zone, through analyzing their second language acquisition.

1.2 Research Questions

1. What language gender and behaviorism features are found in Autistic children's utterances?
2. What language gender and behaviorism features are found in Non-Autistic children's utterances?
3. What are the factors that cause the differences and the similarities ways of producing speech of both of them?

1.3 Purpose of The Study

The purposes of the study are to:

2. Find out the language gender and behaviorism features which occur toward autistic children' utterances.
3. Find out the language gender and behaviorism features which occur toward non-autistic children' utterances.
4. Find out the factors which may cause the differences and similarities ways of producing speech of autistic children and non-autistic children.

1.4 The Significance of The Study

This study may become inspiration for other researchers to explore more in psycholinguistic and sociolinguistic field, including in the development of autistic children's language, the communicative disorders which are influenced by ASD (Autism Spectrum Disorder) or the communicative strategies. Indeed, the researcher has a hope that the study about autistic children will appear with other focuses to get much information about autistic children. Since, there are a lot of children in Indonesia may have ASD, but parents can be recognized it earlier.

For autistic children, this study is not only making them as the subject of this research, but it also helps them to get the understanding how use the language based on their gender. Due to the fact, Indonesian people can realize what they should do to treat their children who have ASD, so they will not have problem for doing communication and socialization with other people. Then, they will be well received by our societies through learning the existence and the autistic children's problem.

1.5 Scope and Limitation

This study uses the ASD as part of thepsycholinguistic theories which concern on the

theories of Karren L. Simmons. Then, the usage of language gender by Lakoff and behaviorism theory by Bloomfield will be used to reveal the meaning of autistic children's utterances and the usage of grammar in their second language acquisition. They will reveal the differences and similarities ways of producing speech between autistic children and non-autistic children by analyzing context of their message. Due of those explorations, the factors cause the differences and similarities in producing speech of both of them can be found out.

The language gender that will be analyzed is coming from two point of views; autistic children and non-autistic children who have same age which is about 9 years old and study in the international school, so they can speak English as their second language. The researcher will just choose two children from each group, so there will be one female and male from autistic children and vise versa. From autistic group, the researcher will take children from regular class which the children have abilities in controlling their emotion despite their IQ are high or same with non-autistic children. It is to make the researcher get easily understanding their speech and approaching them to do conversation.

1.6 Organization of The Study

This study is organized into three chapters; Introduction, Review of Related Study and Research Method.

The first chapter is Introduction which consists of Background of The Study, state the research questions, state purpose of the study, explain the significance of the study, deliver scope and limitation, organization of the study and elaborate definition and key terms.

Second chapter is Review of Related Study. This section more concerns on the elaboration of theories that researcher uses. For instances, this study uses theories about autism spectrum disorder, psycholinguistic, language and gender, behaviorism, brain and language, second language acquisition and the explanation of review of previous study.

The last chapter is Research Method. It explains about Research Designs, Subject of the Study, Data and Source of the Data, Instruments of the Study, Data Collection Technique, and Data Analysis.

1.7 Definition and Key Terms

Autism Spectrum Disorder (ASD)	:the impairment of abilities to do communication and interaction with the society by giving respond toward the interest topic and activities which is associated with neurologic disorders .(Karren, 2006)
Autistic child	: A child who have difficulties in doing communication because of the mental condition or neurologic disorders, so he or she is being apart with society.
Language gender	: Gender in language is usually defined by the relation between natural gender and grammatical gender. (Handke,1994)
Speech	: The communication or expression of thoughts in spoken words. (merriam-webster.com) The medium of human communication reveals the information between a speaker and a listener on several layers. (Laver, 1991)

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter consists of three subchapters which are theoretical framework, supporting theory, and review of previous study.

2.1 Theoretical Framework

This section elaborates some main theories of this study. Autism Spectrum Disorder (ASD) will be the basic problem of this research; language gender, behaviorism, pragmatic and morphological theories act as the tools to analyze the study; second language theory is used to analyze the participants' acquisition.

2.1.1 Autism Spectrum Disorder

Autism spectrum disorder is one of the neurological disorder which influences the development of children's language. Based on Johnson C.P (2004:85),autism spectrum disorder (ASD) is part of a developmental disability caused by differences in the brain. Indeed, many scientists do not realized and understood what are the factors cause these differences for most autistic people. Due to this phenomenon, some people with ASD have recognized a difference such as a genetic condition. While, there are also multiple factors of ASD which most of them have not been known.

According to Karren L. Simmons (2006:12), autism is the impairment of abilities to do communication and interaction with the society by giving respond toward the interest topic and activities which is associated with neurologic disorders. In the other hand, Donna William which is known as the author and autistic woman has her own point of view toward her condition. She said, "Autism is just an information processing problem that controls who I appear to be. Autism tries to stop me from being free to be myself. Autism tries to rob me of my life, of friendship, of caring, of sharing, of showing interest, of using my intelligence, of being affected ... it tries to bury me alive" (Williams 1994, p. 234).

Mellinda (2015) has another notion toward autism which is considered as a spectrum of closely-related disorders with a shared core of symptoms, so it is not a single disorder. She regards that every child who suffers from the autism spectrum has problems in social skills, communication, empathy and flexible behavior. Due to the fact, the level of disability and the combination of symptoms are very heterogeneous from one child to another one. Besides, two children who have same diagnosis of ASD may appear very different when it is seen or analyzed through their behaviors and abilities.

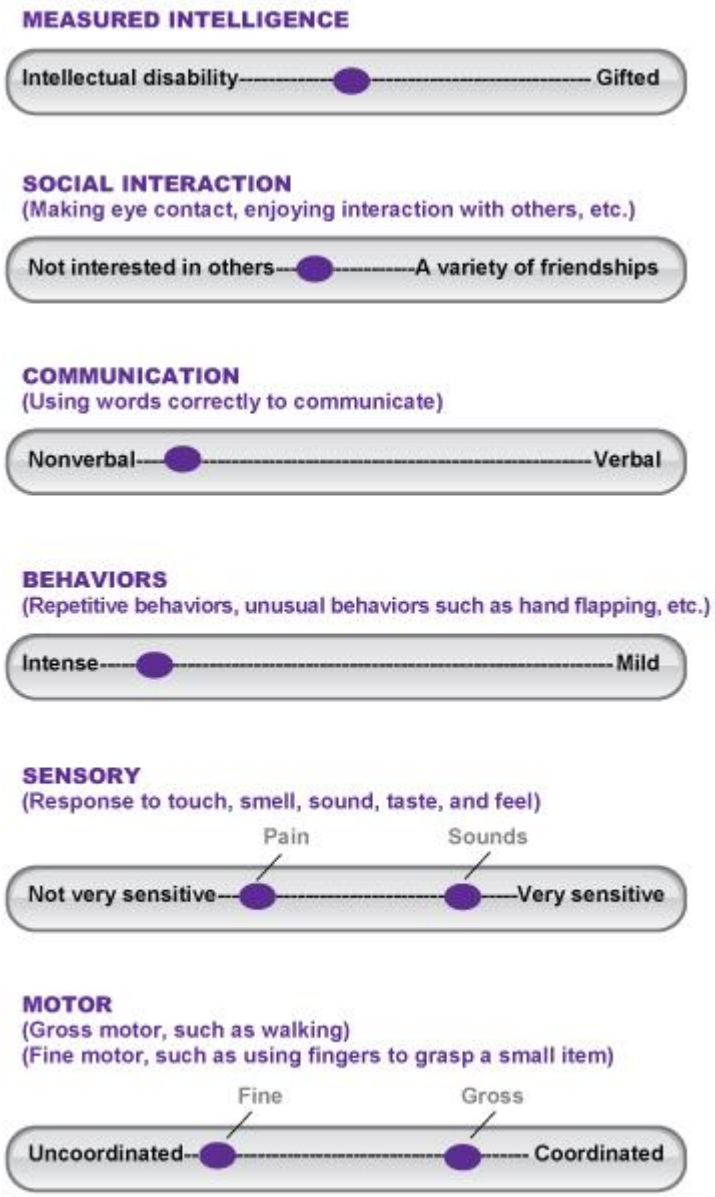


Figure 2.1 The example of range of symptoms which occurs in autistic children's brain

Moreover, the main problem of ASD is being apart with society despite of how the different ways in doing communication, interaction or socialization with most of people. Then, ASD also gives influences or bad effect on the way of learning, thinking, and problem-solving abilities which can be ranged from gifted to some challenged. Thus, many doctors and scientists regard that some people with ASD need a lot of help in their daily lives. It is different with non-autistic children who need less.

Based on Johnson C.P (2004:87-123), recently the diagnosis of ASD involves some kinds of conditions that should be diagnosed separately; those are autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), and Asperger syndrome. Indeed, they are now called as autism spectrum disorder.

Usually, ASD starts from the early age before 3 years old and last throughout a person's life, though symptoms may develop over time. Some children with ASD will show some hints indications of future impacts in the first several months of life. While, there are other symptoms which may not show up until 24 months or later. Indeed, they tend to grow up and develop as normally as possible until around 18 to 24 months of age and then they stop gaining new soft and hard skills, or they will lose some abilities that they ever had. Many studies and research have proved that one third to half of parents of autistic children more have awareness about the an indication in the first child's birth, and nearly 80%–90% looked others effects within 24 months of age.

There, it is important to realize that non-autistic children may have some possibilities to suffer of these symptoms. Then, for autistic children, there are some problems in the impairments which make life very challenging.

The possibility of "Red Flags"

A child with ASD might:

1. Not respond to their name in the early age or about 12 months of age
2. Not point at objects to show their interest (point at a miniature of commuter train) by 14 months.
3. Not play "pretend" games (pretend to "cook" a food) by 18 months.
4. Avoid eye contact and tend to be alone
5. Have difficulties in understanding other people's emotion or showing and talking about their own feelings.
6. Have delayed in communication and language skill.
7. Always do repetitionof some words or phrases over and over (echolalia).
8. Tend to give unrelated answers to questions.
9. Have problem in controlling emotion or get upset by minor changes.
10. Tend to have obsessive interests.
11. Have tendency to do some movements such as flap their hands, rock their body, or spin in circles.
12. React unusually to the way things sound, smell, taste, look, or feel

Some children with autism spectrum disorders have other symptoms which are stereotyped in the developments. These can include:

1. Hyperactivity (very active)
2. Impulsivity (acting without thinking)

3. Short attention span
4. Aggression
5. Causing self injury
6. Temper tantrums
7. Unusual eating and sleeping habits
8. Unusual mood or emotional reactions
9. Lack of fear or more fear than expected
10. Unusual reactions to the way things sound, smell, taste, look, or feel

Therefore, autistic children may have possibilities and capability in doing unusual or inappropriate responses toward the touch, the smell, the sounds, the sights, the taste, and the feelings. For instance, they can be over- or under-react to the pain so they make a loud noise. Then, their eating habits may be abnormal. Thus, they get some problems such as like chronic constipation or diarrhea. Besides, children with ASD may have odd sleeping habits which influence their abnormal moods or emotional reactions. For example, they might cry and laugh at inappropriate times or show flat emotional in giving response at times you expect one. Further, they do not have the fear to do something dangerous, but they can be afraid of the harmless events or fragile objects.

According to Mellinda, the autism spectrum disorders (ASD) are recognized by some diagnosis which concern on the existence of multiple symptoms that give bad impacts toward your child's ability in doing communication, making relationships, exploring, playing, and learning.

Signs and symptoms of autism spectrum disorders: Social skills

Doing basic social interaction might be difficult for children who suffer from autism spectrum disorders. Symptoms involve:

1. Inappropriate and unusual body movements, gestures, and facial expressions (e.g. not doing eye contact or using several expressions that are not suitable with the condition or what he or she is saying).
2. Lack of attention in sharing interests or achievements with other people (e.g. showing their pictures, pointing to the flying over plane).
3. Likely to be alone and avoid the social interaction.
4. Difficulties showing their own feelings and understanding other people's emotion, reactions, and nonverbal signs.
5. Unlikely to being touched.

6. Difficulty in doing socialization and making relationship with children in the same ages.

Signs and symptoms of autism spectrum disorders: Speech and language

Some difficulties in producing speech and language comprehension are one of the indications of ASD. Symptoms include:

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.
7. Saying what they want in the literally ways without knowing how to make a humor and having tendency to be irony and sarcasm.

Signs and symptoms of autism spectrum disorders: Restricted behavior and play

All of autistic children often tend to be restricted, rigid, and even obsessive in their interests and attitudes in the daily activities. Symptoms might:

1. Do repetition in body movements such as hand flapping, rocking, spinning, etc; do moving constantly.
2. Have unusual obsessive attachment toward some objects such as rubber bands, keys, light switches, etc.
3. Tend to be restricted with a specific topic of interest, often including the unusual thing such as numbers or symbols (maps, license plates, sports statistics, etc).
4. Have a keen strong need for the sameness in daily activities, order, and routines such as lines up toys, follows a rigid schedule, etc. Thus, they feel upset toward the changes in their routine or environment.
5. Have the clumsiness, abnormal posture or odd ways of moving.
6. Get easily amazed by spinning objects, moving pieces, or parts of toys such as spinning the wheels on a race car, instead of playing with the whole car, etc.

Mellinda also note that for recognizing the symptoms of ASD, it should be done by some diagnosis and test which involve the team of specialists.

They might be:

1. Child psychologists
2. Child psychiatrists
3. Speech pathologists
4. Developmental pediatricians
5. Pediatric neurologists
6. Audiologists
7. Physical therapists
8. Special education teachers

The process of diagnosing an autism spectrum disorder is not a brief. So far there is no single medical test that can recognize it definitively in the short time. Therefore, it needs the multiple evaluations and tests which should be taken.

Getting Evaluated for an Autism Spectrum Disorder
Parent interview – In the first phase of the diagnostic evaluation, you will give your doctor background information about your child's medical, developmental, and behavioral history. If you have been keeping a journal or taking notes on anything that concerned you, turn over that information. The doctor will also want to know about your family's medical and mental health history.
Medical exam – The medical evaluation includes a general physical, a neurological exam, lab tests, and genetic testing. Your child will undergo this full screening to determine the cause of his or her developmental problems and to identify any co-existing conditions.
Hearing test – Since hearing problems can result in social and language delays, they need to be excluded before an autism spectrum disorder can be diagnosed. Your child will undergo a formal audiological assessment where he or she is tested for any hearing impairments, as well as any other hearing issues or sound sensitivities that sometimes co-occur with autism.
Observation – Developmental specialists will observe your child in a variety of settings to look for unusual behavior associated with the autism spectrum disorders. They may watch your child playing or interacting with other people.
Lead screening – Because lead poisoning can cause autistic-like symptoms, the National Center for Environmental Health recommends that all children with developmental delays be screened for lead poisoning.

Table 2.2 The medical process of diagnosing the autism spectrum disorder

There are two types of ASD which are influenced by how much brain suffers of the aphasia. Therefore, Lori classifies them become classic autism and asperger's syndrome. He said that classic autism is at one end of the autism spectrum which is referred with delayed or absent spoken language, and sometimes with cognitive delay. Besides, asperger's Syndrome is not associated with delayed language, cognitive development or self-help skills and it is part of the other end of the autism spectrum. Both of them have some differences which are about how the way they get language and do interaction to the other people. For autistic children, they acquire language slowly and they do not have desire to talk with other people, except their close relative. Then, autistic children have tendency to talk about certain topic which they really like and they never want to stop. In the other hand, children with asperger's syndrome have good language at the right time which is suitable with their age. They just have problem in starting conversation because people regard them as the strange children. They always have awkward moment despite they do not know about social's rules or how to use gestures.

Actually, autistic children can be recognized when they are three years old, but there is no accurate diagnostic or test which makes parents realize the causes or the signs as quick as possible. There are three characteristics which can be seen and known from ASD, they are the deficits in socialization and social interaction, in language and communication, and in a preference for repetitive stereotyped behavior rather than creative play (Jessica De Villiers et al 2007:293). While, according to Asperger et al (1994), there are some specific attitudes from ASD that depend on their ages which include two aspects; first, the socialization and the social interaction and the second is the language and the communication.

Socialization and Social Interaction:

1. Lack of playing peek-a-boo
2. No anticipatory posture in infancy when being picked up
3. Difficulty with "mind reading"
4. Failure, or at least trouble with, false belief tasks
5. Social skills characterized as "robot-like"
6. Flat affect.
7. Temper, outbursts, and crying when interrupted during play
8. Lack of shared attention
9. Poor eye contact and gaze
10. Lack of peer relationships
11. Aloneness
12. Treating parts of people as objects (and instruments)
13. Difficulty relating to people; other people regarded as intruders when absorbed in play

14. Not a matter of *withdrawal*; rather sufferers are delayed from the beginning of the ability to achieve social reciprocity contact.

Language and Communication:

1. Delay or lack of spontaneous functional speech
2. Echolalia (both immediate and delayed imitation of speech heard elsewhere)
3. Pronoun reversal
4. Violation of turn-taking and other informal rules governing roles in dialogue.

While, according to Baltaxe and Simmons (1975:439), they describe six characteristics which are used to see the indications of autistic children or the syndrome of Autism Spectrum Disorder.

1. Impairment of interpersonal relationships characterized by aloofness, decreased physical contact and lack of eye contact;
2. Deficits in social behavior seen in severe limitations in cooperative play, toy play and self-care skills;
3. Stereotyped activities including self-stimulatory behavior, various kinds of repetitions and preoccupation with sameness;
4. Impairment of intellect manifested by concreteness of thought, school performance deficits and difficulties with judgment and abstract thinking;
5. Disturbances of speech and language seen in various forms such as mutism, echolalic speech, delayed development and a variety of other idiosyncrasies in word usage, speech modulation and content;
6. Onset prior to the age of 30 months.

2.1.2 Language and Gender

The simple definition of language is emphasized by Talbot (2003), “the gender identity is reflected by the medium of the language. Meanwhile, the gender more constructs on the idea of the social which is not part of biological constitution (Cameron 1996). In the other words, Handke (1994) says “Gender in language is usually defined by the relation between natural gender and grammatical gender”.

Autistic children have shown the same hypothesis about the feminine and masculine of the language. That means female will act femininely and vice versa in spite of their behaviorism. That is caused by the attitude to repeat and imitate the process what woman or man should be in the society which is not the only fact of their biological appearance and psychology. We can infer that the behaviorism of feminine and masculine are part of

learning process. Indeed, woman can behave with masculinity when they need to show how strong they are and men can be feminine. Therefore, gender is innate and most of people frequently try to change their behavior which is aligned toward their gender. According to Schey Koch and Thimm (2003), they simplify feminine and masculine attributes as the conventional conceptions. Then, Holmes and Stubbe (2003) elaborate the features of stereotypical feminine and masculine speech styles which can include:

Another point of view toward characteristics of gendered styles have been explored and said by Talbot (1998) as below.

Feminine	Masculine
Sympathy	Problem-solving
Rapport	Report
Listening	Lecturing
Private	Public
Connection	Status
Supportive	Oppositional
Intimacy	Independence

Table 2.3 The characteristics of female and male in gender styles

Cameron (1996) noted that men and women are inferred that have different in behaviorism and language. Due to this statement, Robin Lakoff (1975) constructs a debatable point of view that women's language is not good enough because of their confidence and helpless. Then, Trudgill (1972) finds a sex differentiation's feature for speakers in British society. His study notes that "women informants" prefers to use form which being more prestigious than men. His study also discovered that male speakers place a high value on working class nonstandard speech. He offers several possible reasons for the finding that women are more likely to use forms considered correct: (1) The subordinate position of women in English and American societies makes it "more necessary for women to secure their social status linguistically"; and (2) while men 5 can be rated socially on what they do, women may be rated primarily on how they appear – so their speech is more important.

In the language, many researchers have realized that there is the different usage in grammars and nouns which relate toward gender. In spite of that phenomenon, James Harris

(1971) writes that “sun” is the reflection of masculine gender since there is radiation of the light (men have active attitude) and “moon” is regarded as the feminine gender despite it can shine with the sun’s light (women have passive attitude). Another point of view, Arnauld and Lancelot (1991) think that syntactic functions are obviously fulfilled by the grammatical gender in the linguistic role which match the words form between the personal pronoun and the adjective.

Based on Patrizia Violi (1987), she strives against in reducing grammatical gender which happens to the class of linguistics phenomenon which belongs on the purity of grammatical nature. At that time, she looked for “hidden” and “forgotten” motivation in the semantics of gender which presented the people’s experience that is aligned in \language. Actually, she admits the existence of grammatical functions in gender, but she does not like and protest toward the reduction of the category into exponent’s role of syntactic relations. Then, she points to the popular point of view that every grammatical category of language can be given in semantic content or be assigned meaning. The hidden and forgotten of the gender in semantic should be attempted in the culture of symbolic system or in mythical thinking. The attitudes in language toward one’s own sensuality and the attitude of the opposite sex are the elementary cultural opposition that classifies into members of culture’s behavior, while the meaning of sexuality is implied the perception of the word in order to the language organization. The opposite behaviors of masculine and feminine are symbolized on oppositions things such as “day - night”, “light - darkness”, “activity - passivity”, so it can gaining additional meanings.

2.1.3 Second Language Acquisition

Some children grow up in social environment which has two or more language to be acquired. This phenomenon also happens toward autistic children who regard as the bilingual children. They use both of first and second language toward certain people in particular situation. Even autistic children have some difficulties in acquiring the first language, including Indonesian or Javanese language, they can learn second language. Their development might be slow or fast depend on their condition, especially their IQ and EQ to accept new knowledge. Meanwhile, the definition of second language is to learn language as foreign language which is used outside of their original communities and as the spoken language in the community. Both of situations can be described; for example, Indonesian woman learns English language in USA class as the foreign language, then English students in the same class who learn English can be recognized as the second language.

For learning second language might be focus toward two main points. They are focusing on method and on the learner. In focusing on method, the learner will get educational approaches which make them get the grammatical-translation method. The audiolingual method, and communicative approaches. Briefly, the autistic children will get the lesson about the basic of language which is the grammar that can be used in producing speech. Then, they will listen what their teacher said to make his speech become fluently. The last, they will try to communicate with using the grammar and audiolingual that have been learnt. Besides, in focusing on the learner, the study will concern on the transfer (using sound, structure or expression to communicate), interlanguage (each variables of L1 and L2), mental motivation (learning language to reach certain goal), input and output, and communicative competence (the ability to use appropriate language).

2.2 Supporting Theories

This sub chapter is divided to be two. They are psycholinguistic theory and brain and language theory as supporting theories which may help this study to prove the data.

2.2.1 Psycholinguistics

The study of psycholinguistics or psychology of language is the psychological and neurobiological factors that used by many humans to acquire, use, comprehend and produce language. (Pronko,1946)

The behaviorist linguistic is part of psychological theory. According to Leonard Bloomfield (1933), he said "language will be nothing without the habit of the children for doing imitation. In the acquiring of the language, the child is explored to get the linguistic data when he/she is internalized and then reproduced at a later stage. Language can be learned from outside, we acquire it in the same way that we learn other skills. Therefore, learning a language is slightly different from the laboratory mouse learning to have the expectation of each time someone rings a bell which is fed."

Besides, he argued that the study of language could be acquired without any references toward the psychological doctrines, and then he also takes a limitation of the behavioristic line which has the aims in the scientific objectivity. Bloomfield admits the role of language's meaning, but he regards that the importance of the language study is a little when the human beingsget knowledge of the vast range of semantic association as the application of every linguistic form. Indeed, he thinks that semantics as a subordinate element which gives influences to the primary stimulus response relationship of verbal behavior.

2.2.2 Brain and language

Brain and language has close relation to produce speech. Then, language processing is defined as theway of human beings use words to communicate ideas and feelings, and how they understand the communications with the interlocutors. Therefore, it creates the understandings of the language.

Further, the acquired language disorders that are stereotyped with the brain activity are called aphasias which also make the autism spectrum disorders appear. It has many types which depend on the location of the damages and it gives different effect based on each type.

2.3 Review of Previous Study

There are some previous studies which give the inspiration for the researcher to do more exploration about language gender and autism spectrum disorders. Those come from some journals, articles, a thesis and varieties researches of the scientists. A thesis which is written by Clarissa Ananda Sanjoto, graduated student of Petra Christian University uses as the comparison for this study.

Clarissa's thesis explains the characteristic of language gender features which occurred toward the street children in Surabaya who used Javanese language as their mother tongue. She analyzed both of written by messages in the mobile phone (SMS) and spoken language by natural conversation and interview. The differences of between this study and Clarissa's one are the participants and the languages. This research uses two children groups, autistic and non-autistic children group. It also chooses to analyze their second language acquisition, English. Besides, the amount and the ages of the participants are different. For Clarissa's study, she used 8 children who consisted of 4 girls and 4 boys who are about 12 years old. In other, the researcher of this study chooses two children for each group who has 9 of the age.

Moreover, Clarissa's study concerns on the characteristics such as the politeness between female and male. For instance:

Written language

Girl's style	Neng endi kn ? (Nang ngendi koen)
Q wes ngenteni. Pn nang endi ? (Aku wes ngenteni. Sampean nang ngendi)	(Where are you?)
(I have been waiting. Where are you?)	
Boy's style	

Women are regarded to have more politeness because the usage of Pn (sampean) to show their respect to other people. In the other hands, men tend to have rough language by using (awakmu), and they are usually simpler in writing message than women.

On this research, it will focus on the grammar, intonation and politeness that produce by autistic and non-autistic children. It also analyze the differences and the similarities of language gender features which occur toward both of children groups.

CHAPTER 3

RESEARCH METHOD

This chapter will give the explanation about the methodology that used in this research. This section consists of Research design, subject of the Study, Data and Source of the Data, Instruments of the Study, Data collection of technique, and close by data analysis.

4.1 Research Design

This research uses descriptive qualitative method. This approach will be applied to figure out and elaborate the language gender features which occur toward autistic children and non-autistic ones who produce speech in English as their second language. It is considered that will give many advantages for this study to be explored and observed deeper.

By using descriptive qualitative method, the researcher will get easily to find out the differences and the similarities of language features between female and male in the speech that autistic children and non-autistic produce. This study will explain the causes which make the differences and similarities come out their speech through the psycholinguistic and sociolinguistic field which concern on the language gender and behaviorism.

According to Vickie and Clinton (2012), descriptive qualitative has many advantages for the researchers and participants in spite data collection of qualitative descriptive studies concerns on discovering the nature of the specific events under study. Therefore, data analysis of qualitative descriptive research is different with other qualitative approaches. It does not use a pre-existing set of rules which can be generated from the philosophical or epistemological stance of the discipline that creates the specific qualitative research approach.

4.2 Subject of The Study

Subjects of this study are from two different groups, autistic and non-autistic children group. Participants

are a female and a male from each group who can speak English as their second language. This study will choose participant who have similarities in the age (about 9 years old) and in the class. Indeed, they come from the International school in Surabaya.

For autistic children, they are from regular class which has high IQ, so they can be approached easily by the researcher because they have abilities in controlling emotion to do communication with other people unlike the special class which consists of down syndromes children and children who have low IQ. Then, non-autistic children come from same class which has same IQ.

Both of groups show the language gender and behaviorism features which can be seen by understanding the natural and simple conversation between female and male in each group. While, autistic children tend to only talk the restricted topic, repeating some words, have flat intonation or tone when they feel mad, curious or sad. Oppositely, non-autistic children have their own ways to produce speech based on their gender. Girl will speak femininely and vise versa or they will pretend beyond on their gender to achieve their aim in the social life.

Even though, both of them are different in some parts, but they also have similarities which can be recognized by listening their speech carefully because the change of their tone is very slightly to be heard when they are in the certain situation or emotion. Another difficulty in the autistic children's speech is to understand the context of their message. Sometimes what they mean is not what the hearers mean. Therefore, the interlocutors often get mistaken to recognize what they want to in the daily conversation.

4.3 Data and Source of The Data

Data of this study is gained from the participants' speech in English, while it occurs between female and male of each group, autistic and non-autistic children group. The speech will be taken from the simple and natural conversation. Then, it is divided to be two kinds; observation and interview. First, observation will involve female and male in autistic and non-autistic group to have daily conversation in the school. Second, the interview will be taken between the researcher and each participant. Both of observation and interview will be recorded clearly in the video. Besides, this study also chooses the questioners to understand their knowledge of some vocabularies which are stereotyped in language gender.

The sources of data are two autistic and non-autistic children, exactly focus on the way female and male of each group produce speech in their daily conversation. All of participants are from different International schools in Surabaya who have same age, 9 years old. For autistic children, they are from regular class which consists of children whose abilities in controlling emotion and producing speech much better than special class despite their IQ are as high as normal children. In the other hands, non-autistic group consist of two normal children who do not have problem in doing communication with other people.

Moreover, all participants can speak English since it is the second language which they acquire in the school. Though, autistic children have some problem in doing socialization with other people, they do not

have difficulties in using English. Then, all participants also have same knowledge of English vocabularies, but sometimes they may do mistakes in grammars when they produce speech.

4.4 Instruments of The Study

This research applies a case of study where the researcher has the responsibility and role to look for the answer of the research questions. A case study will succeed after the researcher finds the autistic children and non-autistic children who can show the language gender and behaviorism features when they do conversation in using English language, do interview about their social life and medical history for autistic children and analyze the recording to figure out the answers of the research questions.

4.5 Data Collection Technique

According to Silverrman D. (2000) in A Sociolinguistic Study: The Language Gender and Identity, interview is a part of qualitative research method which can be structured to gain a lot of data that the researcher needs for a study. Then, the observation consists of the recording, noting the attitude of the participants' language and doing transcription.

This research uses the instruments below:

5. Closed questioners

Some questions will be provided to figure out the knowledge of all participants toward some vocabularies such as noun, adjectives, and verbs which are stereotyped with language gender and behaviorism. Participants are required to say Yes or No in all questions.

6. Observation of Participants

Observation will be taken before the interview in the school of each group, autistic and non-autistic children when they do conversation. The observation will just need one week and it takes 5 till 10 minutes because of the limitation of time from the school.

7. Interview

Interview is used to know the factors which may cause the differences and the similarities of the language gender and behaviorism features which occur between autistic children and non-autistic children through the structured questions about their medical history (for autistic children) and their social life. Further, the exploration and analysis will give the information about the aim of non-autistic children act oppositely, girl uses manly language sometimes and vise versa.

8. Transcribing

After doing interview and record the data, that will be transcribed to explain the meaning of autistic

children's speech to get more understanding toward the grammatical error which occur in the context of their speech, the changes of their intonation or tone in some emotions such as sad, curious and mad and to elaborate the restricted topics which have relation toward language gender. Those are also applied for non-autistic children for getting clear data in their differences and similarities unlike the bias data.

4.6 Data Analysis

Research Question 1 and 2

To answer both of research questions, this study will analyze the pragmatic and morphological of the autistic children's and non-autistic children's speech to know deeper the context of the message that they talk to the interlocutors in doing natural conversation. By using Lakoff theory (see 2.1.2), this study will find out what language gender and behaviorism which appear in their speech. Besides, the analysis of questioners may help to figure out their knowledge as a girl and a boy toward what they should do in the society.

Research Question 3

To answer the last questions, the researcher will take a look to two previous results and analyze them. That is used to figure out the differences and similarities of language gender which occur between autistic children and non-autistic children. By using the theory of ASD and behaviorism by Bloomfield (see 2.1.1 and 2.2.1) which also doing analyzing the interview transcription that consists of the medical history and the information of personal life will help the study elaborate the causes which make the differences and the similarities of producing speech in both of them appear.

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Assessment Rubric

Section	Detail	Max Score	Real Score
CHAPTER 1	**INTRODUCTION**		
1.1	Background (general background, previous studies, research gap, problem)	5	4
1.2	Reseacrh Questions	2	2
1.3	Research Objectives	2	2
1.4	Scope and Limitation	2	2
1.5	Significance of the Study	2	2
1.6	Definition of Key Terms	2	2
CHAPTER 2	**REVIEW OF RELATED LITEARTURE**	5	4
CHAPTER 3	**RESEARCH METHOD**		
3.1	Research Design	5	5
3.2	Subject and Setting	3	3
3.3	Data and Source of the Data	5	5
3.4	Data Collection Technique and Instrument	5	4
3.5	Research Procedure	5	5
3.6	Data Analysis Technique	5	4
	References (5-10 jornal articles)	5	4
	Appendix/es	3	2
	Punctuation/Mechanic/Language	4	3
	Total	**60**	**53**
		NA	**88**