CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Language Acquisition is meant to process whereby children achieve fluent control of their native language (Varshney, 2003:307). The ability to get and understand the language is inherited genetically, but the particular language children speak is culturally and environmentally transmitted. Children all over the world acquire their first language without tutoring. Whereas a child exposed to talking to an English-speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers begins to use Indonesia fluently. Language acquisition thus appears to be different from the acquisition of other skills such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by language retardation than the acquisition of other intellectual skill activities. Every average human child learns one or more languages unless they are brought up in linguistic isolation and learn the essentials of the language by a reasonably little age.

According to Chomsky (2009:101-102), language acquisition is a matter of growth and maturation of relatively fixed capacities under appropriate external conditions. Internal factors primarily determine the form of Acquisition and use of the acquired language. Because of the fundamental correspondence of all human languages, because "human beings are the same, wherever they are, a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain "critical period" of intellectual development. In addition, the

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term language acquisition is usually used without qualification for the process, which results in the knowledge of one's native language (or native languages). It is conceivable that the Acquisition of a foreign language proceeds quite differently, whether learned systematically at school or not. Indeed, as we have seen, the Acquisition of one's native language after the alleged 'critical age' for language acquisition may differ, for neurophysiological reasons, from the average child's Acquisition of a native language (Lyons: 1981:252).

Frederic (1957) suggests that language acquisition is accounted for first by operant conditioning. His view is that a child acquires language through imitating adults' utterances. Parents provide a language model. They also offer reinforcement through the sign of approval, through the implementation of the child or through a desire to recognize, respond and produce the child's speech. Then, Noam Chomsky explains that language acquisition is obtained through habit or imitation that is generative, and theories of language acquisition must consider how infants acquire the capacity to generate an infinite number of grammatical utterances through the potential development that has taken birth.

Children in obtaining the first language vary; there is a slow, moderate, and some even faster. Several factors significantly influence that; such as natural factors, cognitive development factors, social background factors, and hereditary factors (gender, intelligence, personality/style acquisition) (Slobin, 1985:63). A child does not suddenly have a grammar first in the brain (neurology), complete with all the rules. The first language was gained in several stages, and each subsequent stage was closer to the grammar of the language of adults.

It is seen in acquiring a child's language; in the language acquisition process, children learn to produce, speak or produce a sentence, even a complex sentence. Before uttering speech sounds, infants make a variety of sounds, crying, cooing and gurgling. Pinker (2011) states, "Learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons." The process of language acquisition is done naturally since an infant is exposed to the language. Steinberg (2000) divides language learning into two psychological processes that are speech production and speech comprehension. The development of speech production is divided into three stages. There is (1) vocalization to babbling to speech: vocalization to babbling, babbling to speech, explaining the acquisition order of consonants and vowels, (2) early speech stages: naming, holophrastic, telegraphic and morphemic, (3) later speech stages: rules formation for negatives, questions, relative clauses, passives, and other complex structures. Speech comprehension is our ability to hear sounds and transform them into information. When sound enters our ears, it travels to the brain's auditory cortex, which is termed into information and stored in our memory.

Then children's language development continues to increase until they are at school, between 5 - 10 years old. Children produce many words and sentences at 5 – 10 years old. Children at the age of growth will experience significant and rapid language development because, at the age of development, they are required to speak the language both through the environment at home and their school. Children aged 5 to 10 years at this age will experience language development

starting in terms of the morphology of syntax morphology and pragmatics. Koutsoftans and Gray (2013) stated that language in school-age years is complex for two reasons. First language abilities across all five domains (phonology, morphology, syntax, semantics and pragmatics) continue to develop through high school.

Gleason states that in the critical period of language acquisition, a human needs the entire broad domain of language that must be acquired (Gleason: 1985:152); four essential language aspects have been studied: (Speech Sound, Syllable, Vocabulary and Structure). In the critical period of their language acquisition, parents must pay close attention to the development of their child's language because the process of language development is determined by the role of parents, teachers and their environment. Children at this age can be invited to communicate, as found in research (Taylor and Francis: 2014) *regarding 'Moral Development: Defending Perspective in Moral Development*. It was found that the mean percentages of subjective moral judgment responses produced by boys and girls differed between 5-10 years old. The children would provide the corresponding subjective or objective for their choices since it is considerably more effective than delayed. That means the age range between 5-10 years in these children, boys and girls, has the right and effective potential in their behaviour to be asked questions. And the responses they provide are also adequate at this age; in other words, it is a reasonable response appropriate to explain.

In their critical period of language and related to the four aspects of languages, the aspects children should get for their language development do not

run smoothly. In this case, it was found that the children did not speak properly. Because in the process of their language development, there found disturbances. That happens due to various factors. The factors that cause interference with children's language development are not known for sure. In this state, at the same time, children want to gain even though they are still learning beside in their daily routine for speaking their mother tongue, they also find some problems. The issue, called disorders, was diagnosed in the clinics that situation of children has some difficulties. At the same time, parents see their children's utterances and speaking development as tremendous awkwardness or clumsy even in their minds when talking. Many situations that come from children in this situation must be dealt with quickly.

So this situation becomes a problem, and this problem is called language developmental disorder (DLD). This issue is extremely near to the kid's theory and reality, which will be explored here as (DLD) (Norbury, Tomblin and Bishop: 2008), which happens when a child fails to develop their native language for no apparent reason. Their research revealed the possible genetic and biological causes of the disorder, the best way to assess children's language skills in a communication breakdown situation, the long-term outcomes for children with DLD as they grow up, and the overlaps between DLD and other childhood disorders. This condition may include: autism spectrum disorder (ASD), sensorineural hearing loss, neurodegenerative diseases, brain injury, acquired epileptic aphasia in childhood, genetic conditions such as Down syndrome, cerebral palsy, and dyslexia and intellectual disability. And the best way to treat

children with the disorder is written by an expert in a manner that's easy to understand for researchers, physicians and families.

Children's difficulties with utterances, language and communication can be seen when they speak. Such as, when articulating sounds and language is a system in which a small number of elements (words and grammatical inflections) are combined in a rule-based manner to generate an infinite number of possible meanings. When an 8-year-old kid articulates all sounds clearly but speaks in immature phrases, making grammatical errors and sticking to a simple sentence structure, such as "yesterday me went to school," it is possible to have a daily speech but impaired language. A complication is that there can be various underlying reasons for a child's inaccuracy in producing speech sounds. On the one hand, it could be due to abnormal structure or function of the articulatory apparatus. Still, it could also be due to immaturity or abnormality in learning one's native language's speaker system.

This study deals with children with language disorders; what is interesting about this research? The children are found here the tendencies to be deficient in their language. Still, language development is more seen even though the child is affected or suffering from their developmental language, but children can still communicate with their abilities. Like the limits of their ability to communicate, it will undoubtedly assist with various activities or things that respond to their language. Therefore, in this study, these children are different from the others and need help developing their language. Various kinds can be encountered, but in this situation, here will help them by speaking therapy through existing methods

where there were also children who have been in their cure for a long time. This study wants to see the utterances they produce according to the four language aspects that have been determined previously.

It is concerned with DLD, which affects children who, for no apparent reason, cannot acquire their native language at an average rate. According to their investigation about their researchers, some children had problems with the typical Acquisition of their languages stopped or had disorders with their mother tongue. Here are some analyses to clarify it. According to this research about "Understanding Developmental Language Disorders" from theory and practice, some aspects influence DLD. Still, one of the assessments to investigate children with Autism disorders or Autistic Spectrum Disorder (ASD) will clarify whether this problem caused any reason. The cause and effect may let the children affected by this syndrome from autism disorders. It can be seen from their utterance that speech and language problems are some of the most common developmental concerns resulting in referral to child health services in the preschool years. Often, a speech and language problem in a young child is a symptom that needs a differential diagnosis, an investigation of causation where appropriate, and a management and treatment plan. Many children will see only speech and language therapists and never need the services of a multi-professional team of others.

Children with Autism are connected Sutarsih (2008) states that Autism is a disorder of brain development in children that results unable to communicate and express feelings and desires so that the behaviour of relationships with others is disrupted. The definition is supported by Peeters, who stated that Autism is a

developmental disorder, an understanding or pervasive disorder, and not a mental illness. Limited language skills result in children with Autism becoming alienated from people around them and their environment. Alienation and the helplessness of children with Autism sometimes raise a reaction that is possible for those around them and feels not unusual. Types of Autism are divided according to the conditions and circumstances of the child.

According to Smith (2019), there is understandably a great deal of confusion about the names of various autism-related disorders. "The autisms" to avoid sometimes addressing subtle differences among the conditions along the autism spectrum, there were three most common forms of autism, classification system were: autistic disorder or classic autism: autistic disorder was the most severe with ASD, Asperger's Syndrome: Asperger's Syndrome Disorders, sometimes called high-functioning autism, and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) or typical autism, was the less extreme variations.

That is very closely where the mastery of children's language at their school-age must enjoy the results of their pronunciation. Still, the obstacle is hindered by several causes, such as suffering from this language by developmental language with autism. Therefore, as an observer, it is demanded to look for the causes of this condition here in this situation. That is closely related to the continuing discussion on children's language acquisition development.

Language acquisition of Autism children has been stopped or broken up for that suffering from DLD. Autism children who have impaired language

acquisition at the age of 5 to 10 years already produce language aspects that usually consist of speech sound, syllables, vocabulary, and structure. Still, it has been delayed because of the Autism contracted from DLD. After implementing their program from the explanation above, it will be seen how far their language acquisition process is when they are acquiring their language. Hence, the most critical point is to analyze child utterances of their language and how they utter them, which is related to theory.

Gleason (1985:90) states that there are four most important aspects they must face, where the four aspects consist of (Speech Sound, Syllable, Vocabulary and Structure). Speech sound, according to Fromkin, Rodman, and Hyams (2014) explained that phonetics is defined as the study of speech sounds. Added (Szczegielniak: 2019) that Speech sound includes phonetics, which means phonetics is the study of speech sounds. The science of phonetics aims to describe all the sounds of all the worlds of languages. Articulatory phonetics focuses on how vowels and consonants produce language sounds. Articulatory phonetics of the vowels of Indonesian there are five vowels, namely A, I, U, E and O. According to (Agustin: 2010), some of them are already complete with pronouncing it. That found in some words include the front vowel (fv), central vowel (cv) and back vowels (bv). Next is the articulatory phonetics of the consonants: consonants are entirely distributed with consonant letters. Next is the syllable: *"suku kata"* in Bahasa Indonesia. According to (De Jong: 2003), a one-syllable is a single syllable, and similar terms include two-syllable words. For words consisting of three syllables, another is Vocabulary: According to Hatch

and Brwon (1995), vocabulary is a set of words with their meaning as a fundamentally helpful tool for communication and acquiring knowledge in a language, including (phrase, clause and sentence). And the last is Structure: According to Lummencandela (2018), the structure of language components also includes syntax, grammar and semantics.

As a comparison, this session will explain this research that others have studied and find out that this research has never been studied by others before. This research is drawn from various existing studies as material for comparison, where they have also reviewed this research with different circumstances and situations.

The first research as a comparison is by Gladfelter and Kacy's (2020) study which analyzed whether global-local processing differences the type of semantic features children with ASD, DLD and their neunotypicaly peers learn to produce when learning new words. The result indicates that the children with ASD and DLD grow more global, rather than local, semantic features in their definitions than the children with typical language.

The second comes from Miftahunnur (2016); her study analyzed the phonological and lexicon abilities of children with autism. And she aims to describe the phonological and lexicon abilities of autistic children. This study uses descriptive methods and data collection techniques using observation, interviews and documentation with a tape recorder. The study results: (1) the phonological abilities of autistic children's vocal sounds are good, the articulation is clear, the pronunciation of consonants can obtain bilabial sounds, and the sound of

diphthongs is good even though there are pronunciation imperfections. (2) the ability of the lexicon is obtained in the form of consonants with many nouns.

The third research is Syamsuardi's (2015). His study analyzed that physical and environmental factors influence children's speech development. The causes of biological factors are related to the problem. Still, the role of environmental factors is more complex because it involves the educational role of the family as a starting point for the children's ability to speak. The result was found to compare the theory that 'Aq' still could not achieve the indicator: he was not able to use word descriptions, could not speak clearly, was not able to follow the instruction and had not been able to repeat the whole nine-word sentence. The reason why 'Aq' lack of environmental speech ability because of lack of stimulus in listening to the sound of language 'Aq' experienced during his first year was one reason for his lack of vocabulary processing.

The fourth is Carol (2019). This study aimed to determine whether electroencephalography (EEG) measures from the first two years of life explain heterogeneity in language development in children at low and high risk for ASD. And whether associations between EEG measures and language development are different ASD risk status or later ASD diagnosis. EEG-language associations are various depending on risk status, and that other brain mechanisms affect language development in low-versus high-risk infants. Social communication questionnaires' data support further investigation of brain differences in high-risk infants at six months of age. And how such differences affect future language development and response to service.

The last previous research from Wardani (2017) analyzed the disruption of the language dimension in children with language disorders. This research applied descriptive quantitative research. The way she uses language is disrupted in children with language disorders. The occurrences made by children are students with mental retardation, including cognitive limitation, hearing loss with sensory input deficits, cerebral palsy with motor skill deficits and mute autistic students with deficient social relations. She did the research using by documentary technique. The findings indicated that all the subjects disrupted all kinds of use, interaction form, content and service, separation of form, content and use.

Thus, each of the previous studies had explained a part of the detail of their problem. This study persisted in harmonising as it should after exploring and comparing earlier studies. Therefore, this study also examines children with disorders in DLD. Still, this study has been designed to be specific to children who have Autism. While this study focuses on children with Autism Spectrum Disorder (ASD), Asperger's, and Mental Retardation, it is an important differential diagnosis for a youngster with speech and language delays.

The researcher found the supporting data of this research found in Autis Home Center or *Lembaga Bimbingan Anak Berkebutuhan Khusus*; the children respond and express their ideas in utterances. Here will be explained in detail as additional material for preliminary data. Others have not thoroughly investigated this research as a proof of comparison with previous research. It will present one of the language aspects children use here. Namely, the speech sound aspect of the children's use of vowels, which found three of the vowel parts: front, central and

back vowel, but in this data found central vowel utterances produced AZ, which is found in AZ utterances when researcher communicated with him:

Researcher   : Assalamualaikum Azril
AZ   : walaikumsalam
Researcher   : Azril ganteng
AZ   : (then he repeats) ganteng... ganteng...

The word *"walaikumsalam"* shows the phoneme /**a**/ in the Central vowel (cv) *"walaikumsalam"*, the vowel /**a**/ at the centre of the word found as a central vowel, is viewed as the height of the tongue pronunciation.

As a comparison, this research had never been studied precisely with previous research. Still, from previous research, there is one study that is almost similar to this research, which can be found in Wardani's research (2017), which in the process of data analysis, found to be nearly the same as this study. Still, the difference is that this analysis has four basic language aspects that DLD children use. The researcher used four basic include: speech sound, syllable, vocabulary and structure stated by Gleason (1985). But in her research about disruption in children with language disorder where she identifies what disruption made by children with language disorder with the use theory by Bloom (1988) language dimension considers the function (i.e. goal, intent or purpose) of the utterance and its context (i.e., speaker-listener relationship, situation, milleum).

Wardani's research (2017) conducted problems with: (1) what disruption was made by the children with a language disorder? (2) why did the disruption occur among children with language disorders? She found some disruptions like the disruption of content, use interaction between form, content and separation of form, content and use. Also found from four factors of language disruption with

children's mental retardation: cognitive limitation, sensory input deficits, motor skill deficits and deficits in social relation. It is found that the most alveolar consonants are disrupted by the subjects i.e. alveolar approximant consonant /r/, fricative consonant /s/, stop consonant /d/ and /t/, and literal consonant /l/, found word from *"piring"*, normal articulation: /pirin/ disruption articulation: /piʔiḱ/, word: *"burung"* normal articulation: /bʊ́rʊ́n/ with disruption of articulation: /bʊ́ʔʊ́k/ also word: *"marah"* normal articulation: /marah/ disruption articulation /maʔh/ it can be seen subject omitted in the middle alveolar approximant consonant /r/ in the word representing nouns *"piring"* and *"burung",* and in the word representing adjective *"marah"*. Those words have different initial consonants, with the middle alveolar consonant /r/ in between the similar vowels. In the word *"piring"*, the middle alveolar approximant /r/ is between the front high vowel /i/. In the word *"burung"*, the middle alveolar approximant consonant /r/ is between the central middle vowel /u/ and the word *"marah"*. The middle alveolar approximant consonant /r/ is between the central low vowel /a/.

The reason has four disruptions by children with language disorders: mental retardation students with cognitive limitation, deaf children with sensory input deficit, cerebral palsy children with motor skills deficit and mute autistic children with deficient social relations. Those factors existed in all subjects who made the disruption in producing and comprehending the language.

When compared to this research, here found children categorized with three types of autism: ASD, Asperger's and Mental Retardation, then adjusted them according to their ability in utterance, where the results of their utterance are

associated with the language aspects they have, for example in AZ which is categorized as ASD, with the ability higher of utterance, found located in the central vowel with phoneme **/a/** phonetic /ɑ/ articulation **/a/** word of w*a*laikumsalam that produce was the way this utter viewed the height of the tongue pronunciation. The low or central vowel is formed when the lower jaw is pushed back as far as possible: **[a]** when viewed from the structure of the way of saying, it is an open vowel, that is, a vowel formed with the tongue in the lowest possible position roughly on the line connecting the vowels **[a]**. The central vowel (cv) utterance is excellent and clear according to the articulation and pronunciation.

The analysis above proves that there are many differences between these two studies. However, it discusses the use of articulation in children's language; this study explains the speech produced by DLD children in terms of language aspects. However, when viewed from the previous research process, which discussed the disruption to language damage obtained by children with language disorders.

It can also be seen from the data collection process that it is almost the same as previous research, where this study uses a documentary technique with a tape /video recorder with descriptive qualitative research. However, this study was taken especially for children with autism by looking at the language development they produce. At the same time, previous research has focused on children with developmental language disorders whose language production is disturbed or suffer from language damage with underlying factors.

Autis Home Center (AHC) or *Lembaga Bimbingan Anak Berkebutuhan Khusus* has 40 students who have been therapists at this place. Still, suppose children get 80% near recovery from their diagnosis after doing therapy. In that case, parents can dismiss their children from this therapist's lesson, parents can take home their children, and parents can therapy their children 20% train at home. In this institution, children are suffering about this case, in suffering from DLD or Autism children while children have difficulty communicating with others. After discussing the above, children who suffer from this by neurotic or genetic factors, DLD being a learned behaviour, psychological factors and other factors coming together, conclude that this situation causes many aspects and conditions. It is found not only for the children who have autistic or the same kind of this situation but also speech or maturity delay included in this case. While the act or the role of parents is needed here, many factors come from these problems. According to the children's situation and condition in their life and parenting act, the typical situation as (Norbury, Thomblin and Bishop: 2008) said that child fails to develop their native language often for no apparent reason.

This condition is found in many factors, from autistic factors or heredity factors. At the same time, many parents also experience this; they also don't know for sure, especially when their child is almost two years old. That's when parents are confused about their child's condition, as the theory about DLD says the cause is not known for an apparent reason. Still, many cases of heredity factors are the most common for the child who has suffered from developmental language disorders.

This research aims to investigate what language aspects are acquired by children—their utterances of language aspects and the ways they acquired them as they are. From the language aspects of children who suffer from DLD, children can understand the child's intent and purpose. From this research, we can build it into a study of the child suffering from DLD. Here will analyze the utterances of the language aspects of ASD, Asperger and Mental Retardation children, which is covered by the basic stage from language acquisition in their daily activities as long as when they speak and adapt, especially at Autis Home Center *(Lembaga Bimbingan Anak Berkebutuhan Khusus)*.

This AHC *(Lembaga Bimbingan Anak Berkebutuhan Khusus)* uses its processing to increase children's language acquisition with DLD by the Applied Behavior Analysis (ABA) method system. The ABA aims to teach how children can playfully communicate in two ways, socialize in a general environment, eliminate or minimize unnatural behaviour, and conduct academic behaviour and independence. According to Mirna (2004), a problem of ABA therapy is a form of behaviour modification through a direct behavioural approach, focusing more on specific changes in social interaction, language, and self-care.

And the important thing about this study for children who need this help (treatment/therapy), this situation needs to be investigated where the conditions of these children are still in a state where they can speak. Still, this study also examines and pays attention to their utterances, especially in therapists; it teaches and nurtures while responding to help them communicate. However, their way of communication is limited by their communication skills.

Nevertheless, how they can talk or communicate when compared to other children who have the same problem in this DLD, these children are more developed in their utterances because of this therapy at the Autis Home Center.

1.2 The Problem of the Study

Based on the background of the study above, the problems are formulated in questions like the following:

1) What language aspects are acquired by children suffering from developmental language disorders at Autism Home Center?

2) a) How are the language aspects realized with patterns by children suffering from developmental language disorders at Autis Home Center?

 b) How is the language aspects realized with constructs by children suffering from developmental language disorders at Autis Home Center?

3) Why are language aspects acquired in the ways they are?

1.3 The Objective of the Study

To the problems of the study, the objectives of this research are:

1) to identify language aspects acquired by children suffering from developmental language disorders at Autis Home Center,

2) a) to describe how the language aspects are realized with patterns by children suffering from developmental language disorders at Autis Home Center,

b) to describe how the language aspects are realized with construct by children suffering from developmental language disorders at Autis Home Center,

3) to explain why the language aspects acquired by as the ways they are.

1.4 The Scope of the Study

This research explores children suffering from DLD, especially ASD, Asperger and Mental Retardation children. The main focus of this research is to investigate what language aspects are acquired by the children and analyze their utterances of patterns and construct based on the basic stage of language aspects that consist of speech sound, syllable, vocabulary and structure.

1.5 The Significant of the Study

The research findings are expected to be helpful for the readers both theoretically in some respect.

1. Theoretically, findings can improve significantly by applicable for:

   (a) Review of literature for the coming researcher,

   (b) The guiding information for the students of studies about language aspects suffering from developmental language disorders.

   (c) The guidance for the readers of material covered by the Subject matter of Issues Applied Linguistic Research.

2. Practically, the usefulness of the findings is described as the following:

   a. It is expected that the developmental language disorders of children, especially in their language development who was suffering from developmental language disorders.

   b. It will contribute to the researcher or students of those children suffering from developmental language disorders who are interested in studying it, especially language aspects children suffering from developmental language disorders.