

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is an important rule in human life, even after all, language is one of the most communication needed by every human being, 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 vocals 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 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 task. Children and young people with ID have social difficulties

(Margalit, 1995:105), 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.

(Gotllieb & Leyser, 1981:187), it has been described that people with ID experience high levels of loneliness, social anxiety and lack of satisfaction with their social interactions. 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 relationship with peers as indicated by more limited linkages between peers across school and community settings, and have fewer reciprocal freindship (Gresham, Eliot, & Black, 1987:125)

Intellectual disability is a term used when a person has certain limitations in mental functioning and in skills such as communivating, 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 .

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 vovabulary acquisition can only be done directly 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 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 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. The science of sound in general is called phonethics. The sound of the language studied and described in phonological or phonemic. Science or sytem of so called semantic meaning. Lexicon, grammar, and phonology as three parts of the structure in term 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 .

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 problem in articulation. This includes the substitution (the sounds is replaced with other sounds eliminating noise at all, example, “ saya “ becomes “ ya “).

Richard, (2015:19) stated that in English word class there are 4 classes as open classes, they are nouns, verbs, adjectives, adverbs. The intellectually disabled shildren with 10-25 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 required by the children, the process of vovabulary acquisition, and describe in what context vocabulary acquired by intellectually disabled children in SLB Alpha Omega Kabanjahe.

Chomsky in Dardjowidjojo, (2000:96) 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 intellegent within the mind. And one of those spaces is allocated for the using and acqyuring of language. Thus, by analyzing and moreover understanding the vocabulary acquisition occurred in the autism children in SLB Alpha Omega Kabanjahe 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 problem of the study are formulated as follows.

“ What vocabulary classes are acquired by the autism children in SLB Alpha Omega Kabanjahe?
“

1.3 The Objective of the Study

In relation to the above problem, the objectives of the study, to describe vocabulary classes are acquired by the autism students in SLB Alpha Omega Kabanjahe.

1.4 The Scope of the Study

This study attempts to investigate vocabulary acquisition of the autism children in SLB Alpha Omega Kabanjahe The aspects will be observed in this study are the classes of vocabularies are acquired by the 6 students .

1.5 The Significances of the Study

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

1. Theorically

1. The research findings can provide a model for further research on different stages of the children language acquisition.
2. To get a new perspective in the research of language acquisitionn.

2. Practically

- 1.The findings of the research can be made as guidelines for teachers of disabled children especially intellectually students.
- 2.The result of the research can help the students of english department to know about vocabulary acquisition especially on disabled children.

CHAPTER II

REVIEW OF LITERATURE

2.1 Psycholinguistics

Psycholinguistics is a branch of psychology that employs formal linguistic models to investigate language use and the cognitive processes that accompany it. Developmental psycholinguistics is the formal term for the branch that investigates language acquisition in children. In particular, various models of generative grammar have been used to explain and

predict language acquisition in children and the production and comprehension of speech by adults. To this extent, psycholinguistics is a specific discipline, distinguishable from the more general area of psychology of language, which encompasses many other fields and approaches. (Washington DC : American psychological association, 2015:135).

Psycholinguistics is the study of human language processing, involving a range of abilities, from cognition to sensorimotor activity, that are recruited to the service of a complex set of communicative functions. It is related to the traditional academic disciplines of linguistics, psychology, education, anthropology, and philosophy, and particularly the cross-disciplinary areas of speech science, cognitive science, artificial intelligence, neurolinguistics, and language learning, teaching, and rehabilitation. (Sera, 2000:211).

The field of psycholinguistics, or the psychology of language, is concerned with discovering the psychological process by the human acquire and use language. Conventionally, psycholinguistics addresses three major concerns (Clark, 1977:116).

1. Comprehension : how people understand spoken and written language. This is a broad area of investigation that involves scrutiny of the comprehension process at many levels, including of investigation of how speech signal are interpreted by listeners (speech perception), how the meaning of words are determined (lexical access), how the grammatical structure of sentences is analyzed to obtain larger units of learning (sentence processing), and how longer conversations or texts are appropriately formulated and evaluated discourse, concerns specifically relevant to how written language is processed are also part of this domain.
2. Speech production : how people produce language. The chapters that follow suggest that it is somewhat easier to study comprehension than production ; we can use control

language stimuli and then analyze patterns of accuracy and error, response time, and other behaviors to arrive at an estimate of how listeners process language. However it is more difficult to gain insight into how concepts are put into linguistic form. The process is largely hidden from observation, and speakers verbal expressions, even in response to rather controlled eliciting stimuli, vary considerably. We will learn most about the probable nature of the speech production process from speakers mistakes (speech errors or false starts) and form breaks in the ongoing rhythm of connected speech (hesitation and pausal phenomena or speech disfluencies).

3. Acquisition : how people learn language. The major focus in this domain has been on how children acquire a first language (developmental psycholinguistics). First language acquisition is covered in this book and the process of acquiring subsequent language (foreign language learning). Developmental psycholinguistics has become, by itself, a formidably large discipline with a wide array of journal, texts, and monographs specifically addressed to this issue.

2.2 Language Acquisition

Language acquisition from verb to acquire which originally means come into possession or control of often by unspecified means. Clark stated that within acquisition, researchers need to account for both continuity and change in what children knows about their language. (Krashen,1990 : 112) made a distinction between ‘ ‘ acquisition’ ’ termed as language that develops incidentally as learners focus on meaning in comprehensible input and ‘ ‘learning’ ’ termed as knowledge about language gained through formal instruction.

(Clark, 2003 : 14) states that the goal of language acquisition is becoming a member of a speaker of a language, where one as a speaker of a language are must be able to master and use

the language whether it is in written and spoken. Entails learning all elements of language, both structure and usage. Children need to learn the sound system and phonology. This in terms means learning which sounds belong, which sequences of sounds are legal in syllable and words, tone, on words in language like mandarin the intonation in sentences that distinguish a question from a statement.

First language acquisition is the acquisition and development of mother tongue or the first language in children, while the second language acquisition concerns the development in adults as well. The environment has a great influence to the children language development. This is an achievement children get without realization of adults about how they do it. Naturally, adults are surprised to encounter this of psychological and linguistic phenomenon. Other theory says about two years after conception, or a year after birth, children will say here first words. The skill and the swiftness with which children learn to speak have always fascinated adults, who sometimes forget to marvel at the mastery of it all (Boysson-Bardies, 1995 : 5).

Acquisition is a process by which children unconsciously acquire their native language. Language acquisition is viewed as innate; therefore the language ability of a child is already potential. Language acquisition is seen as natural process that can occur in all human children. A child will be able to speak eventually because his articulator is potentially possible in acquiring as a part of natural process. (Kiparsky, 1989:134) in (Tarigan, 1989 : 243) defined language as a process used by children to adapt series of hypothesis or the hidden (still hidden) theories of language which may appear with the parents utterances until they select and use them on a certain judgment on the structure of language acquisition was the process of learning a first language in children. They learn the language by hearing a sentences using it as a sample for another sentence. Children have capacity to make sense of human interaction. This enables them

to understand the language. “language acquisition is a natural developmental process of gaining knowledge and mastery of speech system in a living environment. An utterance is speech item, spoken word, or what is said”.

In addition, language acquisition is the process of development to gain the language. It involves the language comprehension and language production. Consequently, language acquisition can be seen as a natural process that will occur to every normal child. Each child will follow similar language development stage although probably at their own speed. Respectively, at different speed each child goes through. Through social interaction with the family members and those member in the community, the child will acquire the full use of speech. Therefore, each child acquires language as a part of natural process and as a result of the social interaction in the community (Dardjowidjoyo,2000: 200).

2.2.1 Intellectually Disabled Children

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,1995:193), 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, 1981:163). It has been described that people with ID experience high levels of loneliness, social anxiety and lack of satisfaction with their social interactions (William & Asher,1992:86). In addition, children with ID exhibit in appropriate 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 relationship with peers as indicated

by more limited linkages between peers across school and community settings, and have fewer reciprocal friendships (Gresham, Elliot & Black, 1987:132).

Three main factors have been proposed to account for the high rates of psychopathology observed among children with ID (Dykens, Einfeld & Emerson, 2007:200). First, studies undertaken on children in general have provided evidence of an association between lower IQ in determining a child's vulnerability or resilience when faced with adversity (Lutar,2003:121). As a result, higher rates of psychopathology would be expected among children with ID given that intellectual impairment is a definitional characteristic of the group. Second, studies undertaken on children in general have also provided evidence of an association between exposure to social disadvantages and increased risk for psychopathology (Greet et al 2005). Increased rates of psychiatric disorders among children with intellectual disabilities would be predicted, therefore, given that such children are at significantly greater risk of exposure to social disadvantage (Emmerson & Hatton, 2007:138). Third, the biological bases of some syndromes associated with intellectual disability appear to be associated with increased susceptibility to some particular form of psychopathology (Dykens & Hodapp, 2004:156).

Following preliminary analysis,(Emerson&Hatton,2007:143) identified children and adolescents has having intellectually disabled children if one of the following conditions was met.

1. the child's primary carer reported that the child had ' learning difficulties ' and the child's teacher reported that either they had marked difficulty in all three areas of scholastic attainment assessed (reading, math, spelling) or their estimated developmental quotient (DQ) fell two or more standard deviations below the sample average. Child DQ

was calculated by dividing the child's mental age (as estimated by their teacher) by chronological age.

2. the child's primary career did not report that the child had ' learning difficulties ' but the child's teacher reported that they had marked difficulty in all three areas of scholastic attainment assessed and their DQ fell two or more standard deviations below the average DQ.
3. no information was available from the no information was available from the child's teacher but the child's primary career reported that the child had ' learning difficulties ' and that they had been concerned about the child's speech development in the first 3 years of life.

2.2.2 Classification of Intellectually Disabled Children

Edgar doll believes a person is retarded if : 1) socially incompetent, 2) mentally subnormal, 3) intelligence hampered since birth or at a young age, and 4) the maturity inhibited. While according to the american association on mental deficiency (AAMD), a person is classified to intellectually disabled children if intelligence is generally below average and social adjustment difficulties experienced in every phases of its development (Hallahan & Kauffman, 1986:146).

Classification of intellectually disabled children can be seen from the number of intelligence test like IQ 50-75 classified capable students of intellectual disability (debil), IQ 25-50 classified (imbecil), and the IQ 0-25 classified (idiot).

2.2.2.1 Capable Students of Intellectually Disabled (debil)

Intellectual disability child capable students (debil) is retarded children who are unable to follow the regular school program, but he still has the ability that can be developed through

education although the result are not optimal. They have difficulty thinking abstractly, but they can still follow academic subjects in both regular schools and in special schools. As stated in the new (American Webster, 1956:301) ‘‘ debile is a person whose mentally does not develop beyond the 12 years old level’’. That is, the thinking person’s intelligence mild mental disabilities equal highest with normal intelligence of vchildren 12 years old.

Capableilities that can be developed in capable students of intellectual disability (debil) among others : 1) reading, writing,spelling and counting. 2) conform and not rely on others. 3) simple skills for the benefit of future work. Conclusion, a child means an intellectual disability capable students who can be educated to a minimum in the fields of academic, social and work.

2.2.2.2 Practice Children of Intellectually Disabled (imbecil)

Practice children of intellectual disability (imbecil) is a retarded child who has the intelligence so low that not being able to follow the program that is intended for practice children of intellectual disability (imbecil). They generally learn echoed. Language development is more limited than the mild mentally redarted children. They almost always rely on the protection of others, but cannot distinguish hazards and dangers. They still have the potential to learn to nurture themselves and adapt to the environment and can learn some of the jobs that have economic significance. In the adult age they had reached the same intelligence with children aged 7 or 8 years.

Then, some of children ability who need to be empowered, namely 1. Learn to take care of themselves, for example : food, clothing, sleeping, or bathing themselves. 2. Learn to adjust in the house or the surrounding environment. Conclusion, practice children of intellectual disability (imbecil) means children with intellectual challenges can only be trained to take care of themselves through activities of daily life and perform social functions according to his ability.

2.2.2.3 Able to Care of Intellectually Disabled (idiot)

Able to care of intellectual disability (idiot) is a retarded child who has the intelligence is so low that he was not able to take care of themselves. They need to take care of themselves in desperate need of others. In other words, the able to care of intellectual disability (idiot) is retarded children who need the care-fully throughout his life, because he was not able to survive without the help of others, (Patton, 1991:211).

In general, they cannot distinguish between harmful and harmless, it is not possible to participate with its surroundings, and if you're talking then their word is very simple. Intelligence of a mentally handicapped child and a very weight can only develop the most high as a normal aged 3 or 4 years. (Kartadinata,1999:117) said that the characteristics of mentally disabled children, among others 1) the limited intelligence, 2) social limitations with characteristics ; tend to make friends with younger children, dependency on parents, unable to bear the responsibility. 3) lack of mental functions such as; less able to consider something less able to distinguish good from bad, right and wrong, do not imagine in advance the consequences of an action.

2.3 Vocabulary Acquisition

Vocabulary acquisition is largely sequential in nature, it would appear possible to identify that sequence and to ensure that children at a given vocabulary level have an opportunity to encounter words they are likely to be learning next, within a context that uses the majority of the words that they have already learned. (Biemiller,2009:89).

“Although additional research is sorely needed, research points us in the direction of natural interactions as the source of vocabulary learning. Whether through free play between peers or an adult introducing literacy tools, the likelihood that vocabulary will ‘stick’ is

heightened when children's engagement and motivation for learning new words is high. Embedding new words in activities that children want to do recreates the conditions by which vocabulary learning takes place in the crib. (Harris, 2011:67).

Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language. This includes both first and second language acquisition. Vocabulary refers to words and is divided into two types: functional words that perform a role in grammar and lexical words that provide information. The expansion of the mental lexicon is related to, but not part of grammar and syntax acquisition.

A child's vocabulary acquisition falls into the long-running debate over nature and nurture. Nature theory means children are born with certain linguistic tools, while nurture asserts that all tools are handed down from the people around the child as it grows up. Noam Chomsky believes that children are given basic syntax and structure tools before they are born and use these tools to make sense of the words they learn from their environment.

Linguists are agreed that vocabulary acquisition is 100% nurture. If nature provided children with an inbuilt vocabulary, then the child would speak the language of his or her parents or all children would be pre-programmed with the same proto-language. This clearly is not the case, so studies into vocabulary acquisition focus on how children learn words.

Vocabulary is divided into four basic types: listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary. Each type has its own conventions and words.

A child typically learns listening vocabulary first, then spoken, reading and finally writing. The number of words a child understands increases as he or she grows up and learns or experiences new things. More specialized vocabularies develop in adulthood through studies and hobbies.

It is important that a word is understood before it is used. This is important for both first and second language learners. This includes learning how to pronounce a word that is first encountered written and how to spell a word that is first encountered through hearing. Errors in both have led to spelling pronunciation and pronunciation spelling.

In the 19th century and in many parts of the world today, importance is placed upon grammar and structure when learning a new language. The importance of vocabulary acquisition has only more recently been recognized. Another stumbling block in second language vocabulary acquisition is the first language. This not only causes confusion in structure, but can also cause confusion in vocabulary.

2.3.1 Word Classes

A part of speech is a term used in traditional grammar for one of the nine main categories into which words are classified according to their functions in sentences, such as nouns or verbs. Also known as word classes, these are the building blocks of grammar. Every sentence you write or say in English includes a few words that fall into the nine parts of speech. These include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles/determiners, and interjections. (Some sources include only eight parts of speech but leave off interjections as a category.) Learning the names of the parts of speech probably won't make you witty, healthy, wealthy, or wise. In fact, learning just the names of the parts of speech won't even make you a better writer. However, you will gain a basic understanding of sentence structure and the English language. The parts of speech are commonly divided into open classes (nouns, verbs, adjectives, and adverbs) and closed classes (pronouns, prepositions, conjunctions, articles/determiners, and interjections). Although we can add to the open classes of words as language develops, those in the closed classes are pretty much set in stone.

Nouns

Nouns are a person, place, or thing (or even an abstraction, such as an idea). They can take on myriad roles in a sentence, from the subject of it all to the object of an action or any other (literal) thing in between. They are capitalized when they're an official name of something or someone. For example pirate, Caribbean, ship, freedom, Captain Jack Sparrow.

Verbs

Verbs are what happens in a sentence. They're either action words or show the state of being (*is, was*) of the subject of the sentence. They change form based on tense (present, past) and the subject of the sentence (singular or plural). Examples: sing, dance, believe, seem, finish, eat, drink, be, become.

Adjectives

Adjectives describe nouns or pronouns. They specify which one, how much, or what kind. Examples: hot, lazy, funny, unique, bright, beautiful, poor, smooth.

Adverbs

Adverbs describe verbs, adjectives, or even other adverbs. They specify when something happened, where, how, why, and how much. Examples: softly, lazily, often, only, hopefully, softly, sometimes.

2.4 Phonology

Phonology is the study of the sound system in language (Ingram, 1989:110). He believes that language actually does not need to be learned since children are born with a set of

linguistics devices which make them able to use language naturally without learning it before. Thus, still according to (Lass, 1984:219), children's phonological acquisition actually occurred naturally within their self. He also stated that the child's acquiring adult pronunciation is to revise all aspect of the system which separated his pronunciation from the standard. Standard here refer to the adult pronunciation in which the child is trying to reach in that from. By the fact of that statement, we can also interpret that actually in reaching his pronunciation to adult's like, child usually does some efforts to make his pronunciation at least similiar with the adult's.

Therefore, still according to Stampe which is state in (Ingram, 1989:111), child often reduces the application of phonological in his own ways. Later on, it is divided into three possible ways : ordering, limitation,and suppression.

Ordering refer to imposing a restricton on the natural order of application of the phonological process. For instance, it orders the process of the elimination of some sound. Child can order for when he wants to present or ansent some words in their pronunciation. Second mechanism of change is limitation, by which the child limits the range of segment or context in which a process applies. For example, the elimination process is limited only for stop sound, while the other sounds are not occurred.

The last kind of change is suppression of the process, or sequence of process. For a child who has been able to control and to master all of voice stop sounds in every context, it means that he has succeeded suppressing the elimination process that might be occured when the sounds come up within a word.

2.5 Child Phonology Acquisition

The majority of studies in acquisition of phonology have focused on processes in child language (Ingram, 1974:154). Let us take the well-known and frequently discussed case of consonant harmony (consonant harmony refers to the assimilation of one consonant to another across an intervening vowel).

(Kiparsky & Menn, 1977:178) argued that the acquisition process is more complex and must have at least two types of rules, one set of rules, invented rules, exist to simplify adult target forms in such a way that they can be produced by children. Although many of these rules are common in child phonology, they may also be specific to individual children. These rules are similar in nature to Smith's realization rules. The second set of rules is the set that also exist in the adult phonology. These rules need to be learned on the basis of positive input data. Children start out assuming that input forms are often too 'difficult' to produce, either due to articulatory limitations or to processing problems, children invent sometimes quite idiosyncratic strategies to deal with these words. As children become more competent language users, they can do without the simplification rules. As a result the invented, child-specific, rules gradually disappear. However, as children learn more words, and also more related words, they may discover phonological processes that account for alternations: the adult phonological rule system. This may lead children to restructure the underlying forms to more abstract representations.

In other words, there are two types of largely unrelated developments. First, the invented rules appear and gradually disappear. They do not affect phonological representations or the final-state phonological system. Second, adult phonological rules appear and cause restructuring of phonological representations. To my knowledge there are very few acquisition studies that have investigated the acquisition of adult phonological rules and their effects on phonological

representations (Macken ,1995:97). The general assumption seems to be that alternating forms are acquired late, when children are, phonology-wise, fairly competent speakers .

2.6 Stages of Language Acquisition

Every normal children acquires language by exceed some stages. Some linguist divide the stagte of language acquisition into pre-linguistic stage. The pre-linguistic stages cover roughly the first word spoken with meaning. This stage has been divided into some phases such as crying, cooing, and babbling. The linguistic stages cover the remaining years of language acquisition. This stage exceed some phases, such as : the first word (holophrase), two word sentences (telegraph speech), multiple word sentences, mastery of syntax (rules of grammar) and mastery of articulation (phonology). The linguistic stage is the the linguistic structure. It describes the meaning of words, the sound the ways in which word combine with one another to form sentences. Accordingly, this stage will speak of a language as involving a semantic system, a phonologycal system, and syntactic system.

(Lefrancois,1986:270) claims that there are six sequential stages of the acquisition of language start from the pre-linguistic period to the linguistic period:

1. The prelinguistics stage

During the first year of life the child is in a prespeech stage. Developmental aspects related to speech would include the development of gestures, making adequate eye contact, sound repartee between infant and caregiver,cooing,babbling and crying.

2. The holophrase or one-word sentence

The child ussualy reaches this phase between the age of 10 and 13 months. Although the child tends to utter a single word at a time, its meaning is also supplemented by the context in which it takes place, as well as by nonverbal cues. An example of such a one-word sentence would be a

child learning over the edge of his cot and pointing to his bottle while laughing and saying “botty” in commanding way. An adult in the situation could well interpret the child’s holophrase as meaning, “ give me bottle immediately (so that i can throw it over the edge of the cot again and you can pick it up).”

3. The two-words sentence

By 18 months the child reaches this stage. His or her “ sentences “ now usually comprise a noun or verb plus a modifier. This enables the child to formulate a sentence which may be either declarative,negative,imperative,interrogative. For Examples :

“ doggy big “ (declarative)

“ where ball “ (interrogative)

“ not egg “ negative)

“ more sugar “ (imperative)

4. Multiple-word sentences

The child reaches this stage between the age of two and half. Grammatical morphemes in the form of prefixes or suffices are used when changing meanings or tenses. Furthermore, the child can now form sentences with a subject and a predicate. Using the examples which were listed in the previous stage, the sentences could now be the following :

Example:

“ doggy is big “

“ where is ball? “

“ that is not egg “

“ i want more sugar “

5. More complex grammatical structures

Children reach this stage roughly between two and half and three years of age. They use more intricate and complex grammatical structures, elements are added (conjunction), embedded and permuted within sentences and prepositions are used. Examples :

“ read it, my book “ (conjunction)

“ where is daddy? “ (embedding)

“ i can't play “ (permutation)

“ take me to the shop “ (preposition of place)

6. Adult-like language structures

The five to six years old child reaches this developmental level. Complex structural distinctions can now be made, such as by using the concepts “ ask/tell “ and “ promise “ and changing the word order in the sentence accordingly.

Example :

“ ask me her what time is it “

“ he promised to help her “

2.7 The Process of Intellectually Disabled Children Acquire Words

Listening to child who is just learning to talk, one is most aware, of the child's limited command of the language. When adults set out to learn a new language, they know what is in store. They realize, they will have to learn a new pronunciation, a new grammar, a new vocabulary and a new style of using language. They know they will have to spend many hours everyday for years before they can call themselves fluent in the new language.

How different it is for infants. Having no language, they cannot be told what they need to learn. They will have mastered the basic structure of their native language and will be well on

their way to communicative competence. Acquiring their first language is the most impressive intellectual feat many people will ever perform.

Students of how children learn language generally agree that the most remarkable aspect of this feat is rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn new processes.

According to (Miller & Gildea, 1999:118) there are 3 processes about how children learn words, they are :

1. In order to learn a word, a child must be able to associate its sound with its meaning. Mastering the mechanics of uttering and recognizing a word and mastering the concept that it expresses are separate learning processes. After their experience with the ways children know that olive has a special name that it is not called green or brown but they did not remember the particular spoken sound associated with the perceived color. Many repetitions may be necessary before a new word becomes familiar.
2. A child's appreciation of the meaning of a word seems to grow in two stages, one rapid and the other much slower. Children are quick to notice a new word and assign them to broad semantic categories. Children are able to keep such fields separate even before they know what the individual word means.
3. Many words are acquired through reading. Children learn words at school in the same way as they do at home : by observing how the words are used in intelligible contexts. Both public opinion and scientific evidence are converging on the view that the best way to facilitate vocabulary growth in school –children is to have them read as much as possible. Learning words by reading in context is effective but not efficient. Some contexts are uninformative others misleading. If the word in question expresses an

unfamiliar concept, the use of a single context will support more than one hypothesis about the words meaning. In order for reading to have substantial effect on vocabulary a great deal of reading must be done.

2.8 Previous Research

Here are some data presented as the result of observation which have been done by the previous research in the area of language acquisition, those observation which have been conducted by other researchers have different subjects. Dewi (2012) examined “ *Verbal Communication in Indonesian Language by Multiple Disabled Children Grade VII SMP SLBB Sidakrya Denpasar*”. Her findings are (1) the children acquired concrete things that found in their surrounding in learning and teaching process. (2) The children acquired the language by imitating and repeating something that have they heard or learn either in sign language as well as verbal.

Ezmar & Ramli (2014) “ *Bahasa Anak Autis di SDLB Cinta Mandiri Lhoksumawe*” . Their findings are (1) the autism acquired language at 7 to 13 years old to begun to produce word and sentences with the abstract noun although there was still un-correct in pronunciation the word. (2) the children acquired the language with imitating the words and sentences that they hear when they talk with others, not rhythm, and loss vocal in producing the words and sentences. (3) the children acquired the language through their family and supported by a therapist that a person has been trained to handle autism children because the language skill of children with autism cannot grow by itself.

Widia (2014) “ *Pemerolehan Kosakata Anak Tunarungu Berdasarkan Kelas Kata Bahasa Indonesia di SDLB Karya Mulia Surabaya.*” examined the language acquisition of deaf children that the children still generalization to the things has same characteristics. The vocabulary

acquisition acquired by the deaf children are nouns dominantly and few the others words, because the children quickly response the concrete rather than the abstract. The deaf children give the response the color and they have quickly response the color in the picture.

This research gives contribution for the writer that is knowledge of vocabulary acquisition by the children and is useful for students and teacher so they know that by speaking clearly and kind to children greatly influence the process of child acquisition is good too. Then, the researcher will do her research based on vocabulary acquisition analysis in SLB Alpha Omega Kabanjahe. in this research, the researcher will find the classes or kinds of vocabularies are acquired by the children.

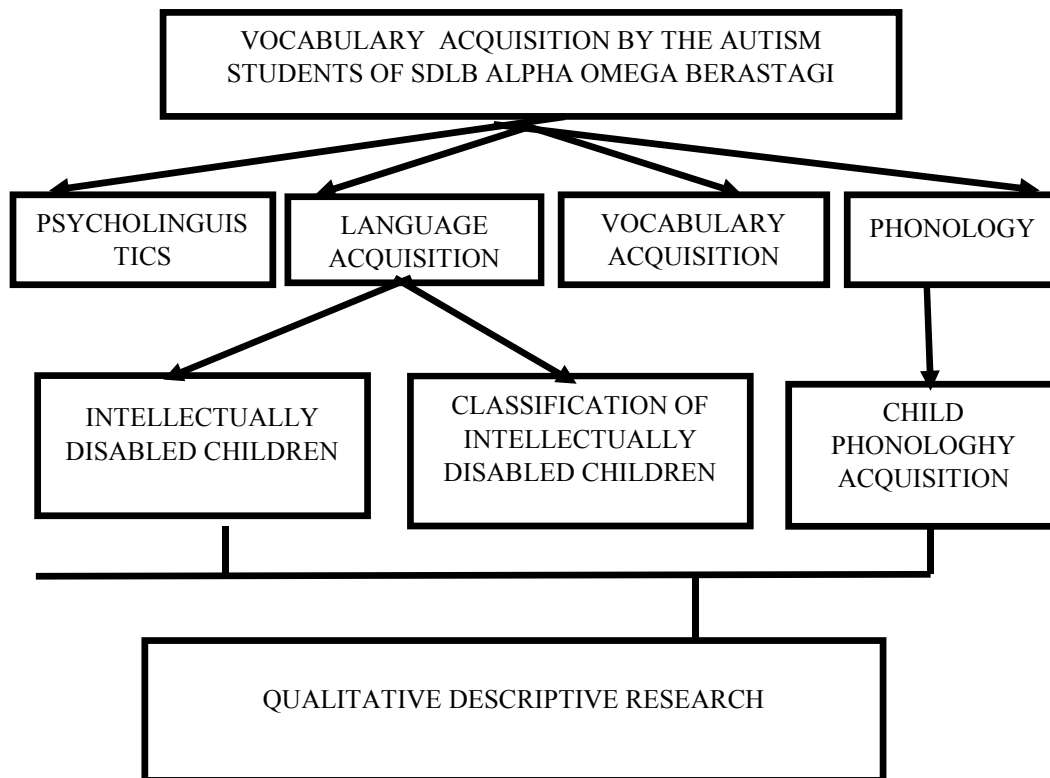
By looking at the previous research, the researcher can add her prior knowledge about the application of vocabulary acquisition in field. The findings of each previous research can also be guidance for the researcher in doing her research.

2.9 Conceptual Framework

This chapter has explained about the basic theories of language acquisition, especially for intellectually disabled children. This process is described how children acquire the indonesian word class such as nouns, verbs, adjectives, adverbs, pronoun, numeral, and words task, and also in various context such as what the children acquire language. In addition, it needs to be started again that the problem will be answered in this study involved what vocabulary classes are acquired by the intellectually disabled children in SLB Alpha Omega Kabanjahe.

Based on this study, the researcher assumes that the related theories as written in advance in this chapter will be useful extremely an can be applied in analyzing the data and describing the findings. The step of collecting data and the way in analyzing the data as explained in the next chapter will guided the researcher to find the answer of the research problem.

The researcher make goal of this study is based on the observation that the process of child language acquisition is more likely to be influenced by the family education because the family is the highest educational institution that is informal and nature.



CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This study used qualitative research because it was not deal with number in this research. According to (Patton, 1984:154) state that qualitative research is research that the data are collected in the forms of words, sentences or pictures in which the meaning is more significant than numbers. All of these statement guided the researcher to decided to used descriptive qualitative research. In this study, the researcher described the phenomenon which be found during the research process. The descriptive qualitative research had natural setting as the direct source, (Bogdan & Biklen, 1992:78).

3.2 Participant and Place

The participant of this study was conducted of fourth grade students. The class were consists by 6 students. The place of this study was on SLB Alpha Omega Kabanjahe.

3.3 Data Collection

3.3.1 The Instrument of Collecting Data

Based on the technique that used in this research, the researcher used laptop, and camera. The researcher recorded what the children utterance based on guessing the pictures that shows by the researcher and gave some questions and made dialogue with them. The instrument of this

study was picture cards, contains the images that was easily recognizable by children and images is in around them or daily activities.

3.3.2 The Technique of Collecting Data

The researcher collected the data for one week, complete information about the subjects could be obtain. The data was took when the researcher showed the pictures to the students and interviewed the teacher and did observation in the class when teaching and learning process. The researcher used the camera to gett the data. The researcher interviewed the teacher to get the naturalistic and accurate data.

3.4 The Technique of Data Analysis

The data were analyzed by using descriptive technique. The researcher results of research contain quotations from data to illustrate and substantiate the presentation. The data included interviewed transcripts, and photographs with the steps as follows:

1. Making a list of words produced by the children.
2. Note the differences among 6 children in acquiring the Indonesian and English words classes, they are nouns, verbs, adjectives, adverbs, pronoun, numerals, and word task.
3. Making a list of nouns, verbs, adjectives, adverbs, pronoun, numerals, and word task acquired by the children.
4. The data which has reduced would displayed.

3.5 The Trustworthiness of the Study

In qualitative research, the data analysis might be auditable through checked that the interpretations are credibility, transferability, dependability and conformability. All of those are called the trustworthiness.

3.5.1 Credibility

Credibility in qualitative research deals with the data and finding of a research. The data and the finding should be ensured to be credible or not. To ensure that the data was credible or not, three techniques can be used, namely prolonged engagement, persistent observation and triangulation. In doing prolonged engagement, the researcher stays in the field to get the data. While in doing persistent observation, the researcher spent a lot of time in one place without ever developing a focus persistently learning about the study.

The researcher used data triangulation and methodological triangulation. In doing data triangulation, the researcher did interview the teacher and teaching to the students to get their vocabulary.

3.5.2 Transferability

The transferability of this research was achieved through a thick description of the research process and finding. The description is called setting context. Data of this research were taken from observation transcript and interviewed transcript from the participants. The context helps the reader find out the classes of vocabularies were acquired by the children intellectually disabled in SDLB Alpha Omega Kabanjahe.

3.5.3 Dependability

The research consultancy with her adviser in order to made the findings of her research dependable. In this case, the consultation were done to examined the result of her research based on their points of view.

3.5.4 Conformability

To make sure that the research was confirmable, the researcher made audit trail which consist of raw data, reduces data and reconstructed data. This note was supported by some codes so the readers can easily go through the data. Some appendices were also to made the data confirmable. It means that the audit trail and audit process were done by researcher's advisers to ensure that all the data was adequated and representative to the research purpose.