



ANALYSIS OF VOCABULARY MASTERY OF MENTALLY RETARDED CHILDREN 9 YEARS OLD AT SLB NEGERI 1 RANAH PESISIR

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Abstract

This research discusses language acquisition in mentally retarded children at school and has the purpose to examine the mastery of language and vocabulary as well as sentence structures used by mentally retarded children in 9-year-old children of SLB Negeri 1 Ranah Pesisir. This research is qualitative, which contains a description of the child's language and vocabulary mastery and its presentation. vocabulary and sentence structure used by mentally retarded children. The data collection methods used in this research are observation and interview methods. The techniques used in this research are skillful listening techniques, and advanced recording and note-taking techniques. The population in this research were mentally retarded children and teachers who taught at SLB Negeri 1 Ranah Pesisir. The results of this research were Raju, a child with severe mental retardation, was able to understand 40 basic vocabularies from a total of 300 basic vocabularies provided, while Dayat, a mild mentally retarded child, was able to understand 200 basic vocabularies from a total of 300 basic vocabularies provided. This is natural because indeed the ability of children with severe and mild mental retardation is of course different, especially in language. The child's "ability to understand" is reflected in the IQ of each child, if the IQ for mild mental retardation is between 55-60 to 80, then severe mental retardation ranges from 15-20 to 25-30, so the ability to understand this basic vocabulary is different, Raju and Dayat.

Keywords: *language acquisition, vocabulary, mental retardation.*

1 Introduction

A language is a communication tool in everyday life that is used to convey information, ideas, thoughts, and desires of a person to others. Thus it is clear that language has a big role in life, as well as in education, It plays an important role in enhancing the ability and motivation of students both formal and non-formal. A child's language proficiency begins with the acquisition of the first language which is often known as the mother tongue. The acquisition of this language requires a very long process, the process of acquiring this language begins from the time a child is born. Thus, the mother tongue is the language that is first mastered by every human being through interaction with his family and complemented by social interaction with the surrounding community.

According to Hidayah (2013:143), in a child's development, there is one most important phase in supporting one's language acquisition. This phase is known as the golden age. This phase is the phase in which a child's brain is growing and developing and capturing and absorbing more information maximally. Acquisition of language is a process that takes place in a child's brain when he acquires his mother tongue. Language acquisition is different from language learning. Language learning is a process that occurs when a child learns a second language after he has acquired his first language.

So, language acquisition is concerned with the first language, while language learning is concerned with the second language (Chaer, 2015:167). Chaer's explanation is related to the current society's habit of assuming that language acquisition and learning are commensurate. According to Fatmawati (2015:64), the way a child gets his mother tongue is something that is very amazing and difficult to prove, both in theory and application. People who have not been able to distinguish between normal and mentally retarded children can actually be considered normal. This is because mentally retarded children do not have special characteristics from a physical perspective, except for children with mental retardation with Down syndrome (usually synonymous with severe mental retardation) who have special characteristics in terms of their faces. Sometimes people always think negatively or it is also called bullying by the community, in fact, it will not be done if they recognize mentally retarded children whose cognitive abilities are different from normal children. A mentally retarded child is one of the children who have abnormalities in mental development caused by a low level of intelligence (Basuni, 2012:12).

The American Association of Mental Deficiency has classified the IQ levels of mentally retarded children: (1) the IQ level of mild mental retardation is between 50–55 to 70; (2) moderate mental retardation ranges from 35–40 to 50–55; (3) severe mental retardation ranges from 20–25 to 35–40; and (4) very severe mental retardation under 20–25 (Gross, 2015: 13). From the classification carried out by AAMD, it can be seen that the difference in IQ of mentally retarded children and the IQ of normal children. The lowest IQ of normal children is around 90. From this, it can be concluded that the reasons why mentally retarded children are more difficult to accept subject matter or various things related to children's cognition, one of which is language skills.

Mentally retarded children are children who have intelligence below average. Based on the psychological classification of mentally retarded children, they are divided into three, namely mild (debil), moderate (embical), and severe (idiot) children. In the debil classification, mentally retarded children are able to educate even though they are not in ordinary schools but they still have the ability through education even though the results are not optimal, the IQ they have on average is 51-70. Both moderate or embical mentally retarded children are a classification of mentally retarded children who have such low intelligence that they are unable to attend educational programs intended for mild (debil) mentally retarded children, they have an average IQ of 36-51. The three children with severe mental retardation or often called idiots are a classification of mentally retarded children who have the lowest intelligence so that they are only able to take care of themselves and socialize, their IQ is only 0-35 (Kustawan, 2013: 26).

Mentally retarded children are children who have a low level of intellectual intelligence. As a result of their retardation, they experience retardation in adjusting to the environment, delays in intelligence, social adaptation, and academic lessons (Haryeti & et.al, 2013:537). According to Haryeti, this mentally retarded child is weak in terms of cognition so it affects every aspect of their life, starting from adjusting to the environment (socializing), and difficulties in academics.

Mentally retarded children will arrive at real language skills if they are skilled at communicating. Language experience regarding various objects, situations, events, personal experiences, something related to feelings of the heart, something that has been done repeatedly, will be the main capital and basis for making mentally retarded children skilled in communicating.

The reason the researchers took the title Analysis of Vocabulary Mastery for Children with mental retardation at 9 years old at SLB Negeri I Ranah Pesisir was to describe vocabulary mastery in mentally retarded children because mentally retarded children are different from normal children in general. Mentally retarded children have limitations, but they also want to learn like other children. The highlight of this research is the acquisition of language in the field of sound pronunciation (phonology), word formation (morphology), and sentence structure (syntax) patterns in Indonesian that are acquired by mentally retarded children at the development stage in the school environment.

This research aims to describe the comparison of the basic vocabulary mastery of students with severe mental retardation and students with mild mental retardation. The expected benefit from this research is to provide a new perspective in psycholinguistic studies, especially for children with

mental retardation. The results of the research can be used to help the community recognize that mentally retarded children are in progress, not something that has already happened.

2 Literature Review

a. Definition of Mental Retardation

Retardation is a term used to describe children who have intellectual abilities below average. In foreign language literature, the terms mental retardation, mentally retarded, mental deficiency, mentally defective, and others are used. The term actually has the same meaning which describes the condition of a child whose intelligence is far below average and is characterized by limited intelligence and inadequacy in social interactions (Somantri, 2007:103).

AAMD (American Associations Mental Deficiency) provides an understanding of mentally retarded children as follows: "Mental retardation shows clearly below-average intellectual function with an inability to adjust behavior and occurs during the development of Kauffman and Hallahan in Somantri (2007:104).

According to Garnida, 2015 (Hasanah, 2018), mental retardation or mental retardation are children who actually experience obstacles and underdevelopment of mental-intellectual development below average, so they have difficulty completing their tasks. Another term for mental retardation is the designation for children with impairments or decreased abilities or reduced abilities in terms of strength, value, quality, and quantity.

There are three indicators of a mentally retarded person, namely: (1) the delay of intelligence function in general or below average, (2) inability in social/adaptive behavior, and (3) social/adaptive behavioral barriers, it occurs at the age of development until the age of 18 (Garnida, 2015 in Hasanah, 2018).

b. Causes of mental retardation

The expert states that the causes of disability in a person are: brought from birth (endogenous factors) and external factors such as disease or other conditions (exogenous factors) Mohammad Efendi, 2006: 91 (in Hasanah, 2018). Mohammad Efendi in Hasanah added that physiological and viral disorders can cause mental retardation. These viruses include rubella (German measles). This virus is very dangerous and has a very big effect in the first trimester when the mother is pregnant because it will give the baby the opportunity to develop disabilities. Other forms of physiological disorders are reshus factor, mongoloid (physical appearance similar to the descendants of the Mongol) as a result of genetic disorders, and cretinism or stunting as a result of thyroid gland disorders.

c. Types of mental retardation

According to Garnida (2015) in Hasanah, (2018) The level of a person's intelligence is measured through an intelligence test which results are called IQ (intelligence quotient). The classification of ordinary intelligence levels consists of three levels, they are:

- 1) Mild mental retardation refers to an IQ of 70-55
- 2) Moderate mental retardation refers to an IQ of 55-40
- 3) Severe mental retardation refers to an IQ of 40-25
- 4) Severe mental retardation refers to an IQ of ≤ 25

1) Light Category (Moron or Debil)

In the light category, they have an IQ of 50-55 to 70. Based on the Binet test, their IQ ability is 68-52, while with the WISC test, their IQ ability is 69-55. Usually, this child has difficulty in learning. He stayed in class more often than graduated.

2) Medium Category (Imbesil)

Usually has an IQ of 35-40 to 50-55. According to the Binet IQ test results are 51-36, while the WISC test is 54-40. Patients often find brain damage and other diseases. There

is a possibility that the sufferer may also experience nerve dysfunction which interferes with motor skills. In this type, the patient can be detected from birth because during his growth the patient experiences delays in verbal and social skills.

3) Heavy Category (Severe)

This category has an IQ of 20-25 to 35-45. According to the Binet IQ test, his IQ is 32-20, while according to the WISC test, his IQ is 39-25. Patients have physical abnormalities and limited sensory-motor control.

4) Very Heavy Category (Profound)

In this category, the patient has a very low IQ. According to the IQ scale results, the patient's IQ is under 19, while according to the WISC IQ test, the IQ is below 24. Many sufferers have physical disabilities and nerve damage. Not infrequently sufferers die.

d. Characteristics of Impairment

The characteristics of mental retardation can be classified as follows.

1) Characteristics of Mild Impairment

Mild mental retardation is also called moron or debil. This group has an IQ between 69-55 according to Binet, while the Weschler Scale (WISC) has an IQ of 69-55. They can still learn to read, write and do simple arithmetic. With good guidance and education, children with mild mental retardation will eventually be able to earn income for themselves. In general, children with mild mental retardation do not experience physical problems. They physically look like normal children in general.

Furthermore, the characteristics of mild mentally disabled children, from an educational perspective, are children who are able to educate. They also can not show any obvious physical abnormalities, although their physical development is a little slower than the average child. Their height and weight are not different from other children, but based on their observations they lack strength, speed, and coordination, and often have health problems (Hasanah, 2018).

2) Characteristics of moderate mental retardation

Mentally retarded children are called embisils. This group has an IQ of 51-36 on the Binet scale and 54-40 according to the Weschler Scale (WISC). Mentally retarded children can reach the development of MA up to approximately 7 years. They can be educated to take care of themselves, and protect themselves from dangers such as avoiding fires, walking on the highway, taking shelter from the rain, and so on. In everyday life, mentally retarded children need constant supervision.

3 Methodology/Materials

This research is descriptive qualitative research. The subjects in this research were Muhammad Dayat and Raju Putra, 9 years old. In this research, the subject was observed outside and inside the classroom. Sources of data from this research come from interviews and observations. Data collection techniques are obtained by skillful listening techniques, as well as advanced recording and note-taking techniques. Interviews were conducted with research subjects and teachers. In data collection, the researcher recorded the results of interviews with teachers who taught and saw the results of the writing that was done, after the researcher compared the vocabulary written by mild mentally retarded children with severe mentally retarded children. So, from this paper, the researchers can distinguish the differences between mild mental retardation and severe mental retardation.

4 Results and Findings

The Ability of Mastery of Vocabulary for Mild Disabled Students Mild mentally retarded students is able to master most of the basic vocabulary in the vocabulary list which amounts to 200 basic vocabulary. Table 1 describes the vocabulary mastery abilities of mild mentally retarded students. As a mild mentally retarded student, the amount of vocabulary that is mastered is fairly reasonable because indeed the cognitive abilities of mild mentally retarded children and normal children are not much different so that they are able to master 200 (85%) of the entire vocabulary in the vocabulary list. The imbalance that is not too far between mild mental retardation subjects and normal children is of course only in the realm of language skills, especially vocabulary mastery. The number of vocabulary mastered by the subject is influenced by the level of education which is currently 9 years old. According to the class teacher, the vocabulary that is mastered by the children varies. The child has experienced a development in the number of vocabulary that is mastered Previously, before entering school, children had difficulty communicating and had the very little vocabulary.

The ability of children with mild mental retardation to master vocabulary is also helped by various activities at school, such as the learning process, a supportive school environment, and the self-development program in SLB N I Ranah Pesisir. Based on the teacher's information, the educational factor greatly influences children's vocabulary mastery. By being educated at SLB N Ranah Pesisir Selatan, children are accustomed to practicing communicating with their surroundings so it is quite significant in increasing vocabulary.

Table I. List of vocabulary mastered by mild mentally retarded children

1 Father	68 Splitting	135 Ants
2 Mother	69 Working	136 Frogs
3 Brother	70 Plant	137 Lizard
4 Brother	71 Growing Up	138 Fish
5 Uncle	72 Choosing	139 Ducks
6 Grandma	73 <i>M emeras</i>	140 Tortoise
7 Grandpa	74 Hold	141 Caterpillar
8 Friends	75 Buy	142 Land
9 Son	76 Opening	143 Rock
10 Mr	77 Knock	144 Water
11 Hands	78 Throwing ar	145 Sea
12 Feet	79 Fall	146 Heaven
13 Skin	80 Fly	147 Months
14 stomach	81 Blowing	148 Stars
15 Bones	82 Burn	149 Clouds
16 Intestines	83 Hide	150 Rain
17 Hearts	84 Going up	151 Lightning
18 Pay by air	85 Below	152 Wind
19 Shoulders	86 This	153 Hot
20 Blood	87 That	154 Cold
21 Kep ala	88 Right	155 Ap i
22 Neck	89 Left	156 Salt
23 Hair	90 One	157 M realm
24 M ult	91 Two	158 days
25 Teeth	92 Three	159 Years
26 Tongue	93 Emp at	160 Houses

27 Ears	94 All	161 Ropes
28 Nose	95 And	162 Needles
29 M ata	96 Dirty	163 Kay u
30 Fingers	97 Dead	164 Trunk
31 Lips	98 Alive	165 Leaves
32 Walking	99 Dry	166 Root
33 Come	100 Wet	167 Flowers
34 Turn	101 Small	168 Pieces
35 Swimming	102 Large	169 Grass ut
36 Breathing	103 Short	170 Street
37 <i>M encium</i>	104 Length	171 Wine
38 Laughter	105 Tip is	172 Apples
39 Crying	106 <i>Semp it</i>	173 Durian
40 M camel	107 Pain	174 Watermelon
41 M will	108 Tuwa	175 Melon
42 Chew	109 New	176 Papaya
43 AD	110 Good	177 Ginger
44 <i>Minum</i>	111 Evil	178 Rambutan
45 AD	112 Right	179 mangoes
46 Look	113 Close	180 dragons
47 Flow	114 Far	181 guava
48 Sleep	115 Fear	182 <i>Bengkoang</i>
49 Dreaming i	116 Know	183 Cucumbers
50 Sitting	117 Black	184 Coconut
51 Standing up	118 White	185 Bags
52 Said	119 Red	186 Books
53 M sewing	120 Green	187 Table
54 Shoot	121 Yellow	188 Bicycles
55 M hitting	122 Dog	189 Cars
56 M water	123 Cat	190 Motor
57 AD kills	124 Chicken	191 Pens
58 Cut	125 Rat	192 Eraser
59 Count	126 Cow	193 School
60 No.	127 Goat	194 House
61 where	128 Birds	195 Seats
62 Ap a	129 Worms	196 Whiteboard
63 Ready a	130 Snake	197 Markers
64 Kap	131 Tiger	198 Cake
65 In	132 Lion	199 Rice
66 Inside	133 Monkey	200 Noodles
67 Above	134 Jerk	

Ability to Mastery Vocabulary for Severe Mentally Impaired Students. The students with severe mental retardation have lower cognitive abilities than students with mild mental retardation. The results showed that the language skills of students with mild mental retardation were also better than students with severe mental retardation. The following is a table of basic vocabulary which is mastered by students with severe mental disorders. Table 2 shows that the vocabulary controlled by severely mentally retarded students is 40 (30%).

Table 2. Vocabulary list mastered by children with severe mental retardation

1 Father	21 Eat
2 Mother	22 Chewing
3 Brother	23 Cooking
4 Brother	24 Drinking
5 Hands	25 Hearing
6 Feet	26 saw
7 Skin	27 Inside
8 stomach	28 Above
9 Bones	29 One
10 Intestines	30 Two
11 Hearts	31 Dirty
12 Walking	32 Dead
13 Come	33 Live
14 Turn	34 Black
15 Swimming	35 White
16 Breathing	36 Red
17 <i>M encium</i>	37 Dog
18 Laughter	38 Cat
19 Crying	39 Chicken
20 Vomiting	40 Rat

The results showed that mild mentally retarded children mastered more vocabulary with various types than children with severe mental retardation. This can be seen from the variety of vocabulary they master. The vocabulary with the types of verbs and adjectives was seen by more mild mentally retarded students. This varied vocabulary can be seen in Table 1 which shows up verbs such as splitting and squeezing and other verbs that do not appear in Table 2.

From the description of the findings above, it can be seen various types of word classes, from specific ones, such as colors and limbs to general ones, such as nouns, verbs, and pronouns. Overall, the vocabulary controlled by mild mentally retarded children was more than the vocabulary mastered by severe mentally retarded students. These various differences are of course caused by each individual's retardation. It is commonplace if children with mild mental retardation are superior in mastering the vocabulary provided by researchers because their abilities are superior to those of severe mentally retarded students. Students with severe mental retardation take longer to match vocabulary mastery than mild mentally retarded children.

5 Conclusion

As a result of this research, the writers can conclude that the vocabulary mastery of students with mild mental retardation and mental retardation students is severe. Of the 300 vocabularies provided based on the vocabulary list, mild mentally retarded students were able to understand 200 words (85%), while severe mentally retarded students were only able to understand 40 vocabularies (30%). The results showed that mild mentally retarded children mastered vocabulary more than severely disabled children, both from colors and limbs to general ones, such as nouns, verbs, and pronouns.

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