

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

From an overall analysis of Language aspects acquired by children suffering from DLD, it was concluded that:

1. Based on the data analysis that has been found in the research of Language Aspects, there were four aspects acquired by children, namely (a) Speech sound, (b) Syllable, (c) Vocabulary and (d) Structure. Each of them, a total be fourteen, there are: (1) front vowel (fv), (2) central vowel (cv), (3) back vowel (bv), (4) consonant, (5) one-syllable, (6) two-syllable, (7) three-syllable, (8) word, (9) phrase, (10) clause, (11) sentence, (12) syntax, (13) grammar and (14) semantic.
2. (a) There are found eleven patterns of aspects were realized into (a) (1) Front vowel (fv) (a) ASD: a total of 12 patterns. (b) Asperger's: a total of 2 patterns. (c) Mental retardation overall total 3 patterns. (2) Central Vowel (cv) (a) ASD: 6 overall total says 63. (b) Asperger's overall total says 6 patterns. (c) Mental retardation total 17. (4) Back vowel (bv) (a) ASD: total 29 patterns total, (b) Asperger: found 3 (c) Mental Retardation: total 19 patterns, (4) Consonant (a) ASD: a total of 65 consonants. (b) Asperger: total 6 consonants (c) Mental retardation: total 21 (5) One-syllable (a) ASD: 9 patterns (b) Asperger: 4 patterns (c) Mental retardation: 12 patterns. (6) two-syllable of (a) ASD: 48 patterns (b) Asperger: 4 patterns (c) Mental retardation: 7 patterns. (7) Three-syllable

(a) ASD: 5 patterns, (b) Asperger: not found (c) mental retardation: 19 patterns. (8) Word (a) ASD: 74 patterns (b) Asperger: 9 patterns (c) Mental retardation: 19 patterns. (9) Phrase (a) ASD: 1 pattern (b) Asperger's was not found (c) Mental retardation: 1 patterns. (10) Clause (a) ASD and (b) Asperger's not found (c) Mental retardation: 1 pattern. (11) Sentence (a) ASD and (b) Asperger not found (c) Mental retardation: only 1 pattern.

(b) There were realized and constructed in their utterances with eleven aspects; there are: (1) Front vowel (fv) (2) Central vowel (cv) (3) Back vowel (bv) (4) Consonant (5) One-syllable (6) Two-syllable of these six aspects found from their speech starting from children with ASD, Asperger's and Mental retardation has been constructed. (7) Three-syllable only found in children with ASD and Mental retardation, namely AZ, AZZ and CC. (8) Words of all children with ASD, Asperger's and Mental retardation were found and constructed. (9) Phrase was only found in children with ASD and Mental retardation, namely AZ and CC.

(10) Clause was only found to be constructed in Mental retardation children, namely CC (11) Sentence was only found to be constructed in Mental retardation children by CC.

3. Based on the reason with four language aspects acquired by children, it can be categorized into three types of autism: ASD, Asperger and Mental retardation, where ASD include: AZ, NB, AZZ, AL and ZA Asperger: FB, Mental retardation: CC. ZA and CC in a higher level of ability of utterances,

FB and NB in the medium level of their utterances and AZZ, AL, and ZA Low level of their utterances. Also, their ability to speak improves because the teachers use two-way communication from the ABA method and connect to their food selection, which is also essential for them to improve their language development.

5.2 Implication

Based on the results of this study, it is obtained a comparison of the effects of previous studies with this study, as a comparison and usefulness research, including:

1. Based on the theory used in this study for aspects of language form (Gleason: 1985:90). It turns out that the results of this study are valuable and synchronous and can be used in children suffering from DLD, speech sound; according to Szczegilniak (2019), articulatory phonetics contains vowels and consonants. There are three types of vowels: front, central and back. The results of this theory are the most widely used by DLD children in both vowels and consonants and are linked to Agustin's (2010) front, central, and back vowels. Among the utterances, they are most often found in the results of this theory. Then syllables, according to De Jong (2003), which consist of one, two and three syllables, are also found to have their utterances. According to Hatch and Brown (1995), vocabulary was also found in their utterances; although not much, they can utter their vocabulary found in phrases and clauses. Then the last one is Structure (Lumencandela: 2018). There is grammar and semantic syntax; it has not

been found in this result but will be seen as they age until they mature; their structure results had to be found later.

2. a) After realizing the patterns found in these eleven aspects, the results of this study can be applied to the parents of children in terms of the eleven aspects they get.
- b) After knowing that the results of the realization of several constructs were found, hopefully, this research will become a guidebook or guide for teachers when teaching or caring for DLD children at AHC. Then from the results of this study, hopefully, more samples or subjects can be found, especially in children diagnosed with Asperger's and Mental retardation, to understand their language development better.
3. They were based on the reason used for this research/observation; children who have been taught at this AHC institution. Then the results of this study hopefully become a guide for DLD children who have never previously researched precisely with this research, so teachers and parents can apply the results from this study which show the extent of their child's language development. And it can be a reference to further improve their children's language development, especially for children with ASD, Asperger's and Mental retardation.

5.3 Suggestion

Based on the result of the study, some suggestions were proposed as follows:

1. From Language aspects, children acquired their fundamental aspects with four language aspects; the teachers have been very maximal and expert in this field. Especially in the process of progressing children's language development, it is found that teachers who are not diligent in this field are expected to be replaced or given teaching guidance until they are proficient first. So that the process of learning and teaching, especially in their language development, is not hindered because there are inadequate teachers in this field. For this reason, it is hoped that this process will not be disrupted so that children's language development can improve.
2. a) From the fourteen total language aspects, it turns out that only eleven aspects of patterns are involved in this study, connected to the patterns of children's language. It would be possible for adults, especially their parents, to pay attention and why their language is hindered from communicating well. It takes significantly extra activities and very high patience. Which must also be thoroughly maintained so that their needs will be proportional to what they produce; it is not as easy as one thinks, but the effort is needed.
- b) After finding from the construction children of their utterances, for the formation and development of their language, it is hoped that parents who often go in and out of this institution will hinder the development of the child's language. Instead, it will cause a total cessation of children's language development, so let them stay in this institution until the child becomes independent child, especially in their language development.

3. After being seen from the research reason researched in this study, three categories of autism were found, namely ASD, Asperger's and Mental Retardation. This institution uses the ABA method using two ways of communication. But it would be nice to add various areas of children's skills to provide them; children will have skills that can be highlighted, such as gardening skills, sports and even skills in the field of Tahfiz Quran. The government can assist in facilities and infrastructure to advance the program of this skill, divided into vocational areas such as computer vocational, cooking, administration and others. These programs and skills help behaviour therapy use remedial communicative and socialization skills. The government can also help by facilitating teaching aids such as digital pronunciation and interactive and communicative visual media. Finally, the government can contribute to the broader socialization of this institution so that the public is more aware that autistic children can be adequately handled through this institution. Then parents who have children with special needs can join this institution, especially regarding their language. By establishing development support facilities, any group can reach them. Therefore, these children also have the right to education and infrastructure. This study also applies child protection, where children must be under the supervision of their parents and teachers. According to discussions between teachers and parents on child protection, such children will be vulnerable to abuse. Indeed, it has been applied to every child by the Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection.