INDONESIA SENTENCE PATTERNS
USED IN VERBAL COMMUNICATION PRODUCED
BY AUTISTIC CHILDREN
IN “AMANAH TERAPHY” GRESIK

THESIS

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ABSTRACT

Autistic children has a problem in communicating with other, including in verbal communication like the difficulties in producing sentences pattern properly from the simple ones to the complicated ones. Therefore, this study tries to find out what sentence patterns that can be produced by autistic children and what patterns that occur most frequently. In this case study, the writer uses qualitative approach in doing this study. The subject of this study is seven years old Indonesian autistic boy. In analyzing the data, the main theory that the writer uses is theory by Alwi, et al. The writer has conducted an indirect observation using video-recorder to collect the data from the conversations between the autistic child as the participant and the therapist.

Indonesia sentence pattern classified in so many pattern. From the analysis it has been found that there are major sentences and minor sentences that can produced by the children. The analysis is based on the Indonesian sentence structure and using syntactic development in autism to support the data analysis. The data showed that the participant has produced number of words regarding the element of syntactic function. The writer uses the theory of indonesian sentence types based on completeness of the sentence components by Abdul chaer. The rest are sentence pattern produced by the children, not included in the classification by Alwi et al. The most frequent sentence pattern is pattern Subject Predicator Object. The least sentence pattern are Predicator Subject Adverbial and adverbial Predicator Subject. It can be concluded that this boy, like other autistic children, has difficulty in verbal communication. However, this boy has already been able to produced various sentence patterns.

Key Word: Autistic Child, Verbal Communication, Sentence pattern.
CHAPTER I

INTRODUCTION

1.1. Background of the Study

Everybody, since he was born, has social needs. One of the social needs is communication. As time goes by, when a baby grown up, he begins to recognize some words. Even before a baby can produce words, he already knows the way to communicate with his parents for instance, by smiling and making eye contact. Later on, the baby will learn how to produce sounds that he has usually heard.

Since around 1960’s, the language development of a children, how a children acquires language, has been a popular subject among acquisition, including first language acquisition. How a children acquires his or her first language is an incredible process and the fact has challenged and led many linguists to do research on it. Many researcher and studies were done to investigate how a child acquires his first language and explained it through the branches of linguistic such as phonology, morphology, and syntax.

In this case, syntax become one of the important field in understanding the autistic children. Since by studying syntax especially sentence patterns, adults especially those who understand syntax, can gain some understanding concering the autistic children. Sentence pattren itself is a structure, which is considered as basic grammatical pattern for sentences, which can be used as a model for producing other sentence in language (Richards, et al. 1985).
1.1 Statement of Research Problem

Dealing with this research, the research questions are elaborated into three questions.

1.1.1 How are sentence patterns produced by the autistic children?
1.1.2 What sentence pattern is mostly produced by the autistic children?

1.2 Purpose of the Study

In conducting this study, the writer wants to discover

1.2.1 To explain what sentence patterns are produced by autistic children
1.2.2 To know the most frequent sentence patterns that the children can produce in daily verbal communication.

1.3 Significance of the Study

Hopefully, this study will be worth enough to be an additional reference for other researchers who have further studies in this field. Through his study the writer hopes other researchers will have a better insight about the sentence produced by a medium functioning level of autism children.

1.4 Scope and Limitations

The area of this study is syntax. It deals with syntax because this research will investigate sentence patterns of an autistic children in having verbal communication with adults and his friend. The study includes all utterances produced by an autistic children in making verbal communication.
1.5 Definitions of Key Terms

In this research, the writer will investigate sentence patterns that are produced by an autistic children in making verbal communication.

1.5.1 Sentence Patterns: a structure which is considered a basic grammatical for sentences that can be used as a model for producing other sentence in the language.

(Richards, et al, 1985)

1.5.2 Autism: a developmental disorder that affects many aspects of how a children sees the world and learns from his or her experiences.

(Siegel, 1996)

1.5.3 Verbal Communication: act of conveying messages, ideas, or feeling through the use of mouth.

(Chaer, abdul, Drs. (2003).

The writer divides the study into five chapters. The first chapter presents the introduction, which contains background of the study, statement of research problem, purpose of the study, significance of the study, scope and limitation, definition of key terms and organization.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this research, the writer would find out the sentence patterns that were produced by an autistic children in verbal communication. Therefore, in doing his research the writer was going to present some theories and studies that were related to his study. This part is divided into two parts. At the first part, the writer discusses the review of related literature. Then, at the second part the writer discusses the review of related studies.

2.1 Review of Related literature

At this part the writer would like to present some background knowledge that help him in doing his research. The theories were closely related to his study. Thus, he presented the theory of autistic children in relation with their ability in communication especially in verbal communication.

2.1.1 Autism

2.1.1.1 Definition of autism

Autism itself comes from the word *auto*, which means alone. Autism sufferers seems to live in their own world. The term ‘autism’ was labelled “early infantile autism” was originally described by Kanner in 1943 as an “inability to related themselves in the ordinary way to people and to situations from the beginning of life” (Garrison and Force, 1965). Autism is not an absolute lack of desire for affiliation, but a relative one (Siegel, 1996). Another
theory says that autism is a brain disorder that typically affects a person’s ability to communicate, form relationship with others and respond appropriately to the environment (http://www.autism-society.org/whatisautism.autism.html).

2.1.1.2 Characteristics of autism

The primary source of stimulation for autistic children is from their own body. They have little or no speeches, rarely displayed any activities awareness of people, and maintain a level of activity, which had the barest relation autism unlike others, have unique personality and combination of characteristics. They also have some inability like inability to communicate in the ordinary way as others children do. They have difficulties in communicating and in maintaining a conversation to keep going. They fail to use language in a specific term, a sentence, as a tool to help them to say what they had in mind. Fortunately, autism can be cured, one of the ways was by giving some therapies toward the autistic children. They communicate with gesture instead of word. The third impairment is behaviour. Children with this characteristic were usually repeating their odd such as waving, spanning or rolling up toys. Furthermore, according to Robert and Furneaux, autistic children do not show any eagerness to communicate with others people, apart from asking for needs or in some cases, talking on repetitive themes. Even if they have a wide vocabulary,
they do not enjoy conversing with others just for the pleasure of chatting (Roberts and Furneaux, 1977).

2.1.1.3 Levels of Autism

2.1.2 Autism consists of three different levels. It ranges from high functioning level, medium functioning to low functioning level of autism. People with high functioning level on the average have higher IQ then other level. They are highly verbal, seemingly bright, but are socially inept with unusual obsession. At this level, individuals are better at verbally expressing themselves than those that are medium and low functioning of autism. High functioning individuals can take care of their life such as Temple Grandin and Donna Williams. On the lower level, individuals with medium functioning have difficulty in verbal communication. The generally have trouble with syntax (sentence structure) in which they only produce simple and monotonous structure and grammatical rules.

2.1.3 Types of Sentence

Based on the completeness there are two types of sentence. The first is major sentence and the second is minor sentence (Chaer, 2003: in Mulyati).

2.1.3.1 Major Sentence

Major sentence is a sentence whose clause is complete. At least it consists of subject and predicator. For example:

1. *Bu dosen itu baik sekali.* (That lecturer is very kind)
2. *Nenek berlari pagi.* (Grandmother is running)

### 2.1.3.2 Minor Sentence

Minor sentence is a sentence, which does not have complete clause. It can only consist of subject only, predicator only or adverbial only. Although minor sentence has incomplete element, it can be understood because the context is known by the speaker and the hearer. Thus, sentences like short answer, exlamation sentence, imperative sentence, greeting, etc were minor sentence. For example:

1. *Hallo.* (Hello)
2. *Selamat pagi.* (Good morning)

### 2.1.3 Indonesian Sentence Patterns

The theory of Indonesian sentence patterns is take from Indonesian grammar book called *Tata Bahasa Baku Bahasa Indonesia* (Alwi, 2003) since it explains the acceptable pattren of sentence in indonesia language. The patterns are shown below.

1. Subject – Predicator (S – P).
   
   a. *Ayah sedang tidur.*  (Father is sleeping)
   
   b. *Saya laki – laki.*  (I’m a boy)

2. Subject – Predicator – Object (S – P – O).
   
   a. *Ayah membeli mobil baru.*  (Father bought a new car)
   
   b. *Rani mau permen.*  (Rani wants candies)

3. Subject – Predicator – Complement (S – P – C)
   
   a. *Pak Budi menjadi guru.*  (Mr. Budi becomes a teacher)
b. Pancasila merupakan merupakan dasar negara kita. (Pancasila is our country foundation)

4. Subject – Predicator – Adverbial (S – P – A)
   a. Saya tinggal di Gresik. (I live in Gresik)
   b. Kecelakaan itu terjadi minggu lalu. (That accident happen last week)

5. Subject – Predicator – Object – Complement (S – P – O)
   a. Ibu memberi Rani baju. (Mother gave Rani clothes)
   b. Beliau memperlakukan kami dengan baik. (He treated us well)

6. Subject – Predicator – Object – Adverbial (S – P – O – A)
   a. Pak Guru memasukkan uang ke bank. (The teacher saves money to the bank)
   b. Beliau memperlakukan kami dengan baik. (He treated us well)

1. Predicator

   Predicator is a constituent that is along with Subject constituent on the left and it exists before object constituent, complement and or obligated edverbial on the right.

2. Subject

   Generally, subject is a noun, noun phrase or clause. Subject also often can beverbal phrase.

3. Object

   Object is a sentence constituent whose presence is demanded by predicator that serves as transitive verb.
4. Complement

Complement can be a noun phrase, verbal phrase, adjectival phrase, prepositional phrase or clause.

5. Adverbial

Adverbial can exist at the beginning, at the end even in the middle of the sentence.

2.2 Review of Related Studies

2.2.1 The Study of Ratna Dewi Wisanto (2002)

The focus of her thesis was the language functions that were used by a teacher while he was teaching an autistic children.

2.2.2 The Study of Jessy Siswanto (2003)

Her study was a case study of the language input and language output of three autistics students and their teachers.

2.2.3 The study of Nani Ruswan (2005)

Her thesis was just focus in one autistic children.
CHAPTER III
RESEARCH METHOD

3.1. Research Approach

The writer use qualitative approach in doing this research.

3.2. The Source of the Data

The source of the data of this study is the spontaneous utterances produced by an autistic children in daily communication. In this case, the writer only observed autistic children seven-year old autistic boy. The children was one of the students who show great development in his school. His school was in jalan Sulawesi GKB Gresik.

3.3. Data Collection

The writer himself is the instrument that conducted the research. He collected the children’s daily utterances for exactly two weeks from March 4th 2013 up to March 17th 2013.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of this study. They are two types of sentence based on the completeness. The first is major sentence and the second is minor sentence. Then, the writer identifies each major sentence based on its sentence patterns group. According to Indonesian grammar book they are six sentence patterns in Indonesian language. They are Subject – Predicator (SP), Subject – Predicator – Object (SPO), Subject – Predicator – Complement (SPC), Subject – Predicator – Adverbial (SPA), and Subject – Predicator – Object – Clause (SPOC) as well as Subject – Predicator – Object – Adverbial (SPOA) (Alwi, et al, 2003).

1.1. Types of sentence

There are two types of sentence based on the completeness of the sentence components in one sentence.

1.2. Sentence Patterns

Theoretically, according to Indonesian grammar book Tata Bahasa Baku Bahasa Indonesia, these are six sentence patterns. They are Subject – Predicator (SP), Subject – Predicator – Object (SPO), Subject – Predicator – Complement (SPC), Subject – Predicator – Adverbial (SPA), and Subject – Predicator – Object – Clause (SPOC) as well as Subject – Predicator – Object – Adverbial (SPOA) (Alwi, et al).

1.2.1. Subject – Predicator (SP)

1.2.2. Subject – Predicator – Adverbial (SPA)
1.2.3. Subject – Predicator – Adverbial (SPA)

1.2.4. Subject – Adverbial – Predicator (SAP)

1.2.5. Subject – Adverbial – Predicator – Object (SAPO)

1.2.6. Subject – adverbial – Predicator – Object – Adverbial (SAPOA)

1.2.7. Subject – Adverbial – Predicator – Adverbial (SAPA)

1.2.8. Predicator – Subject (PS)

1.2.9. Predicator – Subject – Adverbial (PSA)

1.2.10. Adverbial – Predicator – Subject (APS)

1.3. Linguistic Elements of Sentence Components

2. The following table shows the linguistic elements of the children that exist in sentence components.

3. Table 4.2. Linguistic Element of sentence components

<table>
<thead>
<tr>
<th>Linguistics Element</th>
<th>N</th>
<th>NP</th>
<th>Num</th>
<th>Prep</th>
<th>Vt</th>
<th>Vit</th>
<th>Adj</th>
<th>Adv of place</th>
<th>Adv of comparison</th>
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<td>S</td>
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</table>

4. Notes:
5. S = Subject
6. P = Predicator
7. O = Object
8. A = Adverbial
9. N = Noun
10. NP = Noun Phrase
11. Num = Numeral
12. Prep = Prepositional
13. Vt = Verb transitive
14. Vit = Verb intransitive
15. Adj = Adjective
Communications is one of the human basic needs. One of the effective ways to communicate is through language. It can be done written words or spoken words. Far before children can master written words. They already communicate with spoken words. Generally, the period of language acquisition of children is more or less the same. Unfortunately, unlike normal children, autistic children have to face a great difficulty to master verbal language as well as non-verbal language.

16. Like other autistic children, the subject of this study also found difficulty in using language in this case verbal language. However, the children was already able to produce major sentences as well as minor sentences. Furthermore, he also produced sentences that have the same patterns mentioned to Indonesian grammar book. Besides those patterns, there were also sentences that had different patterns from the six sentence patterns.
BIBLIOGRAPHY


http://www.autism.org/overview.html


