

LANGUAGE ACQUISITION USED BY AUTISTIC CHILD IN THE INCLUSION KINDERGARTEN OF NAMIRA SCHOOL

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Abstract: *The research describe the the language acquisition used by Autistic Children the Inclusion Kindergarten of Namira School. In the practice, psycholinguistics always applies the linguistics and psychology knowledge in analysing some problems such as language learning and social problems which is related to language. Abdul Chaer (2009). The research uses Bagdon and Biklen method for the data analysis which is decided into three main techniques, they are 1) Data Reduction, 2) Displaying Data, 3) Data Verification and Conclusion (Bagdon, R.C., and Biklen, S. K. 1998).The results of this research concludes that The autistic child is excited to listen, understand, and respond some question well in the interaction when he gets the greeting at first before the learning is held. Not all of sentences can be spoken by right pronunciation, some pronunciation felt difficult. The autistic child sometimes does not focus in the learning because of not in good mood and it can influences the next interaction. The autistic child focuses in the main point of the interaction when the teacher has some materials which is in concreted form and can be looked or touched by the autistic child. The autistic child can listens, understands, and responds well if the sentence question is spoken repeatedly near the autistic child.*

Key words: *Autistic Child, Language Acquisition, Pshycholinguistics.*

INTRODUCTION

Namira School is an islamic school with the vision to create the religious generation that is health, smart, characted, up to date informan, and local cultured. There are some services namely Elementary School, Kindergarten School, Playgroup, and Daycare where built in Kraksaan Probolinggo.

Namira Kindergarten School is one of the inclusion kindergarten in Kraksaan Probolinggo that consist of children in ages four to seven years old. The learning program is using full day system from Monday to friday at 7 o'clock to 12 o'clock AM. Children toward developing self esteem and social skills in a group setting without parentsassisted. Namira Kindergarten expecially gives an educational service for extraordinary children every years. In year, Namira Kindergarten receives three extraordinary children with the professioal teacher's treatment. Namira Kindergarten consists of two group based on the age such as group A for children in ages 4 to 5 years old

and group B for children in ages 5 to 6 years old. Group A is divided into 3 classroom that consist of nineteen ordinary students and an extraordinary student in each classroom. Group B is also divided into 3 classroom that consist of nineteen ordinary students and an extraordinary student in each classroom. Totally there are 6 extraordinary children in Namira Kindergarten every year in different classrom.

In Namira Kindergarten, extraordinary children get the learning formally and special treatment by the professional teacher. There are some differences between extraordinary children and ordinary children in learning. Extraordinary children have the learning activities with ordinary children together at 7 o'clock AM to 10.30 AM, then the extraordinary children get an intensive treatment based on the each impairments at 10.30 AM to 12 o'clock AM. There are some kinds of extraordinary children in Namira Kindergarten in year 2017-2018 including autistic child(in group B and A), attention deficit and hiperactive disorder(in group B), slow learner(in group A), and behavioral disorder(in group A). Intensive treatment makes the extraordinary children get better developments in learning, social-emotional field, and communcation.

Extraordinary children is children who need an attention and specifical attachment at home and school environment because extraordinary children get impaired growth and development than ordinary children in general. According to RizmaFitri's statement about the definition of that extraordinary children is children who get an impairment, difference physically, intellengency, social and emotional in the growth or development process than other children in their aging. Extraordinary children need a special educatinal service and treatment (2007).

Austistic children are one of the extraordinary children's kind who get imparments in social interaction expecially in communication such as social interaction like smiling, laughing, communication and behaviour. Autistic child have their own world which can not be understood by people in general. Some observations done state that there are some kinds of autistic child are autistic child who can understand what people talk but they can not reply by spoken as what is in their mind because this autistic child have no vocabularies to be spoken. Autistic child who can speak with some vocabularies uncorrectly but can not understand sorrectly what people talk to them. Autistic child who can understand what people talk correctly and also reply by spoken uncorrectly because this autistic child get impairments in focussing to receive messages in communication. Autistic child who are good in academic writing, reading, accounting but can not interact at all because this autistic child have no eye contact and unstable emotion. These

differences occur based on the growth and development gotten by autistic child in each environment.

According to Berk (1989) that a growth is physical transitional process occurs in progressive and continuous, it takes several certain periods. A development is transitional process of characteristics from a lower to more advance stage". It is different between a growth and a development, a growth can be viewed as a quantitative change likes weight and size of person and a development can be viewed as a qualitative change like emotional of person. However, both processes are interrelated change and none occur without other.

A growth and a development are progressive, orderly, and continuous. A growth also can be named as apart of development. A growth process can be influenced by some factors of genetic, health, foods, and enviromental stimulation and a development process can be influenced by genetical characters and educational activities. Children generally have different process of growth and development each other. This difference sometimes named "special needs" by people who do not understand certainly about growth and developmet process. Can it be named as special needs when a growth and development look different between children? Analyzing and observering the chidren development in each environment is needed to state which are ordinary children and extraordinary children.

Autistic child's development is influenced by the environment through home, school, and social. Environment is useful expecially to add some vocabularies for autistic child because autistic child is as a good listener and student in social environment. Autistic child can record all vocabularies by spoken by people around them and repeat the vocabularies in their mind. All these are good for autistic child's development to have an interaction with people in general although autistic child can not interact perfectly with others. Moreover, when people are touching while the interaction is occuring, it gives the autistic child have focuss in understanding the statement. Namira Kindergarten environment is good especially for autistic child who have impairments in social communication that autistic child can spend times with ordinary children in their ages by playing, interacting, and having educational activities together everyday.

This research focusses on autistic child of Namira Kindergarten who are good in academic writing, reading, accounting but can not interact at all because this autistic child have no eye contact and unstable emotion. Autistic child in group B get a good developments in language acquisition, this Autistic child can realizes what happens in the environment, speaks with one or two words and expression correctly as the situation, also

has much vocabularies in daily communication. Social-emotional is more stable the other autistic child and sometimes can interact with ordinary children also understand what the ordinary friend is talking to him. Extraordinary children who go to the inclusion school can be viewed as good development where the inclusion school environment influences the children's development in language acquisition by the daily communication.

Autism is one of the categories of the extraordinary children with social disorder and means autism is also communication disorder in society, so autism's ability in language acquisition, language production, and language comprehension is lower than ordinary children in his ages. Language can be named as human's tool of communication. Psycholinguistics is one of Linguistics study that is interested in language. This study is defined traditionally as the human language, language acquisition, language production, and language comprehension. Language acquisition is defined into two terms, the first language acquisition which refers to the way of children learn the language unconsciously in daily activities with the mother tongue. The second language acquisition generally can be got by learning formally, also can be got by daily communication in social environment. Autism as social disorder which is related to language acquisition and occurs in daily communication.

METHOD

In this research, the approach used is a qualitative method. A qualitative method is concerned in developing of social phenomena. It means the data collected is derived from observation, script interview, recording, and other official document through the report development in a year (Tjahyadi, Andayani, & Wafa, 2020). The primary data is including of direct observation, script interview, and recording. The tools mentioned are used to analyze and record some event of language acquisition related to the data needed that is occurred in the school environment through outdoor communication and indoor communication. The data needed is all around the language acquisition used by the autistic child in Inclusion Kindergarten of Namira School. The population taken in this research is students in three classes of group A such as A1 Al-Fattah group, A2 Al-Baqy group, A3 Al-Kholiq group, and students in three classes of group B such as B1 Al-Ghofur group, B2 Al-Jalil group, B3 Al-Karim group. All students in Inclusion Kindergarten of Namira School realize 106 students which have an extraordinary child with different impairment in each class.

The sample taken in this research is an autistic child who is good in academic writing, basic reading, accounting but can not interact at all because this autistic child have no eye contact and unstable emotion in B1 Al-Ghofur group of Inclusion Kindergarten of Namira School. The research takes focussing in observing through the language acquisition used by the autistic child. The autistic child is chosen because the developments of the autistic child is good in progressive, the autistic child can listen and respond what the teacher talk of.

ANALYSIS AND FINDINGS

In this analysis, shows some interactions between the professional teacher and the autistic child in the Inclusion Kindergarten of Namira School. The description of some interactions in this analysis are to know the occurrence of communication between professional teacher and the autistic child in order to get the language acquisition of the autistic children in the Inclusion Kindergarten of Namira School. In this analysis data also shows the interviewing data of the professional teacher in order to describe the educational service of Inclusion Kindergarten of Namira School in giving threatment for autistic children.

In this research, the analysis is consist of 31 data totally. The data is taken in four times meeting of the learning. The first meeting of the learning gets 6 data. The second meeting of the learning gets 7 data. The third meeting of the learning gets 10 data. The first meeting of the learning gets 8 data. The data is got by recording some interactions between an autistic child and the professional teacher who understands well about the impairments of the autistic child. The learning is usually held in the second session of learning named "Inclusion Class" that is started at 10.30 up to 11.30 A.M in the inclusion kindergarten of Namira School.

The first meeting of the learning is taken on Monday, 06th of August 2018 in the classroom named "Inclusion Class" which is only the teacher and the autistic child there. The interaction is taking times 1 minute 37 seconds and getting 6 data. The teacher always starts the interaction by greeting the autistic child and finishes the interaction by good motivation for the autistic child. The autistic child can listens, understands, and responds a greeting. The autistic child also can listens, understands, and responds the question but in different pronunciation. Sometimes, the autistic child is good in pronunciation, listens and responds well but does not understand all the question, the autistic child just understands one of questions. The autistic child is difficult in distinguish similar sentence with different

meaning, whatelse when both sentences are just listened in once or twice before although the teacher has told him. Whatever happened, the teacher always give a support and motivation for the autistic child in the final of the interaction.

The second meeting of the learning is taken on Thursday, 09th of August 2018 in the schoolyard where there are Arya and friends play together. The teacher invites the autistic child to have interaction about the autistic child opinion about "Namira School". This interaction is taking times 1 minute 56 seconds on the rest time at 09.30 A.M. The interaction gets 7 data. The autistic child can listens, understands, and responds a greeting. When the teacher has more than a question, the autistic child usually focus on the last question said. Beside it, the autistic child listens, understand, and can responds well when the questions are about his opinion likes a considering. The teacher always finishes the interaction by giving a support and motivation for the autistic child.

The third meeting of the learning is taken on Tuesday, 14th of August 2018 in the classroom named "Inclusion Class" which is only the teacher and the autistic child there. The interaction is taking times 2 minutes 6 seconds and getting 10 data. The teacher and the autistic child is learning about accounting and using a toy bus as the material. The autistic child can listens, understands, and responds the teacher's greeting by pronunciation. The autistic child usually focus on the last question said by the teacher. When teacher is telling while is doing something, the autistic child usually focus on what the teacher do, not on what the teacher tells. The autistic child listens, understands, and can responds well when the teacher ask something with materials. The teacher can asks once when the autistic child is in good mood and looks focus although sometimes the autistic child uses unquietly right in sentence arrangement. The autistic child also listens, understand, and can respond well when the question is about his opinion. The teacher always finishes the interaction by giving a variety of motivation.

The fourth meeting of the learning is taken on Wednesday, 15th of August 2018 in the classroom named "Inclusion Class" which is only the teacher and the autistic child there. The interaction is taking times 1 minutes 51 seconds and getting 8 data. The teacher and the autistic child is learning about numbers and using a watch as the material. The autistic child always gets greeting from the teacher as the opening of the interaction as mentioned in DATA(24) . The autistic child also likes to hear some question about himself and it build him to be excited to learn. When the autustic child is in good mood, he listens, understands, and can responds better than what the teacher wishes. This autistic child is good in academic but the autistic child can not stand for a long time in learning, the autistic child will feel bored and has other thing to be observed . In the final of the

interaction, motivation is needed to get the autistic child excited to have interaction anytime.

In general, autistic children is one of the extraordinary children's kind who get impairments in social interaction especially in communication such as social interaction like smiling, laughing, communication and behaviour. Autistic children have their own world which can not be understood by people in general. Some observations done states that the autistic child in the inclusion kindergarten of Namira School is an autistic child who are good in academic writing, reading, accounting but can not interact at all because this autistic children have no eye contact and unstable emotion.

Based on the analysis of DATA(1) up to DATA(31) that has some main points of language acquisition used by the autistic child in the inclusion kindergarten of Namira School. The autistic child is excited to listen, understand, and respond the interaction when he gets the greeting at first as mentioned in the opening of interaction in each meeting of learning such as DATA(1) , DATA(7) ,DATA(14) , and DATA(24) but not all of sentence can be spoken by right pronunciation, some pronunciation felt difficult as mentioned in DATA(14) . Before going to main point of the interaction, the teacher allows the autistic child to start thinking by asking some question related to the autistic child life, when the autistic child listens, understands, and can respond well, so the autistic child is in good mood and can focus the start the learning such as DATA(2) , DATA(8) , DATA(15) , and DATA(25) but when the autistic child listens, understands, but responds by different pronunciation as DATA(2) that means the autistic child does not focus in the learning and it can influences the next interaction as in DATA(3) , DATA(4) , and data(5) .

The autistic child focuses in the main point of the interaction moreover when the teacher has some materials which is in concreted form and can be looked or touched by the autistic child. The autistic child can listens, understands, and responds well if the sentence question is spoken repeatedly near the autistic child as mentioned in DATA(9) , DATA(10) , DATA(11) , DATA(12) , and DATA(15) but sometimes the autistic child does not focus when he find similar object in the mind as mentioned in DATA(4) and DATA(5) . The autistic child felt successful when he gets praise sentences such as supported sentence and motivation as mentioned in DATA(6) , DATA(13) , DATA(23) , DATA(31) moreover when the sentences in spoken repeatedly, the autistic child will remember all the sentence and who has given him the praise sentence.

That is why the autistic child likes and so excited to learn with the professional teacher because he feels that the professional teacher listens, understand what he needs, and responds by giving motivation for the autistic child. The sentences spoken to the

autistic child is repeatedly better because the autistic child is kind of children who is difficult to listen and interact. There are some reasons that can make the autistic child does not feel excited to learn such as daily habitation in the home, there is no greeting at the first in the interaction, there is no material that in concreted form, the teacher's voice is slow and not spirit, mood of the autistic child.

CONCLUSION

Based on the result of the reasearch data, several conclusion are drawn that autistic child in the inchlussion kindergarten of Namira School who can not interact at all because this autistic children have no eye contact and unstable emotion but good in academic writing, reading, accounting has good development in the language acquisition. The autistic child is excited to listen, understand, and respond some question well in the interaction when he gets the greeting at first before the learning is held. Not all of sentences can be spoken by right pronunciation, some pronunciation felt difficult. The autistic child sometimes does not focus in the learning because of not in good mood and it can influences the next interaction. The autistic child focuses in the main point of the interaction when the teacher has some materials which is in concreted form and can be looked or touched by the autistic child. The autistic child can listens, understands, and responds well if the sentence question is spoken repeatedly near the autistic child. The autistic child does not focus in a main point when he finds similar object and similar sentence in the mind although the real main of the sentence actually is different. The sentences spoken to the autistic child is repeatedly better because the autistic child is kind of children who is difficult to listen and interact. There are some reasons that can make the autistic child does not feel excited to learn such as daily habitation in the home, there is no greeting at the first in the interaction, there is no material that in concreted form, the teacher's voice is slow and not spirit, mood of the autistic child. That is all the conclusion of language acquisition used by autistic child in the inchlussion kindergarten of Namira School Kraksaan.

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