

# Grammaticality of Indonesian-Speaking Children with Autism in Classroom Interactions

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## Chapter - 5

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# Chapter - 5

## Grammaticality of Indonesian-Speaking Children with Autism in Classroom Interactions

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### Abstract

This study seeks to examine the grammaticality of Indonesian-speaker children with autism in learning interactions. This study was conducted on seven autistic students. The data of this study is the elicitation of verbal data in the form of grammatical lingual units and lingual units of oral speech interactions of autistic students in the form of words and sentences accompanied by speech context. The results of the study show that the word formation and sentence form produced by autism students are already grammatically and some are not grammatical. The words produced by autistic students are the words of affixation and reduplication products. The word affixation product name on the autistic student's speech is grammatical and there is no grammatical, while the word reduplication product is all grammatical. Formations created by autistic students also exist grammatically and some are not grammatical. Grammatically shaped sentences are sentences with complete core structure (containing S and P), while sentences that are not grammatical are sentences containing S alone, P only, or both are missing. Autism children experience problems in producing transitive sentences and passive sentences, but do not experience problems in producing negative sentences.

**Keywords:** speech, autism, words, sentences, grammaticality, classroom interactions

### Introduction

Research on autism and its relation to language or communication with autism has been done a lot. The research that has been carried out includes Frith (1989). In his research, Frith said that there were residences and late responses in the communication of autistic children. In addition, autistic children also fail to respond and take the initiative in communication. In fact,

sometimes they don't respond when their names are called. Frith's research results also show that autistic children tend to repeat the speech he listens to.

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Frith's findings are in line with the findings of the National Institute on Deafness and Other Communication Disorders (2016) which details the communication characteristics of autistic children as follows. First, autistic children often produce utterances that are not meaningful and not related to the topic of conversation. Second, autistic children tend to repeat heard words (this condition is called echolalia). Third, autistic children tend not to have good tone control and often speak or sing in a robotic tone. Fourth, autistic children tend not to be interested in the topic of conversation that is happening and more fun with their own world. Fifth, autistic children have difficulty using gestures that support speech.

Other studies have also been carried out by Vicker (2018). In his research, Vicker mentioned the communication characteristics of autistic children as follows. First, autistic children have the ability to remember vocabulary well and sometimes amaze it, but they cannot use it in meaningful conversations. Second, autistic children have difficulty using figurative language. Third, autistic children have difficulty recognizing topics, both conversation and writing. Fourth, autistic children have difficulty recognizing WH-questions. Fifth, autistic children can understand simple sentences, but have difficulty understanding complex sentences that contain more than one clause. Sixth, autistic children have difficulty understanding and applying grammar.

The results of the research that has been carried out regarding the language and communication of autistic patients show similarities. The similarity of the results of the study is in the form of findings about (1) the difficulties of autistic patients in producing meaningful speeches, (2) the difficulties of autistic patients in responding to the stimulus given, (3) the difficulty of autistic patients in producing initiation speeches, (4) inability to produce tone, pressure, and intonation that supports speech, and (5) autistic communication methods that are only able to repeat stimulus speech. These findings indicate that in general autistic sufferers experience communication deficits.

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The study of communication and language disorders in children with autism is indeed an interesting thing. Autistic children who experience language development disorders have difficulty communicating because autistic children have limitations that are indicated by their inability to express their meanings in speaking. In addition, children with autism have

limitations in capturing the messages conveyed by their opponents and have difficulty responding or answering conversation.

Pangestika (2010) in a study that has been conducted found that autistic children often communicate with languages that are not understood by others, either vocal (verbal) or body cues (nonverbal), such as responding to gestures and praise given by the teacher, rarely using the word- words in conveying the wishes of the child or dislik<sup>4</sup> of the child, more use movements that are not meaningful, and others that are related to the child's response to motion. Therefore, with very limited language skills, autistic children need to get an education, care and special care.

Every normal child has the ability to produce language which includes words, phrases, clauses, and sentences. They produce phrases, clauses, and sentences to express their thoughts because language is also required for emotional expression Fauzi, 2020). These abilities are obtained from small increments from simple to very complex. This fact shows that the grammatical aspect is one of the important aspects of expressing his thoughts because the grammatical aspect influences the understanding of the thoughts conveyed. This is also related to one's reasoning power. That is, good reasoning power will be reflected in a good production of words, phrases, and utterances. The ability to produce good words, phrases, and sentences is also a medium for delivering good ideas or ideas so that other people can understand the utterances that are delivered. Unfortunately, in autistic children, the ability to produce words until the sentence is grammatically not as good as the production of normal children so that the thoughts expressed by autistic children are often not understood by others.

In Indonesian, grammaticality can be seen as one of them from word formation. For example, in Indonesian there are many words. The main word can be used in communication if it has been affixed appropriately for the context of a particular sentence. That is why, speakers of Indonesian must choose the right affix according to the context of the sentence so that the propositions to be delivered can be received correctly by the listener. Applying the right infusion then produces a grammatical word. That is why also, a person's ability to produce grammatical words can reflect the person's language skills. This abili<sup>16</sup> will then be further analyzed in children with autism because according to the findings of Bartolucci, *et al.* (1980) which states that autistic subjects are often functioning and independently of the grammatical complexity of their language.

During this time, studies carried out related to autism and its relationship with language and communication with autistic people focused

more on the pragmatic aspects. The research on the language and communication of autistic people from morphological and syntactic aspects is still rare. This is in line with the opinion of Kover, *et al.* (2014), Hughes (2012), and Roberts, Rice, & Tager-Flusberg (2004) who say that research on the grammaticalities of sentences and sentence comprehension is still rare. Furthermore, Eigsti, Bennetto, & Dadlani (2007) state that during this time language acquisition research in autism has traditionally been focused on high-level pragmatic deficits.

In his research, Eigsti, Bennetto, & Dadlani (2007) identified syntactic deficits in the spontaneous expressive language of young children with ASD. Meanwhile, Cover, *et al.* (2014) states that autistic children have difficulty understanding and producing sentences, but can understand vocabulary. Slightly different from the findings of Cover, *et al.*, Roberts, Rice, & Tager-Flusberg (2004) found that autistic children have difficulty understanding and producing vocabulary and sentences.

In other studies, Oakes, Kover, & Abbeduto (2013). Oakes, Kover, & Abbeduto mention that autistic teenagers have difficulty in producing sentences with the structure of the subject-verb-object and flipping through it, but having difficulty producing and flipping through sentences with two objects. This indicates that autistic adolescents have no grammatical difficulties in producing sentences, but have difficulty producing sentences lexically.

Research on the syntactic aspects of the language of autistic patients that have been done so far is research on autistic people in English. As for research on syntactic aspects, including morphological aspects, the language of autistic people who speak Indonesian has not been done. Therefore, this study was conducted to further examine the grammatical aspects (morphological and syntactic aspects) of the language of autistic people, especially children with autism.

Language data on the grammatical aspects of the language of autistic patients have been written language data. The research language data on the grammatical aspects of the language of autistic patients in this study are oral language data. The selection of this type of data is based on natural considerations and the spontaneous production of the language of autistic patients.

## **Methods**

The study was conducted on six autistic students aged 9-12 years. The six students attended an autistic school that occupied classes I to VI. Each

class consists of one student, except class V which consists of two students. The first overall language of these autistic students is Indonesian.

This research data is in the form of elicitation of verbal data in the form of grammatical lingual units and lingual units of media interaction of oral speech of autistic students in the form of words and sentences accompanied by speech content in learning interactions. Verbal data is contained in the oral speech of autistic students when the learning process takes place. In more detail, the form of verbal data in this study is in the form of morphological units and syntactic units contained in student speech.

Research data was obtained in classroom learning activities. During learning, two teachers conduct learning interactions with students. At the learning interaction, there is reciprocal communication between teacher and student. Communication in the learning interaction is then transcribed and analyzed to determine the speech grammaticality of autistic students.

## Result

The results of this study include word formation grammaticality and sentence formation grammaticality. The following is the description.

### Word formation grammaticality in autistic student speeches

Based on the data analysis on the grammatical constructs of words in the autistic student's speech in learning interaction, it is known that the words used by the students are already grammatically and some are not grammatical. The words, both grammatically and grammatically, include the word affixation product and the word reduplication product.

### Word formation affixation product

The formation of grammatical affixation products found in the speech of autistic students includes formative words that go through the process of prefixation, suffixation, confirmation, and supplementation. The word formation of infixation products is not found in students' formation words. The prefix used by students in their formations is the prefix *meN-*, *di-*, *per-*, and *ter-*. The suffix that students use in their formations is the suffix *-an*. The conflict that the student uses in his formative words is to confirm the question and do it. The combined benefits that students use in their formed words are double affixes *meN-* + *i*.

The word non-grammatical affixed product found in the speech of autism students include the words that go through the process of prefixation, suffixation, and merging. As the word formation through infixation and convergence is not found in the word formation of the student. The prefix

used by students in non-grammatically constructed words is prefixed *N-*. The suffix used by the students in the non-grammatical words is the suffix; while the combined aggregate used by students in non-grammatically constructed words is suffix *N- + -in*.

The research findings on the formation of the word product affixation are outlined in Table 1.

**Table 1:** Form the Word of Autistic Student Affixation Products

S. No	Grammaticality	Type of Affixes	Affixes Form	Form of Words
1	Gramatical	Prefix	a) meN-	<i>Menyapu, menyetrika, mengambil, menyimpan, mengerti, meninggal, menyiram, menggonggong, mengaduk, membaca, menulis, menggambar, menghitung, melompat, membuang, dan melihat</i>
			b) ber-	<i>Berhitung, bermain, bekerja, berlibur, bertengkar, berputar, bercerita, dan berwarna</i>
			c) di-	<i>Ditulis, ditaruh, dikasih, diisi, dan dicari</i>
			d) per-	<i>Pelajar</i>
			e) ter-	<i>Tertawa</i>
		Suffix	-an	<i>Mainan, kiriman, liburan, kerjaan, dan lingkaran</i>
		Confix	a) meN-kan	<i>Memasukkan, memasangkan, menyebutkan, menunjukkan, dan melahirkan</i>
			b) di-kan	<i>Dimasukkan dan didoakan</i>
		Double Affixes	meN- + i	<i>Menyirami</i>
2	Not Gramatical	Prefix	N-	<i>Ngantuk</i>
		Suffix	-an	<i>Liburan</i>
		Double Affixes	N- + -in	<i>Ngapain</i>

### Word formation of reduplication products

The word formation of reduplication products found in the speech of autistic student is very limited. From all data analyzed, only found three words of reduplication procedure. The word formation of the reduplication product of autistic students includes words that go through the whole reduplication process and partial reduplication. The former word is formed from the process of combining the basic form with the {R}.

The form of the word formation of the whole reduplication product found in the speech of autistic students is *mana-mana* and *teman-teman*. Word *mana-mana* is formed from basic forms *mana* + {R} → *mana-mana*, while the word *teman-teman* is formed from basic forms *teman* + {R} → *teman-teman*.

The form of the word reduplication product partially found in the speech of autistic students is *jalan-jalan*. Word *jalan-jalan* is formed from basic forms *ber-* + *jalan* + {R} → *berjalan-jalan*. However, the word *berjalan-jalan* also have apheresis so the words that appear are not *berjalan-jalan*, but *jalan-jalan*.

### 3 Grammatical formation of sentences in the speech of autistic students

The sentence grammaticality of students is seen based on the presence or absence of core elements of the sentence, namely the subject and predicate, whether the core element is done or not. This limitation is based on the consideration that the core elements of the sentence are the subject and, especially, the predicate. Because the language data analyzed is oral language data enclosed by the context of the speech, it is very possible if the core elements of the sentence are set. The core element that is set up can still be considered to exist based on the context of the speech. Therefore, the grammaticality of students' sentences is seen from the presence or absence of core elements of the sentence, whether or not the core elements are omitted.

Based on data analysis, it can be seen that the sentence formed by the production of autistic students is grammatical and some that are not grammatical. The production sentence of grammatical autistic students includes (1) sentences with complete and not core elements, and (2) sentences with complete core elements, but put into action. The production sentence for autistic students that is not grammatical includes (1) sentences with incomplete and not completed core elements, and (2) sentences with core elements that are incomplete and imprinted.

Grammatical sentences with complete core elements and complete produced by autistic students are in the form of sentences with (a) S-V, (b) S-V-O, (c) S-V-Complement, (d) V-S, (e) Adverb-S-V-O, (f) S-V-O-Adverb, and (g) Adverb-S-V-Adverb. As for grammatical sentences with complete core elements, they are produced by autistic students in the form of sentences (a) (S) -V, (b) V- (S), (c) (S-V)-O, (d) (S-V)-Adverb, (e) (S-V)-Complement, and (f) (S-V-O)-Complement.

The sentence is not grammatical with incomplete and non-incomplete core elements produced by autistic students in the form of sentences with the

structure (a) V-V, and (b) S-V-(O transitive). The sentence is 13 grammatical with incomplete and core elements which are 7 produced by autistic students in the form of sentences with structures (a) (S) -V, (b) Adverb-V-Adverb-V-O-Complement, (c) Adverb-V-Adverb, (d) V-O, (e) Adverb, (f) O, (g) V, and (h) Adverb-V.

The research findings of the sentence formation of autistic students are outlined in Table 2.

**Table 2:** Form the Sentences of Autistic Students

S. No	Grammaticality	Type of Grammaticality	Sentence Pattern
1.	Grammatical	a) Grammatical sentences with complete core elements and not omitted	<ul style="list-style-type: none"> <li>• S-V</li> <li>• S-V-O</li> <li>• S-V-Complement</li> <li>• V-S</li> <li>• Adverb-S-V-O</li> <li>• S-V-O-Adverb</li> <li>• Adverb-S-V-Adverb</li> </ul>
		b) Grammatical sentences with complete core elements and omitted	(S)-V V-(S) (S-V)-O (S-V)-Adverb (S-V)-Complement (S-V-O)- Complement
2.	Not Grammatical	a) Not-grammatical sentences with incomplete core elements and not omitted	<ul style="list-style-type: none"> <li>• V-V</li> <li>• S-V-(O transitive)</li> </ul>
		b) Not-grammatical sentences with incomplete core elements and omitted	<ul style="list-style-type: none"> <li>• V</li> <li>• O</li> <li>• Adverb-V-Adverb-V-O-Complement</li> <li>• Adverb-V-Adverb</li> <li>• V-O</li> <li>• Adverb</li> <li>• Adverb-V</li> </ul>

**Note:** Syntactic functions that are placed in parentheses are syntactic functions that are erased, but can be understood based on the context of speech and adjacency pairs.

## Discussion

### Grammaticality's form word of autistic students

The results showed that autistic children were able to produce words grammatically and not grammatically. This grammatically produced word is

the word for the process of affixation and reduplication. The words that are produced not grammatically are words of affixation processes only. The results also showed that the formations produced by autistic children from the affixation process were limited. In fact, the affixes used by autistic children to produce formative words are also limited. Of the overall data analyzed, affixes produced by autistic children are only nine types, namely *meN-*, *meN-*+ *-i*, *di-*, *done*, *ber-ter*, *ter-* and *-an*.

Words formed by affixation products produced by autistic children are 21minated by formative words with affixes forming verbs, namely affixes *meN-*, *meN-kan*, *meN-* + *-i*, *di-*, *di-kan*, *ber-*, dan *ter-*. The noun-forming affixes found were only two, namely *per-* and *-an* affixes. This shows that autistic children have more control over affixes that express activity than affixes that express nouns. This finding is in line with the acquisition characteristics of non-autistic children as stated by Clark & Clark (1977). According to Clark & Clark, children generally master the affix of verb markers of activity (affixing-*ing*) first then the other affixes. This kind of mastery also occurs in autistic children.

The influence of autistic children in the second place is the noun-forming affix, namely the affix *per-* and the affix *-an*. This means that autistic children have more control over the noun-forming affixes than the verb-forming affixes. However, the word that is mostly dominated by autistic children is a noun even though the noun produced is a basic noun (no-noun). This can be seen from the many uses of nouns rather than noun class formations. The use of these nouns is in line with the findings of Bartolucci, *et al.* (1980) which states that autistic subjects are often functioning and independently of the grammatical complexity of their language.

The effects used in the formative words produced by autistic children are mostly prefixes. This finding is in line with the opinion of Dardjowidjojo (2003) which states that in Indonesian-speaking children, prefixes are mastered before suffixes. Unlike the case with English-speaking children who master the suffix before the prefix (Kuczay, 1979). This finding also shows that mastery of prefixes that occur in autistic children is the same as non-autistic children. That is, the results of the study suggest that the production of grammatical morphemes by children with autistic impairments, except for some specific grammatical morphemes (Kim & Hwang, 2011).

In the formation words produced by autistic children, it was also found the word *liburan* 'vacation' which refers to 'vacation activities'. At the word

*liburan*, autistic children use affixes *-an* to form verbs. In fact, in Indonesian, affix *-an* is not used to form verbs (check Alwi, *et al.*, 2003). In fact, class words that are classy verb words should be on *berlibur*, not *liburan*. These findings indicate that autistic children have not been able to produce words correctly because they use the wrong additions in forming verbs.

Information words produced by autistic students, it is also found that the use of affixes that are not standardized, for example in the words *nonton* 'watching', *ngantuk* 'sleepy', and *temenin* 'accompany'. The word *nonton* is formed from the *N-* morpheme and *tonton*, while the word *ngantuk* is formed from the *N-* morpheme and *kantuk*. In Indonesian, the *N-* morpheme is unknown. Morfem *N-* is part of the Javanese language system. Therefore, word formation using the *N-* morpheme will produce a word that is not standardized. However, in the speech of an autistic child, this word produced from the *N-* morpheme is found. This can be understood because the language environment of autistic children is a Javanese language environment so that the influence of the Javanese language in producing words formed by autistic children is very likely to occur. This is in line with the findings of Walenski, *et al.* (2014). In his findings, Walenski, *et al.* (2014) states that autistic children tend to over-regularize errors to irregular verbs (eg in the words *bring-bringed*). In autistic children who are the subjects of this study, over-regularization of the rules of Javanese into Indonesian also occurs.

The results of the study also showed that the formation of the results of the reduplication produced by autistic children was limited. Of all the data analyzed, only three formations of reduplication results were found. At least the word formation of the results of this reduplication shows that autistic children tend not to use complex forms resulting from morphological processes, including the reduplication process. This is in line with the findings of Bartolucci, *et al.* (1980) which states that autistic children tend to use simple forms rather than complex forms in their speech.

### **Grammaticality form sentences of autistic students**

The results of research on sentence form grammaticality of autistic students showed that there were grammatical autistic sentences and some that were not grammatical. Grammatical sentences are sentences with core elements S and V. The core elements of the sentence are present (not imprinted) and some are not present (put in place). The data of this study are oral data so that the actual elements of the sentence exist, but are applied with the context of the sentence and the adjacency pair that supports it, still considered to exist.

The results of data analysis show that the sentence produced by autistic students is a simple sentence with one clause (one S and one V). This finding is in line with the research of Tager-Flusberg (1995) who found that autistic children produced significantly short stories and with short sentences. On the other hand, the findings of this study contradict the findings of Peristeri, Andreou, & Tsimpli (2017) who found that autistic children were able to use sentences with more than one clause, especially sentences with subordinate clauses. In this study, no sentence with subordinate clauses was found. In his longitudinal study of his grandson, Dardjowidjojo (2003) also concluded that Indonesian-speaking children aged 5 years were able to produce complex sentences with subordinate clauses, but had not been able to produce complex sentences with coordinating clauses. However, Dardjowidjojo's findings were not found in research with autistic children although the research subjects were the same age.

The sentences produced by autistic students are also often only a syntactic function, for example S, V, O, Complement, or Adverb only. This happens because the sentences produced by students are oral sentences so that the sentences produced are short sentences for efficient conversation. Short sentences also occur because the sentence produced by autistic students is the answer to the question from the teacher. If associated with the communication characteristics of autistic children, short sentences are in line with the findings of Tager-Flusberg (1995).

In short sentences that only consist of one syntactic function, sometimes the sentence does not bring up the core elements of the sentence, for example sentences that only consist of O, Complement, or Adverb only. In fact, sometimes the sentence that appears only contains aspect, modality, or negation. However, the sentence still has coherence so that it can be understood because (1) the context of speech, and (2) adjacency pair that support the conversation. According to Mey (2001), coherence in conversation fragments is very 'local', and revolves around organizing conversations locally and formally by referring to the things just mentioned in the previous context. With this context, the coherence of conversation becomes awakened even though the sentences are not complete structures. Likewise, close partners also contribute to the conversation's coherence. Adjacency pairs are defined as two consecutive utterances that form conversational exchanges (Mey, 2001). Adjacent pairs can be, for example, 'greetings-greetings', 'orders-obedience (verbal)', 'requests (e.g. information)-given things (such as information)', and so on.

In relation to adjacency pairs, there are two parts, namely the first part of the pair and the second part of the pair. The two parts must be related. In fact, according to Schegloff (1972), if the second part of the pair is not found in the context of the conversation, then the first pair is officially considered non-existent, and the speaker can first repeat the first part (for example, repeating the call, perhaps with emphasis. produced by autistic children, there are found sentences that do not match the first part of the partner. For example, autistic children produce a sentence *bangun tidur* (*wake up*) when the teacher asks their autistic child to fast or not. The incompatibility of the first part of the pair and part of the pair does not occur because of the first part wrong partner, but because of the inability of an autistic child to give a stimulus-response, this is in line with the opinion of Sunardi & Sunaryo (2007:197) and Suparno, *et al.* (2018) which states that one of the peculiarities of autistic children is having limited ability to catch cues originating from the environment so that they also have difficulty in give a response.

In Indonesian, passive sentences are very dominant to use (Dardjowidjojo, 1974). That is why Indonesian-speaker children can use passive sentences at the age of 2 years (Dardjowidjojo, 2003). However, in autistic children who are the subjects of this study, not all children can produce passive sentences with acceptable meanings. Autistic children who are the subjects of this study are indeed able to produce passive sentences correctly structurally, but the passive sentence is not meaningfully acceptable. For example, they produce passive sentences *Dia dicari kerjaan terus* (*He is constantly looking for work*). Structurally, the sentence produced by the autistic child is correct. However, the sentence is not logical.

The not-grammatical sentences produced by autistic students also appear in the production of sentences with predicates in the form of transitive verbs. In the research data, there is a sentence *Dito memasukkan* (*Dito is entering*). In Indonesian, the sentence is not grammatical because the word *memasukkan* (*enter*) is a transitive verb that requires the presence of O after V. However, in the sentence produced by autistic students who are the subjects of this study, O is not present. The inability of autistic children to produce transitive sentences correctly is in line with Prior's research, *et al* (1979). Prior, *et al.* (1979) in their study found that in autistic children, they were more difficult to produce transitive sentences than intransitive sentences.

The irregularity of the sentence of an autistic child is also seen from the absence of words *yang* (which) in emphatic sentences-sentences whose

subject is emphasized to focus the meaning of the sentence, this emphatic sentence can be formed by adding the *yang* (which) word to V (Chaer, 2009). In Indonesian, the sentence Emfatik In the research data, found the sentence *Siapa memasukkan mainan ke kardus?* (*Who put the toy into cardboard?*). The sentence is not grammatical because it removes the word *yang* (with) between *siapa* (*who*) and *memasukkan* (*put...into*). This finding shows that autistic children are unable to produce questionable sentences correctly because they eliminate important elements in forming question sentences.

Regarding the negative sentence, the results of the study show that autistic children are able to produce negative sentences with grammatical. Autistic children are able to produce sentences with *tidak* (*no*) negation. This negation is used to negate verbs because according to the opinion of Alwi, *et al.* (2003) and Chaer (2008), negation is not used to negate verbs. Besides the *tidak* (*no*) negation, the other negations have not been found in the speech of autistic children. This finding rejects the results of the study by Dardjowodjojo (2000) who found that the order of negation that is mastered by children in Indonesian is *kan, belum, nggak/ndak/tidak, dan jangan* (*not, not yet, no, and not*). In autistic children who are the subjects of this study, negation *tidak* (*no*) appear first than other negations.

## Conclusion

This study seeks to examine the grammaticality of Indonesian-speaker children with autism in learning interactions. The grammaticalities studied include formative word grammaticality and formed sentence grammaticality. The results showed that there were autistic children who were able to produce words and sentences grammatically, but some were not grammatical. The grammatical formulation is in the form of product affixation and reduplication words, while non-grammatical formations are formed words of affixation products. Grammatical formations include complete sentences with core elements (S and V), whether S and V are applied or not, while not-grammatical form sentences include formalized sentences with incomplete core elements or sentences with complete core elements, but logically unacceptable.

The results showed that autistic children tended to produce simple forms so that they used more nouns and basic verbs than nouns and affixed verbs. From the sentencing aspect, autistic children also produce simple sentences with one clause rather than complex sentences with more than one clause. Autistic children have problems producing transitive sentences and passive

sentences. However, autistic children have no problems producing negative sentences even though the negation used is limited.

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