

## **ABSTRACT**

**Lubis, Amalia Wulanda. 1302050132. Moprhological Acquisition in Autistic Children. The Faculty of Teaching Training and Education. University of Muhammadiyah Sumatra Utara. 2017.**

The aim of this research were: 1. to find out the words acquired by autistic children, 2. to explain how the morphological process of the words acquired. The Data of this research was taken 2 autistic children from UPT. SLB-E NEGERI PEMBINA TINGKAT PROVINSI SUMATERA UTARA. The first children is F, 9 years, live at Jln. Alumunium No. 28 Tanjung Mulia. And the second children is Z, 7 years, live at Block C No. 67 PT. IRA Hamparan Perak. This study applied qualitative descriptive method. The technique of collecting the data used observation, the observation conducted for time period of two weeks around one hour in each days. Based on the observation, F acquired 140 words and Z acquired 296 words during the observation around 2 weeks. In this research, it was found the morphological process are: affixation, reduplication and compounding. It was concluded that The development of morphological acquisition in autistic children vary depending on the children intelligence.

**Key words : Morphological Acquisition, Autistic Children , Morphological Process**

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## ACKNOWLEDGMENTS



In the name of Allah, the most gracious, and most merciful. Firstly, the researcher would like to thanks to Allah SWT who has given her chances in finishing her study. Secondly, blessing and peace be upon to our prophet Muhammad SAW who has brought human beings from the dark era in to bright era.

This research is the one of requirementfor the degree of Sarjana Pendidikan (S. Pd) at FKIP, University of Muhammadiyah Sumatera Utara. During the process of writing this research, the researcher realized that she had to learn for more about this study. Meanwhile, she has also received a lot of helpful, suggestions, knowledge and comments from many people. In this time, a very special debt of gratitude is directed to her beloved parents, **Bukhari Lubis** and **Dahlianum** for the endless love, support both in moral and material for the researcher from the first education until now, care, and prayers that have been given to her.

Then, she would like to express her sincere thanks for her academic guidance and moral support during the completion this study.

1. **Drs. Agussani, M.AP.**, as Rector of University of Muhammadiyah of Sumatera Utara.

2. **Dr. Elfrianto Nasution, S. Pd, M. Pd**, as the Dean of FKIP of University of Muhammadiyah Sumatera Utara.
3. **MandraSaragih, S.Pd, M.Pd** as the Head and **PirmanGinting, S.Pd, M.Humas** the Secretary of English Education Program of FKIP UMSU, who have allowed and guided the researcher to carry out of the research.
4. **Yusriti, SS, M.Hum** who have given his guidance and valuable suggestions and advice to complete the ideas of this research.
5. Her lecturers for their invaluable counsel and the knowledge they shared with her together with all of the Faculty staffs for all the faculties given to her throughout the academic years at the university.
6. The employees of Biro Administration FKIP, University of Muhammadiyah of Sumatera Utara who had given help in administrative system service of completing necessary requirements, so all of busines could be resolved easily.
7. All the teacher and staff in **UPT. SLB-E NEGERI PEMBINA TINGKAT PROVINSI SUMATERA UTARA**, especially for **Fariyeni, S.Pd, Daniel Zebua, S.Pd** who had given her permission to get observations for writing this research and help during the observation.
8. The special children **Faridz Farhan Chan** and **Muhammad Zaki** who has give contribution in finishing the study.
9. her beloved sister **Anggie Yolanda Lubis** and **Muhammad Gilang Liansyah Lubis** and also her cousin **Tria Rizky Nadya Ayu** who never stop asking about the completion of my study. Their griping keep her annoyed but

magically give her reason to be focus to finish her study as soon as posible, for that she is really grateful to have you two in her life.

10. Her close friends **Luvita, Ella Fitrianna, Mimi Novita** and **Elvia** who always support her, You are always a good listener for every problem her faced, especially when she had to revise this study and re-start over and over again. Your oppinions never stop surprise me and also allow her to see her problem from a different angle.

11. Her handsome friend **Fahru Ma'Arif** and Her chich friend **Rosdachniar** and **Nisa** who help and encourage her to finished her study.

12. All the classmate in C-Morning '13 English class who have spent glorious and memorable time, all crazy moments that did together for 3,5 years. Especially Her cabee gengs **Ella, Mimi, Lisa, Anggre,**and **Dhian** for togetherness during the academic, such a good friend who always ready to help so they can pass the sweet and sour of experience in studying with full of happiness.

Finally, the researcher would like to thank everybody who was important to the successful realization of this undergraduate the study. The researcher relized that her research was still far from being perfect. So, the researcher expected suggestion and comments from all the readers or other researcher who wants to learn about this study. May Allah the most Almighty always bless all of us.

**Medan, April 2017**  
**The Researcher,**

**Amalia Wulanda Lubis**  
**NPM 1302050129**

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language acquisition is the process by which human acquired the capacity to perceive, produce and used words to communicate. The ability to communicate is one of the most important human skills, with the ability to communicate we can connect with others and forge relationships. We can share our ideas and let other people know how we feel. Communication begins long before we learn to talk. In the first few months of life, babies show their interest in communicating by listening intently to the sound of the human voice, looking at people's faces when they talk, and then engaging in back-and-forth babbling games with their parents. These exchanges of sounds and smiles between an infant and his caregiver are the baby's first conversations, even though he has never uttered a word. Around the first year of life, infants use their first words and then, once they have many single words, they use little two-word sentences.

Generally in their first year, most children have mastered the ability to say a few simple words. At 18 months of age most children can say 8 to 10 words and, by age 2, are putting words together in crude sentences such as "more milk." During this period children rapidly learn that words symbolize or represent objects, actions, and thoughts. At this age they also engage in representational or pretend play. At ages 3, 4, and 5 a child's vocabulary rapidly increases, and he or she begins to master the rules of language. So, at 3 year old children can build and

understand complex sentences and master the sound system of their native language without any direct instruction (O'Grady 2008, vi).

At around 2 years of age, children begin to create utterances that have more than one word in them, by combining the words to become a larger unit. Many young children's utterances are ungrammatical according to adult language standards (*e.g. I want see my bottle getting fix, Mommy I poured you*), but many of them are not (*I'm going to show you where Mr. Lion is*) (Clark, 2009), and production performance gets closer and closer to adult forms. Thus, to learn a language, a child must master its morphological system. Morphological marking plays a variety of important roles in language, and different languages have different morphological systems. Some kinds of morphology are used to express different flavors of meaning, such as the difference between present and past tense (*e.g., walk vs. walked; sing vs. sang*). Other aspects of morphology show how words in sentences relate to one another, such as agreement between subjects and verbs (*e.g., The cats were ... but not \*The cat were ...*). Morphological marking is also used in many languages to identify a word's case, and this helps identify what grammatical and semantic roles a word is playing in a sentence.

Thus, Chomsky through LAD theory says that the process of language acquisition in children experiencing the same stage. This process occurs in all normal children. Language development in children depends on the maturation of the brain, the environment, development of motor and cognitive, structural integrity and function of the organism (Sidiarto, 1991: 134). For children with

Autism communication development happens differently and more slowly. Children with Autism who do speak might use language in unusual ways.

The communication problems of autism varying depend upon the intellectual and social development of the individual. At age six, many of the autistic children who seemed to lose language earlier, were still using single words, whereas other autistic children had advanced to producing sentences (Bernabei et al., 2007). The majority of autistic individuals have little or no problem with pronunciation. Most of the autistic children have difficulty using language effectively. Many also have problems with word and sentence meaning, intonation, and rhythm. Some children with autism say only one word at a time. Others repeat the same words or phrases over and over that have no content and information. Children with autism might stand too close to the person they are talking to, or might stick with one topic of conversation for too long. They might talk a lot about something they really like, rather than have a back-and-forth conversation with someone. Some autistic children with fairly good language skills speak like little adults, failing to pick up on the "kid-speak" that is common with other children. The correct use of pronouns is also a problem for autistic children. For example, *if asked, "Are you wearing a red shirt today?" they may respond with, "You are wearing a red shirt today," instead of "Yes, I am wearing a red shirt today."*

Based on the previously, the researcher interested in analyzing the language acquisition It is an attempt to analyze the process language acquisition in

autistic children, Especially, in morphological acquisition. So the researcher choose the title of Morphological Acquisition on Autistic Children.

### **B. Identification of Problem**

The problem of this research identified as follows:

1. Most of autistic children have difficulty using language effectively. Many also have problem with word and sentences meaning, intonation, an rhythm.
2. Some children with autism say only one word at time. Others repeat the same words or phrase over and over that have no content or information.
3. Autistic children also have a problem about the correct use of pronouns .

### **C. Scope and Limitation**

The scope of this study focused on language acquisition. In conducting this study, the researcher limited the observation only on the morphological acquisition in the autistic children.

### **D. Formulation of the Problem**

In this research, the problem formulated as the follow:

1. What words were acquired by autistic children related to morphological acquisition?
2. How did the morphological processes produced by autistic children?

### **E. Objective of the Study**

The objective of study are:

1. To find out the word that were acquired by autistic children related to morphological acquisition.
2. To describe the morphological process produced by autistic children.

### **F. Significance of the Study**

The finding of this research related to be useful and relevant theoretically and practically.

1. Theoretically

This proposal gave contribution to enrich knowledge and information for parents and people about morphological acquisition in autistic children, in order to understand the autistic children when she or he is trying to communicate with them.

2. Practically

- a. This study hopefully can give contribution for the head master to develop the quality of school. Especially, in autistic class.
- b. This study hopefully can enrich variation of the teaching for the linguistic teacher about psycholinguistic especially in morphological acquisition. And for the teacher who teach in disable school, to give more information about language acquisition in autistic children, so the teacher can develop the autistic student daily communication.
- c. This study provided better understanding to the student about language acquisition in lesson psycholinguistic and the student will able to analyze morphological acquisition.
- d. For the writer and the reader, This study hopefully can increase knowledge and can give information about morphological acquisition in the autistic children

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In order to avoid misunderstanding between the researcher and the reader. It is considered necessary to clarify the term used in this research such as in the following:

##### **1. Psycholinguistic**

According to Field (2003), Psycholinguistics explores the relationship between the human mind and language. The term psycholinguistic is a hybrid discipline which consist of psychology which is the scientific study of human mind and linguistic which is the scientific study of language. Therefore, psycholinguistic is the study of relationship between language and mind. It focuses on the psychological and neurobiological factors responsible for language acquisition, language usage, language comprehension, and language production.

Psycholinguistic is also defined generally by Garnham (1987:1) as “the study of mental mechanism that make it possible for people to use language. It is a scientific discipline whose goal is to coherent theory of the way in which language is produce and understood” In the same vien, Finch (2003:214) mentions that “psycholinguistic explore the psychological processes involved using language. It asks how we store word and syntactic structure in the brain, what

processes of memory are involved , and how we understand and produce speech.” For Finch, all these debating issues give us insightful clues as to how we can deal with language disorder.

## **1.1 Domains of Psycholinguistic**

Psycholinguistic covers an enormous of range of topic. However, following the definition above, the domains of psycholinguistics we discuss here involve:

### **1.1.1 Language Processing**

This branch of psycholinguistics tries to discover what happens in the human mind while speaking or listening, while sending the information and receiving it. It looks into the central process and mechanism underlying this very complex activity. In other words, language processing deal with language performance, to use Chomsky’s term, of two activities, namely production and comprehension.

#### **a. Speech production**

We are concerned here knowing what is going on from thought to output, this is to actual production of a sound wave which is coming out, as opposed to comprehension activity.

#### **b. Speech Comprehension**

Study of speech comprehension deals with the way in which the input string is interpreted, how the linguistics units are identified within it, and how eventually

they are identified in a conceptual way. It is really fascinating to find out the phases and model of these activities, comprehension and production. In reality they last for less than a few second, but are very complex, the most complex activities of the human cognition. “As the comprehension of some word, phrase, or grammatical form is learned, some of that learning may be produced in speech” Ingram (1974). It is assumed that language comprehension or understanding is more easily studied than language production. But in the fact, comprehension has been studied more thoroughly than production.

### **1.1.2 Language acquisition**

This psycholinguistic branch studies the language development of young children: how the latter learn to speak progressively? How do they manage to the acquire their mother tongues? It is fascinating to note that young children acquire a language within early stage of their childhood, despite their limited mental ability. More fascinating is their ability to decode a generated input, or a language that is incomplete, or ungrammatical, especially when they are addressed by their parents. They can understand their language learning and learn grammar used in it perfectly.

Language acquisition in the study of the growth of language in children, a term referring to the process or result of learning or acquiring a particular aspect of a language, and ultimately the language as a whole. The term *language acquisition* refers to the development of [language](#) in children. One of the earliest scientific explanations of language acquisition was provided by [Skinner](#), as one of

the pioneers of [behaviorism](#), he accounted for language development by means of environmental influence. Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. For example, when the child says 'milk' and the mother will smile and give her some as a result, the child will find this outcome rewarding, enhancing the child's language development (Ambridge & Lieven, 2011).

Others see no clear distinction between these two facets of language learning, and use the terms interchangeably. The term child language development has also come to be used for discourse-based studies of child language. Acquisition is also used in the context of learning a foreign language: foreign or second-language acquisition is thus distinguished from first language or mother-tongue acquisition. In this context, acquisition is sometimes opposed to learning. The former is viewed as an environmentally natural process, the primary force behind foreign-language fluency; the latter is seen as an instructional process which takes place in a teaching context, guiding the performance of the speaker.

It requires meaningful interaction in the target natural communication which speakers are concerned not with the form of their utterances but with the message they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition, but caretakers and native speaker can modify their utterance addresses to acquire to help them understand, and this modifications are though help to the acquisition process.

According to Tomasello (2003) the developer of the theory language acquisition, that children learn language from their language experiences and a language structure emerges from language use. While children usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports the theory advanced by Noam Chomsky and other proponents of transformational grammar. children are able to learn the superficial grammar of a particular language because all intelligible languages are founded on a deep structure of grammatical rules that are universal and that correspond to an innate capacity of the human brain.

## **2. Morphological Acquisition**

At around 2 years of age, children begin to create utterances that have more than one word in them. Children's ability to combine words into larger units is often indexed using a simple measure called the mean length of utterance (or MLU). This measure counts the number of morphemes or words that the child produces in a single utterance (which is in turn assessed by looking at when the child pauses). Children at about age 2 have MLUs of just over 1, because they continue to express ideas using single-word utterances (No!, More!, and so on).

One of the greatest challenges that a child learning morphology faces is the combination in the target language. But as children mature, the mean length of utterance steadily increases and children develop more sophisticated ways to express increasingly complex thoughts. As they acquire skills, children become

much more flexible in the way they use language. Instead of repeating snippets of what they hear, children craft utterances that nobody has ever said before. In other words, children become more productive in their language use. Many young children's utterances are ungrammatical according to adult language standards (e.g. I want see my bottle getting fix, Mommy I poured you), but many of them are not (I'm going to show you where Mr. Lion is) (Clark, 2009), and production performance gets closer and closer to adult forms.

Morphology is language specific and must be acquired on the basis of particular linguistic data. Let's consider three kinds of grammatical knowledge that children acquire: knowledge of word categories, morphology, and phrase structure. Different languages have different categories of words (for example, some languages lack adjectives; Stoll, Abbott-Smith, & Lieven, 2009). So a child learning a language must learn what categories her language has and where specific words fit into the system of categories. In addition, children must learn how those categories of words are expressed within phrases and sentences. In addition to discovering categories and phrase organization, children must also learn aspects of morphology—the different forms that a word can take. Morphological marking plays a variety of important roles in language, and different languages have different morphological systems. Some kinds of morphology are used to express different flavors of meaning, such as the difference between present and past tense (e.g., walk vs. walked; sing vs. sang). Other aspects of morphology show how words in sentences relate to one another, such as agreement between subjects and verbs (e.g., The cats were ... but not

\*The cat were ...) or between determiners and nouns in languages like French and Spanish (el burro but not la burro). Morphological marking is also used in many languages to identify a word's case, and this helps identify what grammatical and semantic roles a word is playing in a sentence. (English has very little case marking, but other languages, such as Russian, Finnish, and Hindi, make extensive use of case marking. In English, we mark most of our pronouns for case—as in he vs. him and she vs. her, I vs. me—but not other words.) Thus, to learn a language, a child must master its morphological system.

### **3. Morphology**

Morphology is the study of word formation, including the way the ways new words are coined in the language of world, and the way forms of word are varied depending on how they are used in sentences. John Lyons (1968) said that Morphology deals with the internal structure of words, it means that morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed.

Morphology is the level of linguistics which is concerned with the internal structure of words, whether these be simple or complex, whether they contain grammatical information or have a purely lexical status. A word Morphology is from Greece "morphē" that has meaning "forms". It means the morphology is a science of language that focuses on language and how that language special word formed. Like we see the word "drive" becomes "driver" in here morphology focuses and concentrate.

Another definition comes from Geert (2005: 7) Said, “In present-day linguistics, the term ‘morphology’ refers to the study of the internal structure of words, and of the systematic form–meaning correspondences between words.” The example above explains about morphology specially in forming word because it to form new word. Morphology and syntax study how the word construct but morphology study about the word.

#### **4. Morphological Process in Bahasa**

Morphological process is the process formation of words from another units which is the basic form of word (Prof. Drs. M. Ramlan, 2005:44). Morphological process is the arranging of the smallest components into the big components in the form of complex words. The languages in the world has its own way in process formation words so the morphological process is not same in each language. According to Prof. Drs. M. Ramlan (2005) in bahasa there are three of morphological process:

##### **4.1. Affixation**

Affixation is the process of word formation conducted by affixing the morpheme be affix on basic form. In the process of affixing, the basic form is one of the elements that are not affixes. According to Prof. Drs. M. Ramlan (2005) Affixes are a bound grammatical unit in a word that is an element of not a word and not the subject of the word, which has the ability attached to other units to

form new words or principal words. there are four kinds of afixation , namely (prefixes), infix (inset), suffix (suffix), and konfiks (combined prefix and suffix).

a. Prefix

Prefix is a letter or group of letters attached to the beginning of word that party indicates its meaning. For example, the word prefix itself begins with a men-, ber-, maha-, ter-, me-, etc.

**Table 2.1**  
**Example of prefix**

Prefix	Original Word	Example
meN	Cari	Mencari
Ber	Main	Bermain
Maha	Siswa	Mahasiswa
Ter	Tawa	Tertawa
Me	Letup	Meletup

b. Infix

Infix is a letter or a group of letters attached to the middle of a word to form a new word or to alter the grammatical function of the original word. Infix itself in a less productive to use, in the Indonesian language infix consists of three kinds: -el-, -em-, and -er-

**Table 2.2**  
**Example of infix**

Infix	Original Word	Example
-el-	Getar	Geletar
-em-	Guruh	Gemuruh
-er-	Gigi	Gerigi

b. Suffix

Suffix is a letter or a group of letters attached to the end of a word to form a new word or to alter the grammatical function of the original word. Suffix in Indonesia language get serve from foreign like –wan,-wati,-man, and the real suffix consist of: -an, -i, -kan, -nya, etc.

**Table 2.3**  
**Example of Suffix**

Suffix	Original Word	Example
-an	Cuci	Cucian
-i	Warna	Warnai
-kan	Baca	Bacakan
-nya	Hasil	Hasilnya
-wan	Wisata	Wisatawan

Besides these three kinds affix there is another one kind affix here called separate affixes or simulfix.

c. Simulfix

Simulfix is a affix which some part attached in front of word and the others part attached in the end of word. While simulfix in Indonesian consist of pen-an, pe-an, per-an, ber-an, ke-an, and se-nya.

**Table 2.4**  
**Example of simulfix**

Simulfix	Original word	Example
pen-an	Dingin	Pendinginan
pe-an	Kerja	Pekerjaan
ber-an	Pakai	Berpakaian
ke-an	Hujan	Kehujanan

## 4.2. Reduplication

Reduplication is a process of new word by repetition word to make new meaning like in Indonesia “buku” become “buku-buku”. This is one common way in Indonesia and in English to make new meaning or purpose like in English “zig-zag”. Prof. Drs. M. Ramlan (2005) said The process of reduplication is a grammatical repetition, either in whole or in part, either with a variation of phoneme or not. For example, reduplication of rumah-rumah comes from the original word rumah or reduplication of berjalan-jalan comes from original berjalan and then reduplication of bolak-balik comes from original word balik.

Based on the way to repeat its basic form, repetition can be classified into four groups:

### 1. Exact Reduplication

Exact Reduplication is repeat the all basic word without any changes to the phonemes and not in combination with the process of affixing. For example: sepeda become sepeda-sepeda, buku become buku-buku, kebaikan become kebaikan-kebaikan, pertempuran become pertempuran-pertempuran

### 2. Reduplication Partially

Reduplication partially is the repetition of some of the most basic form. Here the basic shape of word is not repeated in full. If the basic shape of word in the complex word, the possibilities of its form as follows:

- a. Bentuk meN-, example: menjalankan = menjalan – jalankan.
- b. Bentuk di- , example: ditarik = ditarik – tarik.

- c. Bentuk ber- , example: berjalan = berjalan – jalan.
- d. Bentuk ter- , example: tergoncang = tergoncang – goncang.
- e. Bentuk ber -an, example: berjauhan = berjauh – jauh.
- f. Bentuk -an , example: tumbuhan = tumbuh – tumbuhan.
- g. Bentuk ke- , example: kedua = kedua – dua.

### 3. Repetition combined with the process of affixing

In here, the repetition happens together with the process of affixing and also supports the function. For example: -hitam become kehitam-hitaman and -luas become seluas-luasnya.

### 4. Reduplication with change the phoneme

Example: gerak = gerak-gerik

serba = serba-serbi

lauk = lauk-pauk

sayur = sayur-mayur

### 4.3. Compounding process

According to Prof. Drs. M. Ramlan (2005) Compound word is a word composed of two words as the element. In addition there is also a compound word consisting of one word and one principal word as a element. A compound word consisting of two or more words into one which create a new understanding. In Indonesian language is often found combination of two words which give rise to a new word. for example: -rumah sakit, -meja makan, -kepala batu, -keras hati, mata pelajaran, -daya tahan, -kolam renang, -ikat pinggang, -simpan pinjam, etc.

## **5. Autism**

Autism is one of disturbance groups in children. The term autism was firstly introduced by Leo Kanner in 1943. According to Kanner, autism is the disorders which are shown by the lateness of speech acquisition and the inability to use communicative speech, echolalia/ repeating the words, pronoun reversal, and impaired relationship with other people, repetitive and stereotyped play activities, and normal physical appearance (Kanner, 1943: 249-250).

Other definition of autism comes from Simmons (2006: 3) that is a neurologic disorder involving serious impairment of abilities to interact and communicate socially. Generally, people on the autism spectrum have great difficulty making friends and understanding social rules. In addition, autistic people usually respond differently to their surroundings. Some autistic children remain mute throughout their lives. Others may be delayed, developing language as late as the teenage years. Inability to speak does mean that autistic children are not intelligent.

### **5.1. Characteristics of Autism**

There are some criteria for children who suffer autism. They are difficulties with non-verbal communication, inappropriate facial expression, unusual use of gestures, and lack of eye contact, strange body postures, lack of mutual or shared focus of attention, odd pitch intonation, faster or slower rate than normal, unusual rhythm, monotone, repetitive, and echolalia (Teaching Student, 2000: 36).

The characteristics are strengthened based on DSM-IV. According to American Psychiatric Association in the book of Diagnostic and Statistical Manual of Mental Disorder Fourth Edition (1994: 70), there are some characteristics for autistic disorder. The first is social interaction impairment. It can be seen if the autistic have difficulty making eye contact with others, show little gestures or facial expression when interacting, failure to develop peer relationship, and seem uninterested in sharing enjoyment with other people.

The second is communication impairment. In this case, the autistic have delay in, or total lack of, the development of spoken language, have difficulty starting or continuing a conversation, have stereotyped and repetitive use of language. The last is stereotyped or repetitive behavior, interest, and activities. The autistic boy may perform repetitive routines and have difficulty with changes in these routines.

Field (2004, 27) also stated that the condition is characterized by a withdrawal from linguistic interaction with others. The sufferer is often mute or uses language in a non-communicative way. The symptoms of autism appear between the ages of one and three, and are sometimes misdiagnosed as deafness. They include delayed cognitive and linguistic development and a reduced ability to react to people, events and objects.

In the conclusion, autism is a kind of disease that occurs in brain damage and occurs throughout the autistic life. Thus, it may disturb their language ability in producing and using the language or understanding what someone says. People with autism always avoid eye contact and do not want to interact with other

people. One of the characteristics of people who suffer autism is difficult to communicate verbally and nonverbally. The next topic will give clear information about the language of autism.

## **5.2. Language of Autism**

Language is the important aspect of human life. They use language to communicate or express what they feel to others. However, not all people are perfect. There are some people who have weakness in producing and understanding the language, they are autism sufferer.

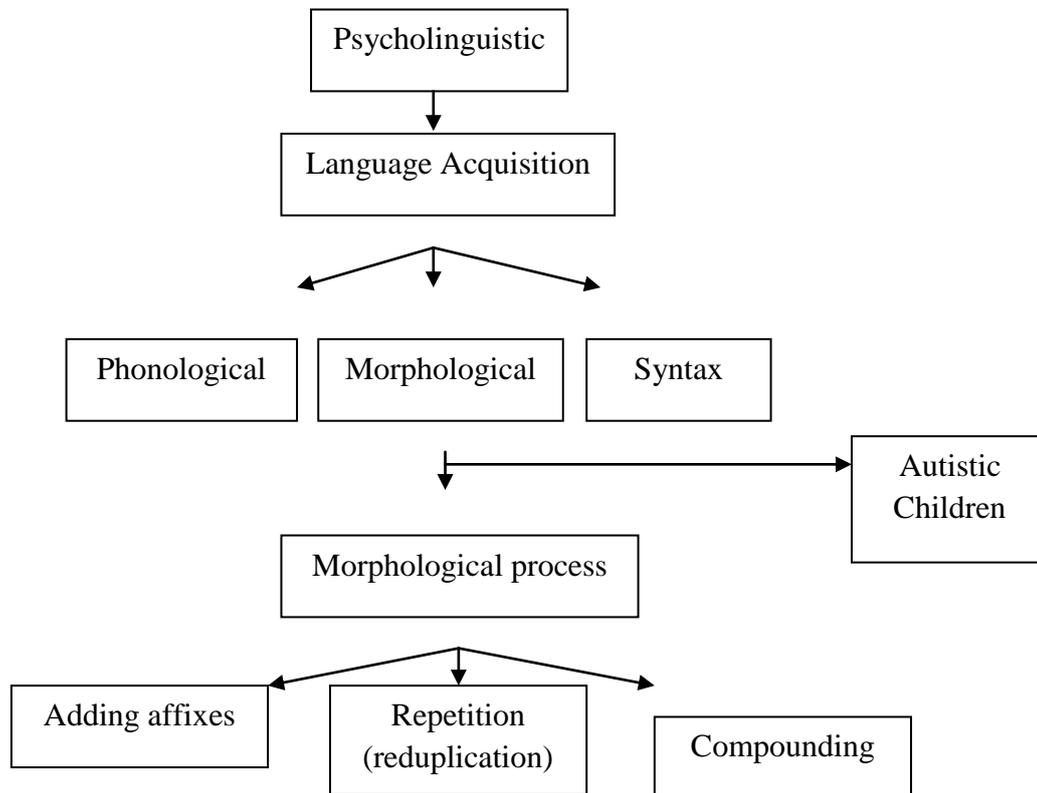
Communication problems are often one of the first indicators of possible ASD. These may include a failure to begin gesturing, a seeming noninterest in other people, or lack of verbal responding. Poor social interaction and poor language and communication skills are extremely characteristics of children with ASD (Schuler & Prizant, 1987, cited in Owens, 2003: 44).

In the autism case, there is a combination of cognitive and social deviation. Children with autism may be only mute or they only repeat some words what they heard. All communication aspects are difficult to be reached, except phonological aspects. Phonologically, their articulation is clear enough although they often appear some errors in mentioning the object. Besides, they also suffer lower syntactic and semantic ability, because they often imitate the phrase or sentence that they heard or *echolalia* (Indah and Abdurrahman, 2008: 126-127).

Furthermore, according to O'Neill (cited in Indah, 2011: 94) there are some categorizes of language of ASD which are echolalia, pronoun, repetition,

and prosody. Firstly, echolalia is parroting the word what they heard, they usually echoing other's people phrase or sentences. Secondly, people with ASD usually have difficulties in using pronoun. The following is repetition. They like create agreement by using repetition. The last is about Prosody. Their speech is always flat, monotones, and also they fail to understand what other people speak which shows by the intonation pattern.

## B. Conceptual Framework



The psycholinguistic branch studies the language development of young children. Language acquisition in the study growth of language in children, a term referring to the process of result of learning or acquiring a particular aspect of language, and ultimately the language whole. At around to years of age, children begin to create utterances that have more than one word in them. Usually children at about age 2 just express idea using single word utterances (e.g. No!, More!, and so on). But as the mature children, the utterances steadily increases and children

develop more sophisticated ways to express increasingly complex thoughts. As they acquire skills, children become much more productive in their language use.

As children learning language must learn aspects of Morphology. Morphology is the study of word formation, including the way new words are coined in language in sentences. Morphology is always analyzed a word and how words are formed out of smaller meaningful parts. There are three processes morphological in Indonesian based on Prof. Drs. M. Ramlan include adding affixes, compounding, reduplication. If the commonly children around age 2 or 3 can build and understand complex sentences different with the autistic children. At age six, many of autistic children who seemed to lose language earlier were still using single words. Autistic children is a group that developed mental disorder of brain function. There are some criteria for children with autism, they are difficulties with non verbal communication, inappropriate facial expression, unusual use gestures, lack of eye contact, strange body postures, and lack mutual or shared focus attention, odd pitch intonation, and difficult to communicate verbal and non verbal. People with autism usually have difficulties in using pronoun, they like create agreement by using repetition. And their speech is always monotonous, flat, and also they fail to understand what other people speak which show by intonation pattern.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

The language acquisition of this study applied by qualitative research design. Newman (2000:123) states that qualitative is describe which the data in the form of word and image from document, observation, and transcript. It is qualitative because the researcher will observe the autistic children, which requires a case study method. A case study was a research that aimed at analyzing phenomena in its real life context.

In collecting data, the subject will investigated directly by the researcher. Observation in one of techniques of research use to collect the data. Observation and documentation study will use to collect the data.

In this study will use a cross-sectional to the researcher chooses the children. Kendra Cherry (2016) said A cross-sectional study involves looking at people who differ on one key characteristic (such as age) at one specific point in time. The observation conducted for a time period of two weeks. As previews stated, the researcher begin around the autistic children.

## **B. Source of Data**

The source of data in this research obtained from autistic children. The researcher took two children with the ages around 7-9 years as the participant. In school UPT. SLB-E Negeri Pembina Tingkat Provinsi. Sumatera Utara. At Jln.Karya Ujung, Medan.

## **C. Technique of Collecting Data**

In this study, the techniques of collecting data used observation. The researcher observed two autistic children to collect the data. During the observation the researcher also recorded the autistic children when they had communication to others in the class, to help the researcher get the data.

## **D. Technique of Data Analysis**

In analyzing the data, the researcher use the proposed by Miles and Huberman (2014) said that qualitative data analysis consist of three procedures. The procedures of data will be analyzed based on the following steps:

### **1. Data Reduction**

Data reduction is used in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that are considered important. In the conducting research, the researcher selected the data and gave valuable information in research, the data is chosen by identifying and classifying

of language acquisition. In conducting this research, the researcher selected data from Autistic children to find out the word that acquired by autistic children and describe the morphological process.

## 2. Data Display

Data display is the process to simplify the data in form of sentences, Narrative, or table. In displaying data, the researcher describes data by finding of the language of autistic children into table. So the researcher will describe the morphological process in the autistic children.

## 3. Drawing and verifying conclusion

The last step in analyzing the data is drawing the conclusion and verification. It is used to conclude all of data, so that it became clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

The data of this study were collected from the autistic children, the data derived from two autistic children which the age of the children are around 7-9 years, the autistic children were taken from SLB UPT-E Negeri Pembina Provinsi Sumatera Utara. It lasted for two weeks since the autistic children began producing a word in the class.

The data lasted for two weeks starting from February, 13<sup>th</sup> 2017 to February, 27<sup>th</sup> 2017. The data obtained during observation of the autistic children and at the same time recorded the words they produced along with the morphological process were analyzed on weekly basis. So, the data only deal with the word are acquired and the morphological process based on the theory of Prof. Drs. M. Ramlan.

#### **B. Data Analysis**

After collecting the data, the researcher firstly identified and classified the words acquired by the autistic children and then described the morphological process of the words.

1. Based on the words acquired by the autistic children during the observation, the word classes divided into eight, those are: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Wh-Word
  - a. The words acquired by F, as follows:

**Table 4.1**  
**The Words Acquired by F**

No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
1		Makan						
2	Mama							
3	Mobik (Mobil)							
4	Fotok (Foto)							
5	Pejek (Pencet)							
6	Bombok (Bombon)							
7	Pekmek (Permen)							
8	Cobeyek (strawberry)							
9					Siapa?			
10	Pukat (alpukat)							
11	Nana (Nanas)							
12	Mangga							
13	Mat (Tomat)							
14	Apek (Apel)							
15	Jambo (Jambu)							
16	Labo-labo (Labu- labu)							
17	Anggo (Anggur)							
18	Jagung							

No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
19	Pisa (pisang)							
20	Abe-abe (Cabai-cabai)							
21	Paye (Pare)							
22	Salak							
23	jeyok (Jeruk)							
24	Pit (Pir)							
25	Wotel (Wortel)							
26	Buku							
27	Pensil							
28	Obak (Obat)							
29	Nenen (Nenek)							
30	Gita (Gitar)							
31	Ebek (Ember)							
32	Adok (Handuk)							
33	Aki-aki (Kaki-kaki)							
34	Ibu							
35	Yeyen (Lilin)							
36	Balon							
37	Kago (Kado)							
38	Omah-omah (Rumah- rumah)							
39	Gajah							
40	Obo-obo (Ubur-ubur)							
41	Kopik (Kepik)							
42	Eang (Elang)							
43	Itik							
44	Ayam							
45	Bebek							

No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
46	Sapi							
47	Ika (Ikan)							
48	Lebah							
49	Gagak							
50	Mbing (Kambing)							
51	Uwa (Ular)							
52	Angca (Angsa)							
53	Motok (Motor)							
54	Ketapi (Kereta api)							
55	Peda (Sepeda)							
56	Kapak (Kapal)							
57	Bus							
58	Delman							
59	Becak							
60	Pesawat tebang (Pesawat terbang)							
61	Kapak selam (Kapal selam)							
62	Bemo							
63	Lemaye (Lemari)							
64	Jam							
65	a-c							
66	Pintu							
67	Pampo (Lampu)							
68	Bowa (Bola)							
69	Koci (Kursi)							
70	Pulpen							
71	Pensil							





b. The words acquired by Z, as follows:

**Table 4.2**  
**The Words Acquired by Z**

No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
1	Muhammad Zaki							
2	Nenek							
3				Marelan				
4								Tidak- tidak
5	122							
6								Ya
7	Awllah...							
8			Capek					
9	Gajah							
10	Gigi							
11	Pohon							
12	Helm							
13	Hujan							
14	Mobil							
15			Besar					
16	Lemari							
17	Meja							
18	Kursi							
19	Mata							
20	Sapi							
21	Sapi-sapi							
22	Sapu							
23	Sepatu							
24	Sepeda							
25	Rumah							
26	Rumah							
27			Cantik					
28			Terca- ntik					
29	Elephant							
30	Teeth							
31	Tree							
32		Tetap						
33	Rain							
34	Car							
35			Big					



No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
73			Bodoh					
74			Pintar					
75	Fahri							
76								Dan
77	Zaki							
78				Bukan				
79					Yang itu			
80					Yang ini			
81					Itu			
82								alah...!
83					Siapa?			
84								Oi?
85			Jago					
86					Kau			
87				Kadang-kadang				
88		Minum						
89	Air							
90	kasihan!							
91		Banjir						
92		Masuk						
93				Di belakang				
94					Aku			
95		Mandi						
96	Sungai							
97		Boleh la!						
98	Deka-deka							
99	Kira-kira							
100				Tak				
101			betul					
102				Boleh				
103		jadi						
104		Sabar-sabar						
105	Kasih							
106					engkau			
107				Jangan				
108		Di bagi						
109						Dua		







No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
224		Mengambil						
225	kue							
226				Cepat-cepat				
227	Yobel							
228		Mencuci						
229	Piring							
230		Menyisir						
231	Rambut							
232	Bibi							
233		Memasak						
234	Sayur							
235		Membawa						
236	Tas							
237	Gak							
238	Pandai		Pandai					
239		Baca						
240	Romzi							
241	Susu							
242			Blue					
243	Pencil							
244			Red					
245	Flower							
246	Pen							
247			Black					
248			Yellow					
249	Shirt							
250		Meletup						
251						One		
252	Lagu							
253	Indonesia raya							
254					Itulah			
255		Disuruh						
256		Simpan						
257		Bermain						
258		Jalan-jalan						
259			White					
260	wall							

No	Word Classes							
	N	V	Adj	Adv	Pron	Num	Conj	Particle
261			Brown					
262	table							
263	Short							
264	bag							
365	shoes							
366	door							
267			White					
268	for (floor)							
269	apple							
270				Besok				
271				Senin				
272				Selasa				
273				Rabu				
274				Kamis				
275				Jumat				
276				Sabtu				
277				Minggu				
278				Sunday				
279				Monday				
280				Tuesday				
281				Wednes day				
282				Thursday				
283				Friday				
284				Saturday				
285				Januari				
286				Februari				
287				Maret				
288				April				
289				Mei				
290				Juni				
291				Juli				
292				Agustus				
293				Septemb er				
294				Oktober				
295				Novemb er				
296				Desember				

2. There are some morphological process acquired by the autistic children, those are: affixation, Reduplication, and compounding.

a. The morphological process Acquired by F:

1. Reduplication

Reduplication is a process of new word by repetition word to make new meaning.

The process reduplication that acquired by the autistic children are: exact reduplication and ablaut reduplication.

a. Exact Reduplication

Exact Reduplication is repeat the all basic word without any changes to the phonemes and not in combination with the process of affixing.

The word *labu-labu* its comes from word *labu* as the original word.

The word *cabai-cabai* its comes from word *cabai* as the original word.

The word *kaki-kaki* its comes from word *kaki* as the original word.

The word *rumah-rumah* its comes from word *rumah* as the original word.

2. Compounding

Compounding is a process to make word by add two or more independent word or we combine two word.

The word *kereta api* its comes from *kereta+api*.

The word *pesawat terbang* its comes from *pesawat+terbang*.

The word *kapal selam* its comes from *kapal+selam*.

b. The morphological process acquired by Z:

1. Affixation

Affixation is the process of word formation conducted by affixing the morpheme be affix on basic form. There are three kind affixation process that acquired by the autistic children

a Prefix is a letter or group of letters attached to the beginning of word that party indicates its meaning.

The word *tercantik* comes from prefix *Ter...+cantik*.

The word *berpusing* comes from prefix *Ber...+pusing*

The word *diputar* comes from prefix *Di...+putar*

The word *dimainkan* comes from prefix *Di...+mainkan*

The word *dibuat* comes from prefix *Di...+buat*

The word *Mendengar* its comes from *men+dengar*

The word *Meletup* it come from *me+letup*

The word *dimakan* it come from *di+makan*

The word *Disuruh* come from *di+suruh*

The word *Bermain* come from *ber+main*

The word *Menggoreng* come from *meng+goreng*

The word *Membeli* come from *mem+beli*

The word *Mengambil* come from *meng+ambil*

The word *Mencuci* come from *men+cuci*

The word *Menyisir* come from *me+sisir*

The word *Memasak* come from *me+masak*

The word *Membawa* come from *mem+bawa*

The word *Terbenam* come from *ter+benam*

The word *Menulis* come from *me+tulis*

#### b Simulfix

Simulfix is a affix which some part attached in front of word and the others part attached in the end of word

The word *Diajakin* come from *di+ajak+in*

#### c Suffix

Suffix is a letter or a group of letters attached to the end of a word to form a new word or to alter the grammatical function of the original word.

The word *Jeleknya* come from *jelek+nya*

The word *Ngerihnya* come from *ngeri+nya*

The word *Lindungi* come from *lindung+i*

## 2. Reduplication

Reduplication is a process of new word by repetition word to make new meaning. The process reduplication that acquired y the autistic children are: exact reduplication and ablaut reduplication.

#### c. Exact Reduplication

Exact Reduplication is repeat the all basic word without any changes to the phonemes and not in combination with the process of affixing.

The word *sapi-sapi* its comes from the word *sapi* as the original word.

The word *Laju-laju* its comes from word *laju* as the original word.

The word *Mari-mari* its comes from word *mari* as the original word.

The word *Ketua-ketua* its comes from word *ketua* as the original word.

*Lari-lari* its comes from word *lari* as the original word.

The word *Bukan-bukan* its comes from word *bukan* as the original word.

The word *Jalan-jalan* its comes from *jalan* as the original word.

The word *Betul-betul* its comes from *betul* as the original word.

#### d. Ablaut reduplication

Ablaut reduplication is Reduplication with change the phoneme.

The word *Warna-warni* its comes from *warna* as the original word.

### 3. Compounding

Compounding is a process to make word by add two or more independent word or we combine two word.

The word *jalan tol* its comes from *jalan+tol*.

## C. The finding

Data obtained showed significant developmental differences of children in language acquisition during the observation findings indicate that the second child has shown advanced the morphological acquisition it is proven that he has

acquired almost all class of word, and he has been able to use the morphological processes. And the first child only can said the noun in class of word. The fact might be different if the children taken from other children at different ages. Hopefully, someday other researchers were interested in conducting other research on this area.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on data obtained from both the autistic children,

1. The first autistic children “F” acquired 140 words and the second autistic children “Z” acquired 296 words
2. And morphological processes that acquired by F only two, those are: reduplication and compounding. While, the morphological process acquired by Z are: affixation, reduplication and compounding.

We can conclude that the development of the morphological acquisition in autistic children vary, depending into the children’s level of intelligence. in autistic children is not good enough because they often say only one word at a time without any additional process morphology, they are even more likely to use receptive language (command language).

#### B. Suggestion

1. The researcher suggest for the headmaster to more develop the quality of the school.
2. The researcher suggest for the teacher to enrich variation of the teaching.

3. For the students the researcher suggested to do more researches to know and comprehend more about morphological acquisition. It is very interesting to analyze because we can find it easily in daily life.
4. For the writer and the readers, the researcher suggested to continue the researches about morphological acquisition.

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## APPENDIX 1

### The Data Acquired by The First Autistic Children

Name : Faridz Farhan Chan  
Age : 9 years old  
Palce/date of birth : Bekasi/ 21<sup>st</sup> May 2008  
Sex : Male  
Address : Jln. Alumunium No.28 Tanjung Mulia

First day 20<sup>th</sup> February 2017

The First child did not give response when the teacher ask him, He just said a... beje-beje, tu tata a..., a... beje-beje so...., mamamama which did not have any meaning.

Second day 21<sup>st</sup> February 2017

The first child said the word when the teacher asked him to say hello and then he said hello. After that the teacher had conversation with him.

The teacher : Faridz sudah makan?  
The first children : Makan  
The teacher : Faridz kemari naik apa?  
The first children : Mobik (Mobil)  
The teacher : Faridz kemari sama siapa?  
The first children : Mama  
The teacher : Faridz makan apa?  
The first children : Fotok ( foto ), pejek (pencet)  
The teacher : Coba bilangdulu bombon!  
The first children : Bombok (bombon)  
The teacher : Faridz suka permen?  
The first children : Pekmek (permen)

Third day 22<sup>nd</sup> February 2017

The first child said the word based on the things which showed by the teacher with the instruction “sebutkan apa ini?” and the words were: cobeyek its means strawberry, pukat its means alpukat, nana its means nanas, mangga, mat its means tomat, apek its means apel, jambo its means jambu, labo-labo its means labu-labu, anggo its means anggur, jagung, pisa its means pisang, abe-be its means cabai-cabai, paye its means pare, salak, jeyok its means jeruk, pit its means pir, wotel its means wortel.

Fourth day 23<sup>rd</sup> February 2017

The first child said the word based on the picture which showed by the teacher with the instruction “sebutkan gambar apa ini?” and the words were: mobik its means mobil, pensil, obak its means obat, nenen its means nenek, gita its means gitar, ebek its means ember, adok its means andok, aki-aki its

means kaki-kaki, ibu, yeyen its means lilin, nyek-nyek its means balon, kago its means kado, omah-omah its means rumah-rumah

Fifth day 24<sup>th</sup> February 2017

The first child said the word based on the picture which showed by the teacher with the instruction “sebutkan gambar apa ini?” and the words were: gajah, obo-obo its means ubur-ubur, kopik its means kepik, eang its means elang, itik, ayam, bebek, sapi, ika its means ikan, lebah, gagak, embing its means kambing, uwa its means ular, angca its means angsa.

Sixth day 25<sup>th</sup> February 2017

The first child said the word based on the picture which showed by the teacher with the instruction “sebutkan gambar apa ini?” and the words were: motok its means motor, ketapi its means kereta api, peda its means sepeda, mobik its means mobil, kapak its means kapal, bus, delman, becak, pesawat terbang its means pesawat terbang, kapak selam, bemo.

Seventh day 27<sup>th</sup> February 2017

The first child said the words which there in the class with the instruction “sebutkan benda apa ini?” and the words were: lemaye its means lemari, jam, ac, pintu, lampo its means lampu, bowa its means bola, koci its means kursi, mija its means meja, buku, pulpen, pensil.

Eighth day 28<sup>th</sup> February 2017

The first child said the part of body based on the instruction “sebutkan apa ini?” and the word were : mata, idung its means hidung, pala its means kepala, tangan, aki, pipi, kip-kip its means telinga, muwok its means mulut, ambop its means rambut dago, its means dagu.

Ninth day 1<sup>st</sup> March 2017

The first child said the word based on the things which showed by the teacher with the instrument “sebutkan apa ini?” and the word were: bahu, dada, dago its means dagu, muwok its means mulut, ambop its means rambut, tiku its means siku, bajo its means baju, cana its means celana, mija its means meja, korsi its means kursi, lemari, buku, pensil, pulpen, jendela, and pampu its means lampu.

Tenth day 2<sup>nd</sup> March 2017

The first child said the word by reading with the instruction “bacalah” and the word were: pipi, papi, papa, pipa, popi, bibi, bata, cuci, cici, cucu, satu, dua, tiga, empat, and lima.

The second child did not come in class. So, the researcher did not got the words from the second child

Eleventh day 3<sup>rd</sup> March 2017

The first child said the word which showed by the teacher with the instruction “sebutkan nama-nama hari” and the word were: enin its means senin, caca its means selasa, abo its means rabu, kami its means kamis, jomat its means jumat, sabto its means sabtu, and minggu its means minggu. And the first child said the word by reading with the instruction “bacalah” and the word were: mama, mimi, mumi, memo, momi, mamo its means mau-mau, baik-baik, payi its means pari,peso, mata, masa, misa, pisah, batu, bowa its means bola, pecit its means peci, coba-coba, and kita.

Twelve day 4<sup>th</sup> March 2017

The teacher ask the first child:

The teacher : siapa namamu?

The first child : fayek its means faridz  
Apatu-apatu.

The teacher : faridz mau apa?

The first child : bowa its means bola  
Awww.....

The teacher : bilang dulu, kakak faridz mau bola!

The first child : kakak mau bowa

The teacher : bilang apa? Bilang terimakasih!

The first child : temacih its means terima kasih.

## APPENDIX 2

### The Data Acquired by The First Autistic Children

Name : Mohammad Zaki  
Age : 7 years old  
Palce/date of birth : Hamparan Perak/ 16<sup>th</sup> Januray 2010  
Sex : Male  
Address : Bloc C No. 67 PT.IRA Hamparan Perak

First day 20<sup>th</sup> February 2017

The second child gave response when the researcher try to make conversation with him:

The researcher : kenalan dulu, siapa namanya?  
The second child : Muhammad Zaki  
The researcher : Zaki diantara siapa?  
The second child : nenek  
The researcher : Rumah zaki dimana?  
The second child : marelان  
The researcher : kakak boleh kerumah zaki?  
The second child : tidak- tidak  
The researcher : zaki kesekolah naik apa?  
The second child : naik 122  
Itu nenek diluar  
Ya Awllah....  
Capeknya

Second day 21<sup>st</sup> February 2017

The second child said the word based on the picture which showed by the teacher with the instruction “sebutkan dan tuliskan gambar apa ini?” and the words were:

Gajah, gigi, pohon, helm, hujan, mobil, mobil besar, lemari, meja, kursi, mata, sapi, sapi-sapi, sapu, sepatu, sepeda, rumah when the teacher showed this picture he also said rumah cantik, itu cantik, tercantik. And after that the teacher asked the second child to said the picture in English with the instruction “said in English!”

Elephant, teeth, tree, when the teacher showed the picture of helm he said tetap its means that helm in English is helm, and then rain, car, big car, cupboard, table, chair, eyes, cow, broom, bicycle, house.

Third day 22<sup>nd</sup> February 2017

The teacher gave the ball to the second child and asked the children some question:

The teacher : bola apa ini?

The second child : bola apa ini. Bola warna-warni  
The teacher : coba sebutkan warna bulatan yang ada di bola!  
Warna apa ini? At the same time the teacher showed the colour.

The second child : kuning, hijau, orange  
The teacher : bola untuk apa?  
The second child : dimainkan, dibuat jarring bola diputar dia musing-musing berpusing.

The teacher : bahasa inggrisnya bola?  
The second child : ball  
The teacher : Siapa yang beli bolanya?  
The second child : kakak  
The teacher : zaki suka bola?  
The second child : iya buk

Fourth day 23<sup>rd</sup> February 2017

The second children said the words when the teacher have a chat with his friend and the question answered by him.

The teacher : Fahri mama gak diajak?

The second children : Ajakin  
Ajakinlah

The teacher : Abang ikut?

The second children : ikut  
Mau kemane?

The teacher : Ini boleh dimakan?

The second children : boleh, di makan  
Ayo pergi makan  
Jalan tol

When he said the word jalan tol the teacher asked him some question

The teacher : apa nama bandara di Sumatera Utara?

The second children : Kualanamu

The teacher : dapat berapa ini nilainya bang Zaki?

The second children : seratus

The teacher : kalau seratus pintar atau bodoh?

The second children : bodoh  
Pintar

The teacher : heh, Pintar atau bodoh?

The second children : pintar

The teacher : eh ini siapa?

The second children : Fahri dan Zaki

The teacher : Fahri teman zaki atau bukan?

The second children : bukan  
Bukan yang tu, yang ni  
The teacher : Zaki itu baju?

The second children : itu bola  
Alah...!  
Siapa?  
Oi, jago kau orang. Kadang-kadang minum air.

Fifth day 24<sup>th</sup> February 2017

The second children said the word when the teacher make a conversation with him:

The teacher : rumah Zaki banjir  
The second children : bajir  
The teacher : masuk rumah  
The second children : masuk rumah la  
Dibelakang rumah ku tau  
Aku mandi sungai  
The teacher : hitungnya mau pakai deka-deka?  
The second children : boleh la pakai deka-deka  
Kira-kira  
Tak betul  
Boleh jadi  
Sabar-sabar, tak patut!  
Kasihankau  
Jangan dibagi  
The teacher : coba hitung  $1+1=$   
The second children : 2  
The teacher :  $2+1=$   
The second children : 3  
The teacher :  $2+2=$   
The second children : 4  
The teacher :  $2+3=$   
The second children : 5  
The teacher :  $1+4$   
The second children : 5  
The teacher :  $2+4$   
The second children : 6  
The teacher :  $3+3$   
The second children : 6  
The teacher :  $5+2$   
The second children : 7  
Pergi pulang!

Sixth day 25<sup>th</sup> February 2017

The second children said the word when the teacher asked him some question:

The teacher : matahari terbit di?

The second children : matahari terbit di timur  
 The teacher : matahari tebenam di?  
 The second children : matahari terbenam dibarat  
 The teacher : Nama Presiden Indonesia adalah?  
 The second children : Joko Widodo  
 The teacher : telinga untuk?  
 The second children : telinga untuk mendengar  
 The teacher : tangan untuk?  
 The second children : tangan untuk menulis  
 Tak tau  
 Tak mau  
 Carilah  
 Coba  
 Cari lagi!  
 The teacher : eh siapa nama mu?  
 The second children : nama saya Muhammad Zaki  
 The teacher : Zaki belajar di?  
 The second children : Zaki belajar di sekolah  
 The teacher : bendera Indonesia berwarna?  
 The second children : bendera Indonesia merah putih  
 The teacher : Zaki anak?  
 The second children : anak pintar  
 Mari pulang

Seventh day 27<sup>th</sup> February 2017

The second children said the words when the teacher had the conversation with him:

The teacher : apa ini nak?  
 The second children : telur  
 The teacher : ehh, coba lihat ini apa!  
 The second children : jeruk  
 The teacher : apa warnanya?  
 The second children : orange, hijau  
 The teacher : Zaki makan apa?  
 The second children : makan nasi  
 Agak sempit  
 The teacher : kucing makan?  
 The second children : kucing makan ikan  
 Ikan juga yang beli  
 Ih jelek kali  
 Zaki anak pintar laju-laju  
 Ihh...! Bawahnya  
 Mari-mari kawan bagus bernyanyi gembira  
 The teacher : pulang kita bang?

The second children : pulang, baca doa pulang  
Ya awwallah, Zaki telah selesai belajar zaki  
mau pulang lindungilah zaki di jalan

Eighth day 28<sup>th</sup> February 2017

The second children said the words when the teacher had conversation:

The teacher : bapak sedang apa?

The second child : bapak membaca Koran

Kuda

Dialah pencurinya

Jelek kalilah

The teacher : kalau mau mintak bilang apa?

The second children : mintak, bagilah sikit

And then he said the word with the instruction “bacalah dan isilah!” from the teacher, the words were: abang bermain? Bola, ibu menggoreng? Ikan, saya membeli? Roti, habis minum air, Rachel mengambil kue, cepat-cepat!, yobel mencuci piring, percuma, kakak menyisir rambut, bibi memasak sayur, zaki membawa tas, gak pande baca.

Ninth day 1<sup>st</sup> March 2017

The second child grumbling by himself and the word that he said were:

Siapa kena marah?, kakak, manalah boleh, dasar!, harimau tua, ketua-ketua, ih jeleknya jalan, itulah ngerih, ngerihnya!, ih orang ni . After that the teacher asked some question to him:

The teacher : hari apa ini zaki?

The second child : Hari sabtu

The teacher : hari apa ini zaki?

The second child : Hari sabtu

The teacher :bulan berapa?

The second child : bulan 3

The teacher :tahun?

The second child : 2017

The teacher :hidung untuk apa?

The second child : hidung untuk mencium

The teacher : telinga untuk apa?

The second child : telinga untuk mendengar

The teacher : kaki untuk apa?

The second child : kaki, legs untuk berlari

The teacher : Zaki kesini lari bukan jalan?

The second child : bukan-bukan, lari semua lari

The teacher : setelah hari sabtu hari apa?

The second child : sabtu minggu

Tenth day 2<sup>nd</sup> March 2017

The second children did not come in this day. So the researcher did not get the words from him.

Eleventh day 3<sup>rd</sup> March 2017

The second child said the word based on the things which showed by the teacher with the instructions “sebutkan nama-nama hari”. The words were: senin, selasa, rabu, kamis, jumat, sabtu and minggu. And then the teacher gives the instructions “sebutkan nama-nama hari in English”. The words were: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. And the last, teacher gives the instructions “sebutkan nama-nama bulan”. The words were: Januari, Februari, Maret, April, Mei, Juni, Juli, Agustus, September, Oktober, November and Desember.

Twelve day 4<sup>th</sup> March 2017

The second child said the words when the teacher had the conversation with him:

The teacher	: Pensil biru apa bahasa inggrisnya?
The second child	: Blue pencil.
The teacher	: Bahasa inggrisnya bunga merah?
The second child	: Red flower.
The teacher	: Bahasa inggrisnya pulpen merah?
The second child	: Red pen.
The teacher	: Bahasa inggrisnya pulpen hitam?
The second child	: Black pen.
The teacher	: Kemeja kuning apa bahasa inggrisnya?
The second child	: Yellow shirt.
	Meletup
The teacher	: Say in English satu!
The second child	: one.
The teacher	: Siapa nama Presiden Indonesia?
The second child	: Muhammad Zaki bukan? Bukan-bukan, Jokowi.
The teacher	: Warna bendera Indonesia?
The second child	: Merah-putih. Jokowi wong jowo.
The teacher	: Lagu kebangsaan Indonesia?
The second child	: Indonesia Raya.
The teacher	: Apa nama bulan 2?
The second child	: Februari. Itulah disuruh simpan-simpan terus.
The teacher	: Itu siapa diluar?
The second child	: Romzi.
The teacher	: Romzi ngapain itu?
The second child	: Bermain, jalan-jalan. Sampai jumpa besok.
The teacher	: Said in English dinding putih!
The second child	: White wall.
The teacher	: Bahasa inggrisnya meja coklat?
The second child	: Brown table.

The teacher : Celana merah?  
The second child : Red short.  
The teacher : Tas hitam?  
The second child : Black bag.  
The teacher : sepatu hitam?  
The second child : Black shoes.  
The teacher : Pintu coklat?  
The second child : Brown door.  
The teacher : Lantai putih?  
The second child : white for (floor).  
The teacher : Buku hijau?  
The second child : Green book.  
The teacher : Apel merah?  
The second child : Red apple.