# ACQUISITION OF SYNTAX AUTISM CHILDREN PELITA HATI FOUNDATION PALEMBANG

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## ABSTRACT

The title of this research is *Acquisition of Syntax Autism Children Pelita Hati Foundation Palembang*. The formulation of this research problem is how to get the acquisition of syntax autism children pelita hati foundation palembang, especially the forms of phrases, clauses, and sentences produced by autistic children of Pelita Hati Foundation Palembang. This study aims to describe the acquisition of syntactic autistic children Pelita Hati Foundation Palembang, especially forms of phrases, clauses, and sentences produced autistic children Pelita Hati Foundation Palembang. This research uses a descriptive method. The source of this research data is the utterances produced by autism children class II Pelita Hati Palembang School (SD Autis). Data were collected by observation technique, recording technique, and recording technique. The results of this study indicate that of all the types of phrases and clauses put forward by Chaer, the child obtains all types of phrases, namely coordinative nominal phrase, coordinative verbal phrase, coordinative adjective phrase, subordinate nominal phrase, subordinate verbal phrase, subordinate adjective phrase, and prepositional phrase. Clause acquisition shows autistic children obtaining all types of clauses, ie, nominal clauses, verbal clauses, adjective clauses, prepositional clauses, and numerical clauses. For the acquisition of sentences, children with autism have obtained declarative sentences, interrogative sentences, and imperative sentences, while the exclamative sentence has not been obtained in this study.

**Keywords: *speech, phrase, clause, sentence, Pelita Hati Foundation Palembang.***

## INTRODUCTION

Language as a tool of human communication obtained since childhood. The potential of a child's language was brought from birth. From an early age, the baby has interacted in the social environment. According to Chomsky (Subinakto and Nababan, 1992: 77), every child since birth is equipped with a device that allows him to obtain Chomsky language named it with *Language Acquisition Device* (abbreviated as LAD). Since everyone has been equipped with LAD, a child no longer needs to memorize and mimic sentence patterns in order to master the language. He will be able to by itself utter a phrase that has never been heard before by applying grammatical rules that are unconsciously known through LAD.

Every normal child has the ability to produce words, phrases, clauses and sentences. They produce a word, phrase, clause, and sentence to express his thoughts. The ability they obtain from small gradually from simple to very complex.

Different with normal children, children who have the disorder are not necessarily able to obtain perfectly syntax. For example children with autism. Autism is one of the language abnormalities. According to Veskarisyanti (2008: 26), autism is one of the disorders in children that marked the emergence of disorders

and delays in the field of cognitive, communication, interest in social interaction, and behaviour. This abnormality is found in the brain small, which serves to perform the process of memory, thinking, sensory activity, attention, and learning to speak. Every child with autism is not necessarily able to produce a language like any other normal child. This is like the opinion expressed by Maulana (2007: 13-14) that, "If we pay attention to the autistic person's speaking ability, then half the autistic children do not have that ability. Meanwhile, other autistic children can only sound echoes from their throats ".

This study is limited only to phrases, clauses, and sentences. This refers to the opinion of many language acquisition experts who consider that syntactic acquisition begins when children begin to combine two or more words (Chaer, 2002: 183). Based on that opinion, the word component which is the smallest unit of syntax is not examined as well as the unit of discourse which is the highest unit in the syntactic hierarchy.

This study uses *cross-sexional* design. According to Dardjowijojo (2009: 193), the *cross-sexional* design is done at certain times. The subject is more than one person and the topic is predefined. The topic chosen is not a developmental topic (for example, how the child mastered the passive form), but that was the case at the time. for example, how children 2 years and 3 years old use passive forms.

In general, the problem in this study is how the acquisition of syntactic autistic children Pelita Hati Foundation Palembang. The results of this study are expected to contribute theoretically and practically. Theoretically, this study is expected to be useful as a contributor to the theory of language acquisition, especially syntax, that is to strengthen the existing theory. Practically, this research is useful for teachers. Especially specialist school teachers autistic children. The expected to help teachers in facilitating the teaching and learning process? Teachers can help autistic students who have difficulties in producing the language especially the phrases, clauses, and sentences agar process autistic children speak to be better and perfect.

There are many syntactical definitions put forward by linguists. Chrystal in Ba'du lu (2004: 43) defines "Syntax as a study of the rules that arrange how words are combined to form sentences in a language". "Syntax is the study of the relationship between the elements of sentence structure, and the study of rules which controls the setting sentence in the groups' according to Paul Robert in Ba'du lu (2004: 43). A syntactic structure will not be separated from phrases, clauses, and sentences.

According to Chaer (2008: 120), "Phrase is a syntactic unit composed of two words or more, which is the clause occupies syntactic functions". Check out the following chart:

| S | P | O | KET |
|---|---|---|---|
| Adik saya | suka makan | kacang goreng | di kamar |

All of the above clause functions are populated by a phrase: function *S* by *adik saya* phrase, the function *P* is *suka makan* phrase, the O function by the *kacang goreng* phrase, and the description function is filled by the phrase *di kamar* (Chaer, 2008: 39).

The phrase seen from the relationship between the two elements is divided into the coordinate phrase and subordinate phrase. The coordinate phrase is a phrase whose position of the two elements is equal, and the subordinate phrase is that the two elements are not equal. Viewed from the relationship of the two elements is distinguished the existence of endocentric phrase, that is one of its elements can replace the whole, and the existence of exocentric phrase, that is the second element is one unity. Then when viewed from the category, distinguished between the nominal phrase, verbal phrase, adjective phrase, and phrase prepositional. Based on the above criteria we can note the existence coordinative nominal phrase, verbal phrase coordinating, coordinative adjectival phrase, the phrase nominal subordinate, subordinate verbal phrase, and the phrase adjectival subordinate. Because subordinate phrase is basically the same as the phrase endocentric, it is just a phrase exocentric prepositional phrases. (Chaer, 2008: 120 - 121) .

Based on the opinion of Chaer (2008: 41), "The clause is a syntactic unit that is above the fr a unit and below the sentence unit, in the form of a predictive constructed word sequence ." The clause can be differentiated by type categories into predicate such as, nominal clause, verbal clause, adjectival clause, prepositional clause, and numerals clause.

A sentence is a syntax unit constructed by the basic constituent and has a final intonation (Chaer, 2008: 163). The sentence, if viewed from a syntax, can be divided into (1) a declarative sentence, (2) interrogative sentence, (3) the imperative sentence, and (4) the ekslamatif sentence.


## RESEARCH METHODOLOGY

The method used in this research is a descriptive method. According to Best ( cited Sukardi, 2003: 167), "Descriptive research is a research method that tries to describe and interpret objects in accordance with what is".This is done with the effort to collect data, process the data, conclude, and to report such as the purpose of research.

The location of this research is Yayasan Pelita Hati Palembang, which is a foundation that supervises Autism Clinic Anakku (therapy) and Sekolah Pelita Hati (SD Autis). Based on observations, my Autism Children's clinic (therapy) is only for children who are undergoing therapy. The Pelita Hati School consists of 6 classes and 22 students.

The data of this research comes from the speeches produced by second-grade students of Pelita Hati Foundation (SD Autis). Second-grade students consist of 8 students with details of 4 autistic children who Down Syndrom two autistic children who behaved *hypoactive (deficit)*, and 2 children with autism who behaved *hyperactively*. Children with autism who behave hyperactive class II SD Pelita Hati selected because they have been doing therapy and get the language in school for approximately 1-year-old. The place used to retrieve data is the class that is where the learning situation takes place. Collects data using observation techniques, recording and assisted by recording.

The method used in data analysis is the method of Agih. A good method is used in relation to syntactic studies. A method of the method is used to examine or determine the identity of a particular lingual unit by means of determining which part of the language itself.

The technique used in this research is the technique for the direct element (BUL). BUL technique in this research is used to analyze data in the form of phrase, clause, and sentence.

Data analysis in this research use procedure as follows:

a) Changing the recording data into a text form that data recorded in the *audio tape recorder* transferred into written text.

b) Translating Palembang-language data into Indonesian, the data is grouped by category.

c) Identify phrases, Calusa, and sentences. The identification is done by taking into account the characteristics of phrases, clauses, and k al clauses.

d) Classify the data that has been identified earlier so clear which data are classified phrases, clauses, and sentences.

e) Interpret such phrases, clauses, and sentences .

f) Summing up.

**FINDING AND DISCUSSION**

Based on the results of the study, children with autism have been able to obtain the types of phrases, clauses, and sentences. All types of phrases and clauses have been able to get autistic children. However, for the acquisition of sentence, children with autism obtain three types of sentences only. One type of sentence, that is ekslamatif sentence they cannot get.

**Acquisition of Phrase**

Based on the results of the study, children with autism have been able to obtain all types of phrases proposed by Chaer. Nominal Phrases subdominan obtained compared with other types of phrases. The least dominant phrase obtained is the type of phrase coordinated adjectives when compared to other types of phrases. The following details of the acquisition of the phrase autistic children.

| Phrase Type | Amount |
|---|---|
| Coordinative Nominal Phrase | 7 |
| Coordinative Verbal Phrases | 7 |
| Co-ordinative Ajektifal Phrases | 1 |
| Subordinate Nominal Phrase | 52 |
| Verbal Phrases Subordination | 17 |
| Subordinate Subjective Phrase | 5 |
| Phrase Prepositional | 12 |

**Acquisition of Clause**

Based on the results of the study, children with autism have been able to obtain all types of clauses proposed by Chaer. These clauses include nominal clauses, verbal clauses, adjective clauses, prepositional clauses, and numerical clauses. 5 types of clauses proposed by Chaer, the most dominant verbal clauses obtained in the study. Non- dominant numeralia clause in obtaining autistic children when compared to other types of clauses.

| Clause Type | amount |
|---|---|
| Nominal Clause | 6 |
| Verbal Clauses | 34 |
| Antifaltive clause | 3 |
| Prepositional Clause | 4 |
| Numerals clause | 1 |

**Acquisition of Sentence**

The division of sentences according to Alwi, et al, based on their syntactic form, can be divided into (1) declarative sentences, (2) interrogative sentences, (3) imperative sentences, and (4) exclamative sentences. Based on the results of research the autistic child has been able to produce sentence declaration well as well as with interrogative and imperative sentences. However, ekslamatif sentences have not been able to produce them well. The following sentence examples presented were obtained by -subjek subject of research.

| Type of sentence | Amount |
|---|---|
| Declarative Sentence | 94 |
| Interrogative Sentences | 10 |
| Imperative Sentence | 25 |
| External Sentence | 0 |

**Discussion**

The results showed that children with autism who attended school in Pelita H ati Palembang was able to speak, read, and write. At first children did not speak and communicate with others. As long as the authors do research in autism schools, the authors see that they have abilities over children usually. They are able to do the tasks very easily and remember the lessons given by their teachers. Their language skills are not much different than normal children. For example, in the speech, *Pak walikota datang menghias kota Palembang*. This statement shows that they have been able to combine words that are categorized verbally. They are able to produce sentences that contain two words categorized verbs without inserted conjunctions. This shows that children with autism are able to produce sentences like other normal children.

From the research, children with autism Y ayasan Pelita Hati Palembang been able to produce a phrase. Coordinative noun phrases was found in speech of children with autism Yayasan Pelita Hati Palembang, although the intensity is not too often. The choice of words they produce is the kind of words they used to say in their daily lives. For example the phrase *mama papa.* Like wise with coordinative verbal phrases and coordinative adjective phrases have appeared in the speech of autistic children.

Obtaining a phrase uttered autistic children Yayasan Pelita Hati Palembang overall shape varies. However, the form of phrases that appear in the speech of autistic children Yayasan Pelita Hati Palembang is still simple, ie two words.

The acquisition of clauses of autistic children varies. Children with autism are able to produce one clause in every sentence they say. However, there are several sentences that contain more than one clause they produce.

The results showed that the child obtained the five types of clauses. Verbal clauses are predominantly obtained by autistic children and subsequent adjectives, and nominal clauses whereas non-dominant clauses obtained by autistic children are numerical clauses. This is because the topic of conversation that allows verbal clauses to appear more frequently than other clauses. Most predictive words appear in the category of verbs.

From the results of research, sentences that diujarkan children with autism vary. Judging from the syntactic form the sentence is divided into (1) declarative sentences, (2) interrogative sentences, (3) imperative sentences, and (4) sentences eksklamatif. Declarative sentences, interrogative sentences, and imperative sentences are found in the speech of autistic children. Unlike the ekslamatif sentences that have not been able to be produced by children with autism .

Children with autism differ from normal children. Children with autism are children who have language abnormalities. In this study, children with autism have not been able to produce an explanatory sentence. In addition, children with autism were confronted using a different sentence structure that is often used normal children. Autistic children sometimes use the predicate at the beginning of the sentence to confirm the activity. For example, *Belajar, belajar kami sedang belajar.* However, the acquisition of such structures is not very often they do when research takes place.

## CONCLUSION AND SUGGESTION

The results of research and discussion can be summarized as follows. *First,* speech in the form of phrases, clauses, and sentences can be produced by autistic children Pelita Hati Foundation Palembang. Subordinating noun phrase most do m inan produced in the speech. The coordination of co-ordination rarely is most rarely produced in the speech of autistic children of Pelita Hati Foundation Palembang. Acquisition of clauses shows that children with autism acquire five types of clauses. Verbal clauses are predominantly obtained by autistic children and subsequent adjectives, and nominal clauses whereas non-dominant clauses obtained by autistic children are numerical clauses. The acquisition of

sentences is examined based on the syntactic form. Sentences are divided into (1) declarative sentences, (2) interrogative sentences, (3) imperative sentences, and (4) exclamative sentences. Declarative sentences, interrogative sentences, and imperative sentences are found in the speech of autistic children. Unlike the ekslamatif sentences that have not been able to be produced by children with autism.

This is caused by the amount of information that the child wants to know and the amount of information given to his opponent's son and the many topics of conversation that allows children to express freely. In addition, the diversity of child traits, behaviors, situations, and conditions that strongly support the child to express what he knows.

In addition, the age of autistic children studied was ten years old. At this age the child has undergone therapy and attended school for autism less than two years. The language used by research subjects is more dominant use Palembang language than Indonesian because of the many komunikasai take place in the community speakers of Palembang Language. In one sentence the autistic child says there are several phrases and also some clauses. To classify it is used the distinguishing feature of each group.

In addition to the above conclusions, presented some suggestions as follows. *First* , this study is one example of language acquisition in particular pe m erolehan syntax. Therefore, the results of this study should be used as a study material for teachers at Pelita Hati Foundation Palembang especially to improve the ability to obtain the types of phrases, clauses, and sentences that have not been found in this study in order to increase the creativity of speaking autistic children in the learning process. Some things you can do for example invite to play together, discuss, ask, chat, express feelings, desires, awe, etc.

*Secondly,* this research is one example of the acquisition of language, especially the acquisition of syntax. Therefore, the results of this study should be used as a review material for parents of children with autism to improve the potential language of children. Parents should teach a lot of new vocabulary that has not been understood by children.

*Third* , the results of this study is not so profound because it only discusses the syntax. Therefore it is necessary to do further research on other aspects such as research on phonology and morphology with a wider object and in a longer period of time.

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