

Language Acquisition By Children Suffering From Developmental Language Disorders

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Abstract

This research attempts to explore children that suffer from DLD, especially Autism/ASD children. The main focus of this research is to investigate what language aspects are acquired by the children, analyse their language development based on the stages of language aspects that consist of: Speech sound, Syllable, Vocabulary, Structure and their development language combined with giving some of the processes of ABA Method of therapists and also a diet that has been set. This research try to answer the following problems and the research applied the descriptive of quantitative qualitative research. The research was conducted at Lembaga Bimbingan Anak Berkebutuhan Khusus "Autis Home Center" (AHC) with eight children as appropriated as the subjects to be observed. The findings indicated that from the languages aspects was utterances by children it was found that part of speech sound for Articulatory Phonetics of the vowels it is found that in front vowel (fv) with the highest utterance of 37.5%. For the middle vowel (mv) the most frequently encountered with the highest utterance 79%. And for end vowel (ev) with the highest utterance 37.25%. And Articulatory Phonetics of the consonants was found the most frequently encountered with the highest utterance 51.08%. It was found that one syllable the most common with 48%. And for two syllables 59.32%. And for three syllable 50%, the remaining phrases were said with the highest number of 46,67%. For 50% clause, sentence and part of structure has not been found from their utterances.

Keywords: Language Acquisition, Children, Suffering, Developmental Language Disorder.

INTRODUCTION

There are two main guiding principles in first-language acquisition: speech perception always precedes speech production. The gradually evolving system by which a child learns a language is built up one step at a time, beginning with the distinction between individual phonemes (Fry: 1977). Linguists in child language acquisition for many years and how language is acquired; Lidz et al. stated that The question of how these structures are achieved, more appropriately understood as the question of how a learner takes the surface

forms in the input, converts them into abstract linguistic rules and representations." (Lidz and Waxman: 2003).

Children's language development can be seen from the children ages by their steps or levels forming patterns, while children at the age that are discovering their mother tongue are developing. Naturally, children have stories of practices that usually speak according to their abilities at the age they should have. The standard process that children at the age of 1-3 years old that they acquire their first language naturally (Lyons: 1981) includes the early

stages acquire Language acquisition at age 1-3 years old occurs naturally. It means that a child is insensibly developing the language, but children can produce the language for communication. The process of acquiring the language at the age before five years old is called as Golden age. And the following stages where children are in their first language acquisition, there are several things they have to go through from their language acquisition stage, the critical period of language acquisition, a human being needs all of the broad domain of language which must be master, there are four basic of language aspects that have been studied: (Speech Sound, Syllable, Vocabulary and Structure). The four aspects that are found in the child's language standards and are referred to as the next stage of language acquisition, those children acquired this board domain acquisition. Each of these steps is the natural condition for children as we know they will receive their age by age, but somehow have the stuck or quite off from their daily speak in their life, where there some reason that makes children do not fluency to speak commonly it's because of any reason.

Here are these situation calls as those problems near for the language developmental disorders. At the same time, children want to gain even they are still in learning beside in their daily routine for speak their mother tongue there also find some problem. The issue, called disorders, was diagnosed from the clinics that situation of children has some difficulty. At the same time, parents see they develop children how to speak have some tremendous awkward or clumsy from their create even from their mentality or talk about an order. Many situations that come from children in this situation must be dealt with quickly.

And this problem is very close to the child's theory and reality, which be discussed here called developmental language disorder (DLD) (Norbury, Tomblin and Bishop: 2008) that DLD occurs when a child fails to develop their native language often for no apparent reason.

Their investigation exposed that the possible genetic and biological causes of the disorder, the best way to assess children's language skills that situation of communication breakdown, the long-term outcomes for children who grow up with DLD, the overlaps between DLD and other childhood disorders such as dyslexia and Autism and the best way to treat children with the disorder. It is written by a leading authority in a format accessible to researchers, clinicians and families alike.

It deals with Developmental Language Disorder (DLD), which focuses primarily on those children who fail to acquire their native language at the typical rate for no apparent reason. Thus, for the most children discussed here, language impairment is not associated with any other developmental disorder, sensory impairment, or cognitive delay.

This research also close to this research, (Gladfelter & Kacy: 2020), Children with developmental language disorder (DLD) also struggle to learn semantic aspects of words, but this cognitive style has not been ascribed to children with DLD. The purpose was to explore whether global-local processing differences influence the type of semantic features children with ASD, DLD, and their neurotypical peers learn to produce when learning new words. Who participated in an extended word-learning paradigm was used to extract newly discovered semantic features.

This study has been designed to be specific to children who have Autism or ASD to be connected as Norbury, Thomblin and Bishop (2008) stated that this condition (disease) can be associated that may include: Autism Spectrum Disorder (ASD)

While this study focuses on Autism/ASD children, that is an essential differential diagnosis for a child presenting with speech and language delay. Autism/ASD children are characterized by qualitative impairment. There is sociability, empathy, the ability to infer

another person's feelings perspective, the communicative use of language, creative, imaginative play, a restricted range of interest activities, limited cognitive and behavioral abilities flexibility. There may also be altered sensory responses to the environment (Conti-Ramsden, Simkin and Botting; 2006).

Language acquisition of Autism/ASD children has been stopped or broken up that suffering from DLD. Autism children who have impaired language acquisition at the age of 5 to 10 years already produce their language aspects that usually consist of speech sound, syllable, vocabulary, and structure. Still, it has been delayed because of the Autism contracted from DLD. The researcher will examine and analyze how and to what extent the Autism child is said while doing with their language acquisition by Applied Behavior Analysis (ABA). Method therapy and eating patterns/dietary habits are considered as good as possible. As we know, Autism children cannot commonly eat as we usually eat.

The purpose of this research is to investigate what language aspects are acquired by children—their utterances of language aspects, and how they created or used language that suffering from DLD. From the language aspects made by children who suffer from DLD to Autism, children can understand the child's intent and purpose. From this research, we can build it into a study of the child suffering from DLD to Autism. Here will analyze the language development of the Autism children, which is covered by the stages from language acquisition in their daily activities as long as they say when they speak and adapt, especially at Autis Home Center.

Forms of Autism

The three most common forms of autism in the pre-2013 classification system were:

- a. Autistic disorder—or classic autism; Autistic disorder was the most severe.

- b. Asperger's Syndrome; Asperger's Syndrome Disorders, sometimes called high-functioning autism,
- c. And Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS) and PDD-NOS, or atypical autism, was the less severe variants.

ABA (Applied Behavior Analysis) Method of Therapist

Understanding studies from ABA (Applied Behavior Analysis) itself is a science that uses behavioral change procedures to help individuals build abilities by measuring the values that exist in society. According to Danuatmaja, in addition to the above understanding, there is another understanding about ABA therapy (Applied Behavior Analysis), which is a method for building socially beneficial abilities and reduces or eliminates the opposite of things that are a problem. ABA (Applied Behavior Analysis) therapy is a form of behavior modification through a direct behavioral approach, focusing more on specific changes. Both in the form of social interaction, language and self-care.

The ABA (Applied Behavior Analysis) method aims to teach how children can communicate in two ways: playfully, socialize in a general environment, eliminate or minimize unnatural behavior, and conduct academic behavior and independence. According to Nanik, the strength of the effectiveness of behavior modification therapy is the ability to improve compliance, responsibility, independence, discipline and family relationships. In general, the initial program includes a learning readiness program, receptive progression, a copying program, an expressive language program, equalization, pre-academic ability and independence. However, in addition to the many advantages provided by ABA (Applied Behavior Analysis) therapy, it turns out this therapy faces problems. According to Suda, the difficulty in applying ABA (Applied Behavior Analysis) therapy lies in the imbalance or differences in intonation or sentence used for instructions.

Articulatory Phonetics of the Vowel

Articulatory phonetics of the vowel tract produces the sounds of language, called. In Bahasa Indonesia, there are five vowels, namely A, I, U, E, and O. These five letters are referred to as vowels because they can turn on the sound of language or turn on consonant letters. Vowels are sounds of language in which the airflow does not experience obstacles, and the quality is determined by three factors: the tongue's high and low position, the raised part of the tongue, and the shape of the lips in the formation of the vowels. When the vowel is spoken, the tongue can be raised or lowered at the front, middle, or behind it (Agustin,

2010:15-16). Some children at the age 5 to 7 years on average can pronounce letters vowels middle and at the end of the word even have some they can't pronounce but some of them already complete with pronouncing it. For example, in the front, middle and end vowels find in some words.

Front vowel (fv)

AZ's front vowel has come out excellent and brief, as well as the intonation and articulations are also precise but still very slow and long. Here are found some articulations of AZ from front vowels there are: Front vowel (fv): apa, ada, untuk, itu, iya, empat, enam, anak

AZ	Phoneme	Front vowel	Phonetic	Articulatory
	/è/	<u>Enak</u>	[è]nak	[ɛ]nak

Suppose it is entered into the phonetic articulation contained in the word "enak" above. In that case, it is known that the articulation of the pronunciation of the vowel /e/ to phoneme /è/ above is the pronunciation pronounced from the letter /e/ is more precise than the phonetic will be in the form of [ɛ] and pronounce with /ɛ/nak, enak - /è/nak, This shows that the articulation of the vowel /e/ by AZ is perfect, no letters are lost or changed. As stated by (Malemberg 1963:38), based on the part of the tongue that moves or the back and

forth of the tongue, vowels can be distinguished as front vowels, which are vowels produced by the movement of the up and down role of the front of the tongue, for example: [i, e, a]. So the ups and downs of AZ's tongue movement when pronouncing the word "enak" are visible in the resulting articulation /ɛ/nak. That proves that AZ can issue utterances in the form of /e/ vowel, so AZ is categorized as a child who is close to average for articulation and intonation in his utterances even though he is still only in short words.

Middle vowel (mv)

AZZ	Fonem	Middle vowel	Phonetic	Articulatory
	/u/	<u>Sudah</u>	s[u]dah	s/u/dah

One of the words above takes the word "sudah" found in the middle vowel phoneme of /u/. In pronunciation, the phoneme /u/ becomes a closed vowel, namely a vowel formed with the tongue raised as high as possible towards the

ceiling within the vowel boundary. If it is described, then the middle vowel of "sudah" is called the middle vowel, namely the vowel produced by the movement of the middle part of the tongue.

End vowel (ev)

AZ	Phoneme	End vowel	Phonetic	Articulatory
	/i/	<u>sap<i>i</i></u>	sap/i/	sapi

For the pronunciation of the final word, the vowel /i/ - "sapi" from the phoneme /i/ is formed, namely a non-rounded vowel, that is, a vowel pronounced with lips that are not round or wide apart. For example [a, i, e, o]. The word sap/i/ is a positional (active) relationship structure with a passive or a point of articulation. Since vowels do not recognize articulation, the vowel structure is determined by the distance between the tongue and the

palate. The Structure closed vowels are formed with the tongue rose as high as possible close to the ceiling within the vocal boundaries. If depicted, this closed vowel lies on the connecting line between [i]. Therefore, according to its Structure, the vowel [i] is closed.

Articulatory Phonetics of the Consonants

Consonants

AZ	Phoneme	Consonant	Phonetic	Articulatory
	/s/	saya	[s]aya	/s/aya

According to (Marsono: 1989:60), the consonant letter /s/ is part of a sliding or fricative consonant, which is produced by rubbing air out of the lungs. The resulting consonant is [f], [v], [x], [h], [s], [š], z, and x. The apico-dentall consonants are consonants produced with the tip of the tongue (apex) acting as an articulator and the area between the teeth (alveolum) as the point of articulation. The resulting sound is [s], [z], [r], [l]. So the consonant /s/ for the phoneme "saya" - /s/aya is said to be the Articulation of the Lamino-Alveolar Shift, namely 1) when the soft palate and the pharynx are raised so that air does not

escape through the nasal cavity but is forced out through the mouth cavity. 2) The tongue leaf and the tip of the tongue are pressed against the gums so that the air passage between the tongue leaf and the gum is very narrow, which causes the air to escape by shifting. 3) The upper and lower teeth are brought together with the Mouth not wide open.

Syllable

One syllable

Below are one analyze of the difference between one, two, and three syllables, explaining one syllable in this section.

FB One syllable

/Apa/, /ya/, /dah/, /gak/

If the one-syllable word is taken above, that is, the word /ya/, then /ya/, is included in open syllables because an open syllable has only one vowel, and that vowel occurs at the end of the syllable. They are known as "open". Open syllables have a long vowel sound. Sometimes,

vowels on their own are also considered as open syllables since they form a sound of their own, also considered as open syllables. Like word of /apa/, /ya/, /su - ka/, /sa - ya/, /ke - napa/, for example /ya/ that pronounce only hear like "a" that's also call open syllable with one syllable.

Two-Syllable

AZ Two syllables (Bisyllable)

/Pa -pa/, /ma -ma/,

/su -dah/, /ru -mah/,

/ba -ru/, /sa - tu/, /ro -ti/, /ma -kan/.

(Bisa menirukan dengan di tuntun)

The words found there for two syllables, /papa/, /mama/, are part of the open syllables, which are ended by vowels one, two or three. If the letter ending in the word /ya/ is found at the end of a consonant, it is called a closed syllable. Approach closed syllables is indicated by the ending of each word's consonant letter, which means that the syllables of the AZ pronunciation for one syllable occur: /ok/ in general. Learning to read and write beginning

with the spelling method begins its teaching by introducing letters alphabetically. Likewise, the letters are pronounced and pronounced by students according to their sounds alphabetically. Then dua suka kata: /ma – ma /proves that the sequence of words is interconnected because AZ always listens to words from easy, familiar, and familiar with his life. Likewise with three syllables/trisyllable, like: /menu – lis/.

Three-Syllable

CC	Three syllable
	/se-pa-tu/, /Pe-ma-lu/, /pe-ra-mah/

This one and two-syllable: /pak/, /can – tik/, and this three-syllable: /pe – ra – mah/ include closed syllables because closed syllables also contain one vowel, but this vowel is always by a consonant. In other words, a closed syllable always ends with consonants.

Vocabulary

According to (Hatch and Brown 1995), vocabulary is a set of words with meaning as a fundamentally useful tool for communication and acquiring knowledge in a language, including (Phrase, Clause and Sentence).

Phrase

R : “AZ makan apa itu”? “AZ makan roti”....

AZ : Makan roti

A phrase is a short group of words that people often use as a way of saying something. “makan roti” merupakan bagian dari phrase itu terdiri atas dua kata atau lebih yang saling berkaitan or it consists of two or more related words.

Clause

A clause is "a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence. The word that contains a subject and a predicate is found; it is included in a clause such as "saya

sampai di Rumah" which consists of the subject as “saya” and predicate as “sampai”.

Sentence

If viewed from the side of "sentence", which requires complete sentences and patterned subject-predicate and object, then for children, DLD is not built or formed, but with direction or follow. In simple terms, a sentence is a set of words that contains: a subject (the sentence is the topic of the sentence) and a predicate or subject). So "saya pergi kesekolah setiap hari" is a simple sentence. A sentence can be longer and more complicated, but there is always a subject and a predicate.

Structure

According to (Lummencandela course), the Structure of language components includes syntax, grammar and semantic. The Structure of children's language can develop according to the situation and conditions in their environment. Those aged 5 to 6 years will master approximately 2550 words, and children 7 to 8 years will master about 4000 to 5000 words. For typical children, this is common, but for DLD children, it does not necessarily mean their ability to create many and suitable language structures.

The Acquisition of Syntax is the number of rules required for the morpheme (Gleason, 1985:152). The remarkable feature about the development of syntactic rules seems to go almost unnoticed, with no explicit instruction. Parents who quite consciously and conscientiously teach their children concepts and words never presume to teach syntax. They focus on what the child is saying rather than how the child says it (Gleason, 1987:139-140). Much of what we know about the development of syntax comes, of course, from studying what children say.

Syntax

The syntax for children with autism has not been found; if we direct children to their words, they will also say, like the words: "hobi AZ main sepeda", this word is included in the clause form. The syntax consists of sentences, clauses, phrases, and passive and active sentences (Bloomer: 2005). But the emphasis in this syntax is more towards the knowledge of the principles and rules for making sentences in natural language, which refers directly to the rules and regulations that cover sentence structure in any language. A set of formal grammatical rules Sentences used freely but referred to a principle, (Carnie: 2002) explains that the Structure is through a set of standard grammatical rules: these rules are thought to generate the sentences of the language.

Grammar

"Tata bahasa/ Paramasastra" or grammar is the study of the rules governing the use of language. This science is part of the field of science that studies language, namely linguistics. Indonesian grammar has been

regulated as "buku tata bahasa baku indonesia". Grammar is also a structured set of rules that govern the arrangement of sentences, phrases, and words in a language. The grammar done for DLD children is the same as for other children; it's just that they still can't make grammar; they need directions or voices that they follow for children who have DLD out of their voices.

Semantic

According to (Giyoto: 2013), various sound systems and meanings are chosen and used to extend information and idea in the literal sense of words and how they are combined. Takes core of purpose or starting point from which the whole meaning of a particular utterance is constructed.

RESEARCH METHODOLOGY

Research Design

This research design was based on the qualitative descriptive method as (Bogdan and Biklen: 1992:30) said that Qualitative research is descriptive. The data collected here is to find children suffering from DLD that is ASD/Autism and want to gain their utterances after processing and connecting to their treatment/therapist from ABA Method and dietary habit according to the Autism Home Center. Qualitative means to find out how a theory works in different phenomena.

The Technique of Data Analysis

Based on the theory of (Miles, Huberman and Saldana: 2014), there are four steps in conducting qualitative research; they are data collection, data condensation, data display, and data conclusion, as seen in the figure below:

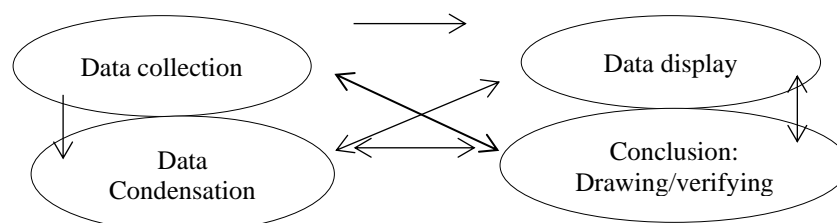


Figure.1: Component of Data Analysis: interactive model taken from (Miles, Huberman, and Saldana: 2014).

The data are taken from the utterances of the children who had suffered from DLD. Analyzed of their language aspect that children should acquire that consists of Speech Sound, Syllables, Vocabulary, Structure, and how is the process of obtaining their language from the language aspects they have. Autism home center, which is located in Jalan Brigjen katamso Gg. Kenanga, kampung Baru kecamatan Medan Maimun Kota Medan Sumatera Utara. There were eight children initially taken from their age between 5 to 10 years old children. The reason why choosing children at that age is that in the opinion by (Tylor and Francis: 2014), appropriate should be at the age of 5 to 10 years. Also, that is the right and effective potential in their behavior to be asked questions. The responses they provide are also adequate at this age; in other words, it is good responses appropriate to explain. They have acquired the following stages of language acquisition in the age of their school age. But not usually work due to suffering from DLD, and it will discuss their improvement in acquiring their mother tongue in their age, which is suffering from DLD.

Among all of them who have this disorder show a category that can be seen from classifying from their behavior, Where 4 of them are categorized into Mild Autism, two of them are medium autism, and 2 of them are severe autism. And if grouped in the form of autism (Smith: 2019), then 7 of them are ASD+ Asperger + ADD + Speech Delay, and 1 of them is + Over stimulus.

In this research, the data is collected from the utterances of the children at autism homes. And the data were collected by video tapping the subjects' speaking. This method is used to identify the language aspects of children with DLD. Participant observation, Elicitation technique, Field note Taking, Documentary technique

RESULT AND DISCUSSION

Language Aspects of Children

The utterances of the DLD children after data is taken from each of them then referred to as the stages of language aspects of language acquisition.

Table 1: Language Aspects of Children

No	Stages of Language Aspects of Language Acquisition
1	Speech Sound 1. Articulatory of Vowels 2. Articulatory of Consonants
2	Syllables
3	Vocabulary
4	Structure

The Realization of Language Aspects Acquired by Children Suffering from DLD at AHC

It would be seen in data transcription of children from this study. In this discussed utterances acquired from their language aspects by children who were suffering from their

DLD, the following would be further described and investigated what language they acquired and their utterances from their language aspect how they created or used their language by them who are suffering from DLD.

Table 2: The Realization of Language Aspects Acquired by Children Suffering from DLD

No	Stages of Language Aspect of Language Acquisition	Realization of Language Acquisition
1	Speech Sound	1. Articulatory of Vowels a. Front vowel (fv) b. Middle vowel (mv) c. End vowel (ev)
2	Syllable	2. Articulatory of Consonants - Consonant a. One syllable b. Two syllable/ (Bisyllable) c. Three syllable/ (trysyllable)
3	Vocabulary	a. Phrase b. Clause c. Sentence
4	Structure	a. Syntax b. Grammar c. Semantic

It is known that the realization of language aspects acquired by children suffering from DLD, that the first stages of language aspects of them are found in speech sound which follows two parts; namely articulatory of vowels and consonants, and has the realization of language acquisition where vowels consist of three namely front, middle and end vowels, and consonants consist of consonants. The syllable part that realizes its language acquisition is divided into three parts, namely one, two and three syllables, for vocabulary. It also consists of three parts, namely phrase, clause, and sentence; finally, the Structure consists of three parts in language acquisition: syntax, grammar, and semantics. It concludes that the parts of each language aspects above have their respective parts, and the results become a model; the model is the result of the children's utterances.

The Pattern for Using Language Aspects Acquisition

After analyzing the data, found some patterns for using certain language aspects acquired by

children suffering from DLD. The pattern for using this language aspect is to see the abilities of the DLD children and to what extent they use them. These children have difficulty speaking and interacting, so this discussion will explain the causes and then the reasons behind this. Due to this reason, it will be analyzed and discussed the basics of using Language Aspects acquired by children suffering from DLD. If we look at the data analysis techniques, the next section is simply finding and abstracting, where this section is included in the analysis part of the reason. Because according to Miles, Hurberman and Saldana (2014), data condensation includes selecting, focusing, simplifying, and abstracting. So after the previous stages have been analyzed, this stage contains Simplifying means making something simple. The researcher made the simple analysis by using the theory of (Lahey and Bloom: 1988) without complicating the research process by widening the scope of data analysis.

Table 3: The Pattern for Using Language Aspects Acquisition

No	Stages of Language Aspect Acquisition	Realization of Language Acquisition	Pattern for Using Language Aspect Acquisition
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				Phonem	(fv)	Phonetic	Articulati	Utterance		
1.	Speech Sound	1.	a. Front vowel (fv)	e		s	on	s		
				/è/	e	[è]	[ɛ]	[ɛ]nak		
				/ê/	e	[ê]	[ə]	[ə]mpat		
				/a/	a	[a]	/a/	/a/yam		
						Phonem	(mv)	Phonetic	Articulati	Utterance
						e		s	on	s
					b. Middle vowel (mv)	/u/	<u>u</u>	[u]	/u/	<u>s</u> udah
						/U/	<u>u</u>	[U]	/u/	rambut
						/I/	<u>i</u>	[I]	/i/	amb <i>il</i>
						/o/	<u>o</u>	[o]	/o/	moro
						Phonem	(ev)	Phonetic	Articulati	Utterance
					c. End vowel (ev)	e		s	on	s
				/α/	a	[α]	a	ya		
				Phonem	Conson	Phoneti	Articulati	Utterance		
			2.	e	ant	cs	on	s		
			- Consonant	/s/	<u>s</u>	[s]	/s/	<u>s</u> aya		
			Articulator y of Consonants							
2.	Syllable	1.	a. One syllable	One syllabl						
				e						
				/ya/						
				/gak/						
				/dah/						
					b. Two syllable/ (Bisyllable)	Two syllabl				
						e				
							/pa – pa/ /ma– ma/ /su– dah/ /ru– mah/ /ba – ru/ /sa- tu/ /ro –ti/			

			/ma- kan/ /can-tik/	Three syllabl e /pe –ka –ra – ngan/ /me – nu – lis/
3. Vocabulary	c. Three syllable/ (trysyllable)			
	a. Phrase	Phrase Makan roti		
	b. Clause		Clause saya sampai di rumah	
	c. Sentence			Sentenc e saya pergi ke sekolah setiap hari
4. Structure	a. Syntax	Syntax Not found		
	b. Grammar		Gramma r Not found	
	c. Semantic			Semanti c Not found

For example taken one pattern from front vowel above that is phoneme /è/ that found in the phonetics of other letters [ê] such as the words “empat” dan “enam” the phonetics [ê] then it is articulated as [ə]mpat. The pattern by the pronounce of children with that phonetics [ê] by “empat” that that pronounce how to produce it with the medium tongue position and the Mouth shape are not round, and the mouth

structure is semi-open. Judging from the part of the semi-closed vowel, the vowel is formed with the tongue raised in height one-third below the closed or two-thirds above the lowest vowel.

The Construct for Using Language Aspects Acquisition

In answering the question, no 2 part b where the formation of words or sentences used by children will be formed after the pattern above

is found. Then next knows the constructed of each child utterance and puts it into the table below:

Table 4: The Pattern for Using Language Aspects Acquisition

No	Stages of Language Aspect Acquisition	Realization of Language Acquisition	Construct for Using Language Aspect Acquisition
1	Speech Sound Articulatory of Vowels	1. a. Front vowel (fv)	a. <u>a</u> pa, <u>a</u> da, <u>i</u> ni, <u>i</u> tu, <u>i</u> ya, <u>e</u> mpat, <u>e</u> nam
		b. Middle vowel (mv)	b. <u>m</u> ama, <u>p</u> apa, <u>s</u> aya, <u>s</u> atu, <u>s</u> akit
2	Articulatory of Consonants	c. End vowel (ev) - Consonant	c. may, si <u>a</u> pa, <u>k</u> en <u>a</u> pa <u>k</u> akak, si <u>a</u> pa, <u>m</u> ana
		a. One syllable	a. /ya/, /gak/, /mau/
3	Syllable	b. Two syllable/ (Bisyllable)	b. /ku – cing/, /ka – kak/, /si – apa/
		c. Three syllable/ (trysyllable)	c. /per – ta – ma/, /pe – ra – mah/
4	Vocabulary	a. Phrase	a. saya suka
		b. Clause	b. saya suka menulis
4	Structure	c. Sentence	c. saya suka makan nasi setiap hari
		a. Syntax	a. -
		b. Grammar	b. -
		c. Semantic	c. -

Also it is known from all the children that can be obtained as data in the table above, which is as follows: a. apa, ada, ini, itu, iya, empat, enam, where the first letter is found in the vowel in the word 'a' 'i' and 'e', then it is called a front vowel, and the b. mama, papa, saya, satu, sakit, found the letter 'a' in the middle of words that become middle vowels, and the part of c: mau, siapa, kenapa : found last letter 'u' 'a' as part of the final letter of the word it is called the end vowel. Consonants found: kakak, siapa, mana as the beginning of the word found the letter 'k', 's' and 'm'. And the word of /ya/, /gak/, /mau/, as one syllable found one size in one word, b. /ku – cing/, /ka – kak/, /si – apa/, find two syllables to be part of the syllable and c. /per – ta – ma/, /pe – ra – mah/, found that three syllables are part of the syllable. Saya suka is

the phrase; Saya suka menulis is a clause that consists of incomplete sentences, sentences with a subject and verb pattern, and then saya suka makan nasi setiap hari is part of a complete sentence comprised of a subject and a verb.

Simplifying

Where the steps for simplifying consist of selecting and focusing, which will be described below. Language Aspects acquired by children suffering from DLD: Selecting: Focusing, Abstracting and Transforming.

The Reason of Language Aspect Acquired by Children Suffering from DLD at AHC

The reason why they use will be given reasons and explanations for each utterance after being labeled and then analyzed for any utterances

and in what form to produce the utterances they have. Where language is the phonetic aspect of articulation of vowels and consonants consisting of (fv), (mv), (ev), then syllables consisting of one, two and three, vocabulary

consisting of phrases, clauses and sentences, the last Structure consisting of syntax, grammar and semantics. The table below will classify the extent of the utterances, and then each of them is analyzed and classified.

Table 5: The Reason of Language Aspect Acquired by Children Suffering From DLD

No	Language Aspects		The Reason of Language Aspect			
			Phoneme	(Fv)	Phonetic	Articulatory
1	a. Phonetics Articulatory of vowels	a. Front vowel (fv)	/è/	<u>e</u> nak	[è]nak	[ε]nak
			/ ê /	<u>e</u> mpat	[ê]mpat	[ə]mpat
			/a/	<u>a</u> yam	[a]yam	/a/yam
			/i/	<u>i</u> tu	[i]tu	/i/tu
		Phoneme	(Mv)	Phonetic	Articulatory	
	a. Middle vowel (mv)	/u/	<u>u</u> dah	s[u]dah	s/u/dah	
		/U/	ram <u>u</u> t	ramb[U]t	ramb/u/t	
		/I/	amb <u>i</u> l	amb[I]l	amb/i/l	
		/o/	m <u>o</u> ro	m[o]ro	m/o/ro	
	c. End vowel (iv)	/a/	ya	y[α]	ya	
Phoneme		Consonant	Phonetic	Articulatory		
b. Phonetics Articulatory of Consonant	Consonant	/s/	<u>s</u> aya	[s]aya	/s/aya	
			One syllable	Two syllable	Three syllable	
2	a. One syllable			ya gak dah		
	b. Two syllable				pa –pa ma –ma su –dah ru –mah ba –ru sa- tu ro –ti ma-kan can-tik	
					c. Three syllable	
					Phrase	Clause
3	a. Phrase			makan roti		
	b. clause				saya sampai di Rumah	
	c. sentence					saya pergi ke sekolah setiap hari

				Syntax	Grammar	Semantic
4	a. Syntax			(not found)		
	b. grammar				(not found)	
	c. Semantic					(not found)

It is known from the table above that several pattern of phonetics are found, both in front, middle, and end vowels, such as: /è/, /ê/, /a/, /i/, /u/, /U/, /I/, /o/ and /α/ each of them is pronounced even though it is found in the front, middle and end. Like a phoneme: /e/, /ê/ - [è]nak based on the part of the tongue that moves or the back and forth of the tongue, vowels can be distinguished as front vowels, which are vowels produced by the movement of the up and down role of the front of the tongue. So the ups and downs tongue movement when pronouncing the word "enak" is visible in the resulting articulation /ε/nak. Phoneme /è/, /ê/ these two phonemes are taught differently, for the phoneme /ê/ such as the word [ê]empat, whose pronunciation makes the medium tongue position and the shape of the mouth not round. The mouth structure is semi-open. From the position of the semi-closed vowel; the vowel is formed with the tongue raised in height one-third below the closed or two-thirds above the lowest vowel.

So is the difference in phonemes /u/ = /u/, /U/, which is phonetic for [U] taken from the word "rambut", Then "ramb/u/t" is articulated by producing a sound from a semi-closed pronunciation structure with long and round aunt movements due to the emphasis on the letter /u/. Becomes the phoneme /u/ - "rambut" - ramb[U]t. Phonetics /α/ found in the end vowel, an open structure, where the open vowel is formed with the tongue in the lowest possible position, connecting the vowel [a] and [A]. Therefore, both vowels are open vowels, so this vowel produces the vowel /α/. Pronunciation also affects how we say when we emit these vowels because the mouth's movement determines our speaking position.

For consonant pronunciation, consonant /s/ for the phoneme "saya" - /s/aya, is said to be the Articulation of the Lamino-Alveolar Shift, namely 1) when the soft palate and the pharynx are raised so that air does not escape through the nasal cavity but is forced out through the mouth cavity. 2) The tongue leaf tip tongue is pressed against the gums so that the air passage between the tongue leaf and the gum is very narrow, which causes the air to escape by shifting. 3) The upper and lower teeth are brought together with the mouth not wide open. And for syllable utterances, it is found above typical utterances and also found open and closed syllables where. Open syllables have a long vowel sound. Sometimes, vowels on their own are also considered as open syllables since they form a sound of their own, also considered as open syllables. The word "ya" that pronounce only hear like "a" is also called open syllable with one syllable.

Then this one and two-syllable: /pak/, /can – tik/, and this three-syllable: /pe – ra – mah/ include closed syllables because closed syllables also contain one vowel, but this vowel is always by a consonant. In other words, a closed syllable always ends with consonants. This one and two-syllable: /pak/, /can – tik/, and this three-syllable: /pe – ra – mah/ include closed syllables because closed syllables also contain one vowel, but this vowel is always by a consonant. In other words, a closed syllable always ends with consonants.

A phrase is a short group of words that people often use as a way of saying something. "makan roti" (merupakan bagian dari phrase itu teridiri atas dua kata kata lebih yang saling berkaitan).

The following data has been explained in the data display below in detail. Clearly, wherein the data displayed below will explain the

number of percentages as much as their utterances. Then it will be processed and transferred in numbers where the number of children's utterances will be more apparent if explained in detail using this data display.

After the first analysis technique of data, condensation has been described. The next is display data; display data is the second part of the analysis technique that follows its understanding, namely as an organizer. Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The first data display explained the language aspects that the children made, and the second data display was formulated into matrices. It is a design of display-deciding in the rows and columns of a matrix for qualitative data to see the interrelation of language aspects children and etiological factors.

Data Display

Data display was an organized assembly of data that had been condensed that permit previously to the process of drawing and conclusion. To make the data clearer, the researcher displays the data in the following chart. Each percentage is found from each utterance and will be classified according to the number of sub-totals. It can be seen in the table below, as (F) as many as the number of utterances spoken child, (%) the calculation after withdrawing the number and dividing 100% then the results of their utterances will be found.

It available data is collected; it can be concluded from the results of the analysis on the part of the Phonetics Articulatory of vowels:

Table 6: The Percentage of Articulatory Phonetics of the Vowels

Name	Articulatory Phonetics of the vowels					
	Front vowel (fv)		Middle vowel (mv)		End vowel (ev)	
	F	%	F	%	F	%
AZ	6	37.5 %	46	56.79%	18	35.29%
AL	0	0%	0	0%	0	0%
NB	2	12.5%	10	12.34%	6	11.76%
FB	2	12.5%	6	7.41%	3	5.89%
ZA	1	6.25%	3	3.70%	1	1.97%
AT	0	0%	0	0%	0	0%
AZZ	2	12.5%	5	6.18%	4	7.84%
CC	3	18.75%	7	13.58%	19	37.25%
Total utterances	16	100%	77	100%	51	100%

It is known that for the front vowel above, there are five variations of the phoneme form, namely: [è], [ê], [U], [I] and [α], where the phonetic [è] is found in the word “enak” which is interpreted as [ε]nak. The phonetic [ê] is found in words “empat” and “enam”, the phoneme of [U] – rambut - ramb[U]t, and the phoneme [I] – ambil - amb[I]l, [α] – ya - Y[α]. And for the phonemes /a/, /u/, /i/, most often found in their speech. So if they take the per cent range of their speech, the phonemes /a/ and

/i/ are the most dominant. Seen in AZ 37.5% utterance, with 3 phonemes /e/, 2 phonemes /a/ and 1 phoneme /i/. However, NB and FB are dominantly found with the phoneme /i/ with a percentage of 12.5% each. Then the dominant phoneme found in CC is the phoneme /i/than/a/ with 18.75%.

For the middle vowel, it is known as AZ, and it is known that the phoneme /e/ is most often found in the phonetic, such as phonetics [ê] –

d[ê]lapan, s[ê]mbilan, p[ê]sawat, k[ê]linci, s[ê]mut, p[ê]rgi, k[ê], s[ê]kolah, c[ê]pat. Then the phonemes /a/, /u/, and /e/ were also the most frequently encountered, with a total of 56.79% of AZ's utterances. Then for CC, the number of phonemes /a/, /u/ and /e/ spoken by CC is almost the same with a total of 13.58%, and for NB the most frequent phonemes are /a/ and /u/ with a total of 12.34%.

Finally, for the end vowel above, the most frequently encountered phonemes in AZ

utterances are the phonemes /a/ and /i/ because the vowel /a/ is structurally an open vowel, which is a vowel formed with the tongue in the lowest possible position, approximately on the connecting line. Between vowels [a] and [A], the vowel /a/ is the most common pronunciation. There are 35.29 in total, the most prominent of which are the phonemes /a/ and /i/. Then for CC, the most dominant vocals were /a/ and /i/, with a total of 37.25.

Table 7: The Percentage of Articulatory Phonetics of the Consonants

Name	Articulatory Phonetics of the consonants	
	Consonants	
	F	%
AZ	47	51.08 %
AL	0	0 %
NB	8	8.70 %
FB	6	6.52 %
ZA	3	3.27 %
AT	0	0 %
AZZ	7	7.61 %
CC	21	22.82 %
Total utterances	92	100 %

It is known that AZ utterances for the phoneme /s/ are more common, and the phoneme /k/ in the second position is found with a total of

51.08%. Then, CC phonemes were found with almost the same number of phonemes, both /p/ /d/ /s/ and /r/, with a total of 22.82%.

Table 8: The Percentages of Syllables

Name	The Utterances of Syllables					
	One-Syllable		Two syllable		Three syllable	
	F	%	F	%	F	%
AZ	4	16%	35	59.32%	4	50%
AL	0	0%	0	0%	0	0%
NB	3	12%	6	10.16%	0	0%
FB	4	16%	4	6.78%	0	0%
ZA	2	8%	0	0%	0	0%
AT	0	0%	0	0%	0	0%
AZZ	0	0%	7	11.87%	1	12.5%
CC	12	48%	7	11.87%	3	37.5%
Total utterances	25	100%	59	100%	8	100%

From each of the numbers above, one syllable is the most commonly found in the percentage total 48%. And for two syllables, the most frequently found at the percentage of 59.32%. And for three syllables, 50%, that proves that

each of their utterances is most often found in one and two syllables, which are short words that they still like and are still attached.

Table 9: The Percentages of Vocabulary

Name	The Utterances of Vocabulary					
	Phrase		Clause		Sentence	
	F	%	F	%	F	%
AZ	7	46.67%	2	50%	2	100%
AL	0	0%	0	0%	0	0%
NB	0	0%	0	0%	0	0%
FB	0	0%	0	0%	0	0%
ZA	0	0%	0	0%	0	0%
AT	0	0%	0	0%	0	0%
AZZ	0	0%	0	0%	0	0%
CC	8	53.33%	2	0%	0	0%
Total utterances	15	100%	4	100%	2	100%

The remaining phrases are AZ 46.67% and CC 53.33% from the total phrases, clauses, and sentences. For clauses, only 50%, then sentences, sentences have not been found at all from their speech, only AZ's utterances have come out, namely with one sentence utterance by imitating.

CONCLUSION

From overall analysis of Language aspects acquired by children suffering from DLD, it was concluded that:

1. Based on the data analysis that has been found in the research of Language aspects, there were four aspects acquired by children, namely Speech sound, Syllable, Vocabulary and Structure.
2. a) Based on the pattern of linguistic aspects found that there were fourteen realizations of language aspects: Articulatory Phonetics of Vowel, Front vowel, Middle vowel and End vowel, Articulatory Phonetics of Consonant, One syllable, Two syllables, Three-Syllable, Phrase, Clause, Sentence,

Syntax, Grammar and Semantic. The most dominant realization was vowel, consonant, and syllables since the researcher took their utterance from users of that language aspects.

- b) Based on construct of the linguistic aspects by autistic and heredity factor of Autism children produce utterances should they say both the four language aspects connected with the results of their speech analysis and find that every utterance they say has aspects even though not all aspects of the utterances are found.
3. Based on the reason there were: for Articulatory Phonetics of Vowel and Consonant that (phonemes, vowel/consonant, phonetic, articulatory), then proceed from the results of the utterance of the syllable (one, two and three-syllable), vocabulary (phrase, clause, and sentence) and structure (syntax, grammar, structure) where they are placed to find out which part of the language aspects has been formed based

on the model of Language Aspect they have.

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