

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important role in human life, even after all, language is one of the most communication needed by every human being, to socialize with each other. Without speaking or communicating, will feel that it lacks the information. In addition, the language is not only embedded in every human being, but there are some people who do have limitations communicate. These limitations can occur because of a mental or inability of said tool. By doing so, it is an inhibit a person who has limited communication.

Discussing about the language or communication is hampered because of the limited mental or vocal organs in humans, children with intellectually disabled children can be used as one example in which communication is hampered by mental limitations. In addition, children with intellectually disabled children also have a quiet nature, when in the act should be no specific guidance from parents, as well as others, so children with intellectually disabled children can communicate only with the people alone.

Intellectual disability (ID) is invariably associated with impairments in social behavior that are manifested across a range of contexts and tasks. Children and young people with ID have social difficulties (Margalit, 1995), especially in spontaneous manifestation of behaviors and communication skills, emotional responses and social perception associated with effective psychosocial functioning

and adaptation within the structure of community (Gottlieb & Leyser, 1981). It has been described that people with ID experience high levels of loneliness, social anxiety and lack of satisfaction with their social interactions (Williams & Asher, 1992). In addition, children with ID exhibit inappropriate problem solving patterns during conflicts with peers, are less accepted as reflected by both peer socio-metric and behavioral measures, have more difficulties forming in-depth relationships with peers as indicated by more limited linkages between peers across school and community settings, and have fewer reciprocal friendships (Gresham, Elliott, & Black, 1987. Guralnick et al., 1998, 2006).

Intellectual disability is a term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child (National center for Children with Intellectual Disability, 2011).

The ability of vocabulary acquisition is the process of a child have the words. The process cannot be done directly, because it is impossible to dissect a human skill just to find out how this process occurs. Thus, the ability of vocabulary acquisition can only be done indirectly through observation word uttered, through the speech we can know anything vocabulary controlled by a child.

Vocabulary acquisition allows one to speak properly. In other words, the quality of one's language skills is clearly dependent on the quality and quantity of its vocabulary. Richer vocabulary the more likely we are speaking skills. Vocabulary

is an important element of the language and need to be studied, understood, and understood in order to be used properly.

Pronunciation patterns must be understand some of the similarities and differences to some certain vowels and consonants. Pronunciation of words based on a system of signs (symbols) is studied by the branch of linguistics called phonology. As explained by Kushartanti, the science of sound in general is called phonetics; the sound of the language studied and described in phonological or phonemic. Science or system of so-called semantic meaning. Lexicon, grammar, and phonology as three parts of the structure in terms of meaning and language concerns in terms of the sound of the language; therefore also have an aspect of semantic and phonetic aspects. Phonological subsystem or phonological structure includes aspects sounds of language, both concerned with the characteristics (studied by phonetics), as well as those concerned with their function in communication (Kushartanti, 2005: 7).

The child has difficulty in speaking, but it does not necessarily mean the child is weak in his knowledge of the language. The speech disorders in general be problems in articulation. This includes the substitution (the sound is replaced with other sounds), and omission (eliminating noise at all - for example, "saya" becomes "ya"). Other disorders types include state of stuttering and hoarseness or impairments in volume and timbre of their voice.

Based on preliminary studies conducted by researchers, that the intellectually disabled children class 4 of SDLB Negeri 117709 Kampung Baru Rantauprapat, there were 4 children with intellectual challenges where these children have

problems in speaking, these children will talk when it was forced by the teacher. Based on information from their classroom teachers, children with intellectual disabilities have started to understand simple commands (receptive) for example when the teacher said the attitude of a child praying immediately cupped hands, the ability of social interaction still need guided. When the writer gave the picture to the retarded child to know their vocabulary, the children saw a picture "of a child who was sweeping", some children say "pu" voiceless "fa", "apu" voiceless "f". When the writer showed pictures of "three cats were sleeping", there is a child who says "meong bobo", and say "ong". When the writer asked the teacher their ages, then the teacher answered 10-15 years old. Based on the ages, if we see the normal child that it is impossible the child cannot acquire the language.

In Indonesia word class there are 7 classes, they are nouns, verbs, adjectives, adverbs, pronoun, numerals, and word task. The intellectually disabled children with 10-15 years old do not have much vocabulary and the correct pronunciation of their vocabulary.

This study has aim at finding the level of vocabularies are acquired by the children, the process of vocabulary acquisition, and describe in what context vocabulary acquired by intellectually disabled children in SDLB Negeri 117709 Kampung baru Rantauprapat.

Chomsky in (Dardjowidjojo, 2000) stated that language is actually not all a process which is done by the children, yet happens to them. Still on the same book, He said that human being has a, what he called, *Faculties of the Main*. It is spaces of abstract intelligent within the mind of human being. And one of those

spaces is allocated for the using and acquiring of language. Thus, by analyzing and moreover understanding the vocabulary acquisition occurred in the intellectually disabled children in SDLB 117709 Kampung baru Rantauprapat, it is expected that people will have description inside their mind about how children's speech is formed.

1.2 The Problems of the Study

In relation to the background of this study, the problems of this study are formulated as follows.

- 1) What vocabulary classes are acquired by the intellectually disabled children in SDLB Negeri 117709 Kampung Baru Rantauprapat?
- 2) How are the vocabularies acquisition acquired by the intellectually disabled children in SDLB Negeri 117709 Kampung Baru Rantauprapat?
- 3) In what context are the vocabularies acquired by the intellectually disabled children in SDLB Negeri 117709 Kampung Baru Rantauprapat?

1.3 The Objectives of the Study

In relation to the above problems, the objectives of the study.

- 1) To describe vocabulary classes are acquired by the intellectually disabled children in SDLB 117709 Negeri Kampung Baru Rantauprapat.
- 2) To elaborate how the vocabularies are acquired by the intellectually disabled children in SDLB 117709 Negeri Kampung Baru Rantauprapat.
- 3) To describe in what context the vocabularies acquired by the intellectually disabled children in SDLB 117709 Negeri Kampung Baru Rantauprapat.

1.4 The Scope of the Study

This study attempts to investigate vocabulary acquisition of the intellectually disabled children in SDLB 117709 Negeri Kampung Baru Rantauprapat. The aspects will be observed in this study are the kinds of vocabularies are acquired by the children, the process of vocabulary acquisition, and describe in what context vocabulary acquisition acquired by intellectually disabled children in SDLB Negeri 117709 Kampung baru Rantauprapat.

1.5 The Significance of the Study

Findings of this research are expected to provide a valuable input that can enrich the study on the development of language acquisition. It is expected that the findings can show significant relevant to the theoretical and practical aspects.

Theoretically, the research findings can provide a basis for further research on different stages of the children language acquisition and to see the application of theories of language acquisition.

Practically, on the other hand, the findings of this research can be made as guidelines for adults, teachers, these concerned with an early childhood education, especially parents who are interested in the process of encouraging the young children to speak as related to the theory of language acquisition. It will make a valuable references in assisting and facilitating the children in the process of language acquisition.