

LANGUAGE DISORDER ON ENGLISH PRONUNCIATION EXPERIENCED BY CHILDREN WITH GRAHITA SYNDROME AT SLB N MUARO JAMBI

THESIS

Submitted to the Board of Examiners

In Partial Fulfillment of the Requirments for

Literature Degree at English Literature Department



by :

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2022

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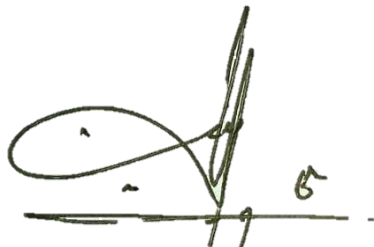
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Setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudari: Nita Sari, NIM 403180019 yang berjudul “**LANGUAGE DISORDER ON ENGLISH PRONUNCIATION EXPERIENCED BY CHILDREN WITH GRAHITA SYNDROME AT SLB N MUARO JAMBI**” telah dapat diajukan untuk dimunaqasahkan guna melengkapi tugas – tugas dan memenuhi syarat – syarat mencapai gelar Sarjana Strata Satu (S1) pada Fakultas Adab dan Humaniora UIN Sulthan Thaha Saifuddin Jambi. Maka dengan ini kami ajukan skripsi tersebut agar dapat di terima dengan baik.

Demikianlah, kami ucapkan terima kasih semoga bermanfaat bagi kepentingan kampus dan para peneliti.

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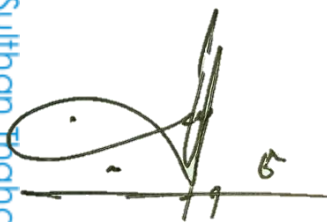
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After reading and revising everything extended necessary, we agree this thesis entitled “**LANGUAGE DISORDER ON ENGLISH PRONUNCIATION EXPERIENCED BY GRAHITA SYNDOROME CHILDREN AT SLB N MUARO JAMBI**” can be submitted to munaqasyah (Thesis Examination) in partial fulfillment to the requirement for the Degree of English Literature (SS). We hope it can be useful for all.

Wassalamualaikum wr. Wrb

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This thesis has been examined by the session of Adab and Humanity Faculty of The State Islamic University Sulthan Thaha Saifuddin Jambi on 28th November 2022 and accepted as a part of the requirements which has to be fulfilled for obtaining Undergraduate Degree (S1) in English Literature Department.

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I am, the undersigned here with clarify:

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I wrote this thesis to fulfill the requirements for bachelor degree (S1) out English Literature, Adab and Humanities Faculty, The State Islamic University of Sulthan Thaha Saifuddin Jambi. The thesis entitled **“LANGUAGE DISORDER ON ENGLISH PRONUNCIATION EXPERIENCED BY CHILDREN WITH GRAHITA SYNDROMEAT SLB N MUARO JAMBI”** is my original work. If this thesis is not original or a form of plagiarism from other people’s work, I will take responble and be will be responsible get punishment if there are objection or claim from others based on the rule of Adab and Humanities Faculty of The Islamis State University Sulthan Thaha Saifuddin Jambi.

Therefore, the researcher declares this statement with good health and mind.

Jambi, 26th October 2022
The Researcher



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ
تَقْوِيمٍ

Artinya: “Sungguh, kami telah menciptakan manusia dalam bentuk yang sebaik – baiknya.” (QS. At – Tin: 4)

“Indeed, we created the human in the best of form.”

(QS. At- Tin: 4)

Among all of Allah's creatures, human possesses the greatest and most ideal shape. However, it is necessary for Him to create leaders among people. We should constantly be grateful and accept God's directions since, despite our flaws, there must be advantages that may be developed the finest people are those that are helpful and appreciative all the time, so whatever that is given to them will be a blessing.

A process will definitely be exhausting, but if we tired out, take a break but don't give up, because the effort will not betray the results and hopefully that tiredness will turn into lillah someday.”

(Nita Sari)

DEDICATION



Alhamdulillahirabbil 'alamin...

First of all, I would like to grateful to Allah Subhanahu wata 'ala for blessing and his mercy to much more than I deserve, give strength and faith in my life and from there I will finish this thesis. Also, sholawat and salam I will send to my prophet Muhammad Shallallahu 'alaihi wa sallam who has brought us from the darkness to the lightness, the man who inspire me to life in this world.

This thesis I dedicate especially to my parents, my father Sucipto and my Mother Endang Susilawati, who with their hard work, dedication and sacrifice never surrender give me a chance went to college that I dreamed and finally I got to this point. Furthermore, to all members of family who always give me supported when I get down and confused in my life deliver advice and another side of point of view before I make some decision in future.

Then for all my comrades-in-arms in the English literature department 2018 generation and especially from Class "A" English Literature Department, they were the people who helped me a lot in learning. And don't forget to all my friends in entire faculty of Adab and Humanities, you are my best friend where to share stories, support and advice while working on this thesis. We grow up together and sometime we will gather again on our top position in the future.
Insyallah

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To accomplish this thesis, the researcher had been given one great deal and thanks to many people who help researcher to accomplished this thesis and sincere thanks to:

1. Prof. Dr. Suaidi, MA., Ph. D as a Rector of State Islamic University of Sultan Thaha Saifuddin Jambi.
2. Dr. Halimah Dja'far. S. Ag., M. Fil. I. as the dean of Adab and Humanities Faculty.
3. Dr. Ali Muzakir, M. Ag as the first Vice Dean of Academic. Dr. Alfian, S. Pd, M. Ed as the second Vice Dean of Finances, and Dr. Roudhoh, S.Ag., SS., M.Pd. I as the third Vice Dean of University Student of Adab and Humanities Faculty.
4. The Head of English Literature Department Dian Mukhlisa, MA and The Secretary of English Literature Department Chandri Febri Santi, M.Pd.

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5. First Supervisor, Dian Mukhlisa, MA and Second Supervisor Chandri Febri Santi, M. Pd that helped, adjusted and give much advice and direction in this thesis.
6. All the Lecturers and staffs of Adab and Humanities Faculty, then contribution and assistant during studying in UIN of Sultan Thaha Saifuddin Jambi.
7. My beloved father and my beloved mother who always support me in any situation whereas in my rise and down condition.
8. For my best and special friends Raden Muhammad Iqbal and Jovian Agustia, someone who always support, to be my partner and helped me in others condition, someone who always remind me to reach my dreams, you are the best person that I ever meet and I hope we will always support in future, be healthy and happy for you.
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12. To all the people who help me to make this thesis, thank you

This thesis is still far from perfection, the researcher humbly requests some critique and suggestions in order to make it better in the future time. Finally, the researcher wishes that this thesis could extend useful contribution to the readers, especially for the students of English Literature Department of Adab and Humanity Faculty.

Jambi, 26th October 2022



Nita Sari

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ABSTRACT

Nitasari, 2022 : **Language Disorder On English Pronunciation Experienced By Children With Grahita Syndrome At SLB N Muaro Jambi**

English Literature Department, Adab and Humanities Faculty, The State Islamic University of Sulthan Thaha Saifuddin Jambi.

Supervisor I : Dian Mukhlisa., MA

Supervisor II : Chandri Febri Santi., M. Pd

The purpose of this study was to identify the difficulties that Children with Grahita Syndrome faced when learning English, including the kinds of language disorders they encountered, particularly those that affected the way they pronounced English words. It also sought to identify the potential causes of these language disorders in Grahita syndrome children. To address the formulation of the current problem, researchers employ the theory of Indah Nur Rohmani and Muhammad. Additionally, the researchers in this study employed qualitative field research techniques. English teachers at SLB N Muaro Jambi and mentally disabled youngsters are the sources of the data. The researchers employed observation and interviewing as data gathering methods, and after doing an analysis, they came to the conclusion that oral apraxia and dyslexia are to blame for the specific language impairment that Children with Grahita Syndrome encounter. Additionally, there is an issue with their phonology while speaking English words or phrases, in addition to the sort of language impairment. All language impairments that Children with Grahita Syndrome face are brought on by cognitive and linguistic issues. Based on the results of the 3-point research results that Children with Grahita Syndrome had apraxia and dyslexia oral language disorders, which interfered with their ability to pronounce English. This was caused by cognitive and linguistic language disorders because they had low IQs in terms of their ability to retain new information, according to the findings of the three-point research study discussed above. They are poorly accepted, which impairs their memory and need repeated instruction to truly instill understanding.

Keyword: Language disorder, English, Pronunciation, Children with Grahita Syndrome

ABSTRAK

Nitasari, 2022 : **Language Disorder On English Pronunciation Experienced By Children with Grahita Syndrome At SLB N Muaro Jambi**

Sastra Inggris, Fakultas Adab Dan Humaniora, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi.

Pembimbing I : Dian Mukhlisa., MA

Pembimbing II : Chandri Febri Santi., M. Pd

Penelitian ini dilakukan untuk mengetahui masalah yang dialami anak tuna grahita ketika mempelajari bahasa inggris yaitu jenis gangguan bahasa apa saja yang mereka alami khususnya dalam hal pengucapan kata dalam bahasa inggris, kemudian juga penyebab gangguan bahasa tersebut dapat terjadi pada anak tuna grahita. Peneliti menggunakan teori Indah Nur Rohmani dan Muhammad untuk menyelesaikan rumusan masalah yang ada. Kemudian pada penelitian ini peneliti menggunakan metode kualitatif dengan jenis penelitian lapangan. sumber data adalah anak tuna grahita dan guru bahasa inggris di SLB N Muaro Jambi. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, lalu peneliti melakukan analisis dan dapat disimpulkan bahwa type gangguan Bahasa yang dialami oleh anak tuna grahita adalah dikarenakan oral apraxia dan disleksia. Kemudian selain type gangguan Bahasa terdapat juga masalah yaitu pada phonology mereka Ketika mengucapkan kata atau kalimat Bahasa inggris. Seluruh gangguan Bahasa yang dialami oleh anak tuna grahita dikarenakan adanya gangguan kognitif dan gangguan berbahasa secara linguistic. Berdasarkan hasil 3 point hasil penelitian diatas peneliti menyimpulkan bahwa anak tuna grahita mengalami gangguan Bahasa oral apraxia dan disleksia sehingga membuat terganggunya pengucapan Bahasa inggris pada mereka dan hal tersebut disebabkan oleh gangguan Bahasa secara kognitif dan linguistiknya karena mereka memiliki IQ yang rendah dalam menangkap informasi baru yang diterimanya dan menyebabkan mereka memiliki daya ingat yang singkat sehingga dalam hal intelektual mereka harus diajarkan secara berulang – ulang agar mereka mengerti.

Kata Kunci: Gangguan Bahasa, Bahasa Inggris, Pelafalan, Sindrom Tuna Grahita

ABBREVIATION

Rch	: Researcher
G1ds	: Grahita 1 Down Syndrome
G2	: Grahita 2
G3ds	: Grahita 3 Down Syndrome
G4	: Grahita 4
G5	: Grahita 5
G6	: Grahita 6
T1	: Teacher 1
T2	: Teacher 2

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

In the era of globalization today, we are required and able to compete with other nations in various fields. For this reason, increasing human resources are something that needs to be prioritized. In this era where a competition is not only limited to the national level but also the international arena, having the ability to speak English is not only a self-development tool but can also be an added value for a person. With the development of the times, it's almost all the aspect life can not be separated from the English language. English Language itself must be known by all circles in society and should be learned from an early age, from playgroup or kindergarten, to college. However it is not uncommon for some parents to teach or train their children to speak English in Indonesia from early age because some people think it will be helpful to add their soft skills when looking for work or enrolling in favorite schools and colleges.

In learning English Language, we must be able to master four skills, are reading, writing, speaking and listening. One of the most important, one is very useful and cannot be separated from daily life, is Speaking, where we will be required to be able to speak well with good words and polite ethics when communicating with others. For this speaking skill, there are rules such as intonation, sentence structure, grammar, and the right choice of words so that the sentences issued are also good and can be accepted and understood by others.

Later, one of the important component of speaking is pronunciation it is because pronunciation helps someone carry out speaking or communication activities properly and correctly. In learning English languages, someone must have a lot of vocabulary and also often practice their pronunciation so that when communicating, they can be understood by the interlocutor. What you need to know in the very first English lesson is pronunciation, If we or

students do not practice good pronunciation at the beginning of their learning process, they may learn it wrong. Therefore, words should be learned regarding their pronunciation. Otherwise, this may damage learners' overall success.

Furthermore, when someone wants to communicate or talk with existing rules, of course they must have a good physical and psychic ability, when someone has good cognitive ability to filtered and remembered the sentences to be spoken, they also must have good physical ability and not disabled or have a deficiency which can changes the physical form and shape of the tool for speaking and can caused unclear pronunciation or not be able to follow the existing speaking rules. For the example, such as cleave, birth defects, nasal (sounding from the nose). or have an accident that makes his speech apparatus or mouth injured or changed and not like normal people in general.

However, it turns out that speaking ability is difficult for children with special needs, such as those with Grahita syndrome. "Grahita Syndrome" in Children is a condition in which someone's intelligence is lower than average. This is caused by a vary of factors, including brain injury or the brain does not function in normally. A child with Grahita syndrome has significant limitations on intellectual function and adaptive behavior, such as a low IQ and difficulty socializing in everyday life, as well as slowed cognitive development, which distinguishes it from normal child development in general.

Hence in more severe cases, Grahita Syndrome in children causes the children hampered to learn, talk, socialize, and do activities properly. Most Children with Grahita Syndrome have weak brain stimulation, so it is slow for someone with Grahita Syndrome to catch a lesson or remembering something. hence a person with mild to moderate Grahita Syndrome will find it difficult to communicate with people he does not see often, and he will require special therapy to learn. Grahita syndrome children, for example, say "cab" instead of "crab."

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Hence a special therapy for Children with Grahita Syndrome is only available in SLB or an Extraordinary School. An extraordinary school or SLB is special education institution to get educational services that are following its specificity. Emphasis on life skills for children with special needs as a provision for them to be independent. where the curriculum content at SLB is currently more focused on vocational skills.

One of the flagship program at extraordinary school or SLB, which focuses on providing skills for students to have an entrepreneurial spirit so they can live independently and confident in middle of society. The subjects in special schools are almost the same as in general schools, only with more intense and special teaching methods. Likewise English Language lessons, of course, are also taught and available in SLB. Because even with their limitations, of course, they still have to be able to speak English so they can be like normal children in general.

In daily life, humans cannot be separated from communication with others, and now the English language can be said to be the second required language that must be learned, and sure enough, we have to learn it because our basic language is Indonesian. The important component in English Language is how to pronounce the word properly and correctly so people can understand the interlocutor when communicating because if one doesn't understand, then communication isn't going well, and researchers found language disorders in Children with Grahita Syndrome in SLB N Muaro Jambi. Where they have difficulty pronouncing the word and communicating, researchers want to see what language disorder affects their pronunciation, especially in learning English.

Based on the description above, the researchers saw that there was a problem with language disorders in children with special needs to learn English Language, especially for Grahita Syndrome Children. Because researchers believe this research can be useful for this of English Literature programme that student from English Literature requires to speak English well and properly on process of speaking and communicating with others

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people when talked in English Language. Therefore, researchers were interested to identify cause of the problem of Children with Grahita Syndrome in examining language disorders on English Language pronunciation because is very rare students to identify Children with Grahita Syndrome aim at SLB N Muaro Jambi with the title" **Language Disorder on English Pronunciation Experience by Children with Grahita Syndrome at SLB N Muaro Jambi**". This study will describe the types of language disorders experienced by Children with Grahita Syndrome and causes of language disorders.

1.2 Formulation of The Research

Based on the background above the researcher formulates of the problem as follows:

1. What are language disorders experienced by Children with Grahita Syndrome in SLB N Muaro Jambi?
2. How are English pronunciation by Children with Grahita Syndrome in SLB N Muaro Jambi ?
3. What are the causes of language disorder experience by Children with Grahita Syndrome?

1.3 Limitation of The Research

The limitation of the problem is the scope of the problem so that the research is more focused and doesn't expand from the discussion in question, so the limitation of the problem in this research is type of language disorder in Children with Grahita Syndrome then the language disorder on English pronunciation experience by Children with Grahita Syndrome. In this case this school high school only have 3 classes that consist 1 class each level and researcher decided to concentrate all of the classes to one class that the total population is 19 students and take sample with 6 students to take the data focused on the pronunciation not a spelling to take a data.

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1.4 Purpose of The Research

Based on the formulation of the problem above the researcher find some purpose they are:

1. To identify the types of language disorders experienced by children with Grahita syndrome in SLB N Muaro Jambi
2. How to english pronunciation by Children with Grahita Syndrome in SLB N Muaro Jambi.
3. The causes of language disorder for english pronunciation in Grahita Syndrome children.

1.5 Significance of The Research

In this study, the researcher wanted to know the language disorders in the pronunciation of English words in Grahita syndrome children. The researcher hopes that this research will provide knowledge to readers about how the techniques used by teachers to provide knowledge about English pronunciation for Grahita syndrome children. This study will provide an understanding of the types of language disorders experienced by children with disabilities, this study also tells how to english pronounced by Children with Grahita Syndrome and provides an understanding of the causes of language disorders in Grahita syndrome children.

At the end of this research, the researcher hopes that it can be useful for other researchers who want to analyze this topic from a different point of view. And for the next the researcher also hopes that this research can contribute to the field of literature, especially in the English literature department.

CHAPTER II THEORETICAL FRAMEWORK

2.1 Psycholinguistics

Psycholinguistics is the study of psychological and neurological factors that enable humans obtain, use, understand and produce language especially because of the lack of cohesive data on how function of the human brain. Modern research utilizes biology (natural science relating to the study of life and living organism), neuroscience (scientific) study of how information about faculties such as perception, language, reasoning, and emotions are represented and transformed in the nerves of humans or others animals systems or machines, linguistics and information theory (applied branches) mathematics and electrical engineering that involve quantification of information.

Psycholinguistics is a science that describes psychological processes that occur when a person produces sentences and understands sentences that he hears when communicating and how the language skills are acquired by humans. Consider that psycholinguistics is a study of mental processes in language use. Before using language, Psycholinguistics is a study of language use and approval by humans. Emmon Bach arguing that psycholinguistics is a science that discusses how in fact the speakers / users of the language design construct the sentence of the language sentence.

Psycholinguistics seeks to complete the psychological processes that take place if someone chooses the sentences, he hears at the time Get human abilities. In a manner more detailed Chaer discusses psycholinguistic try explain the nature of language structure, and how that structure is obtained, used when speaking, and when completing sentences in that discussion.

2.2 Language Disorder

American speech and hearing association states that language disorder is an inability to communicate because having some problems in communicate. Based on the explanations of ASHA, There are two problems dealing with language disorder are : expressive and receptive language disorder.

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First, if person has poor expressive skills, the problem occurs when someone tries to communicate. Second, if the person has poor receptive skills, the problem occurs Rafter someone says something to him/her.

A language disorder or disorder is one type of abnormality in Communications with an indication that someone has a disturbance in the symbolic process. This difficulty result in a person not being able to Gide a symbol that is accepted and unable to change the concept of undrestanding into a symbol that can be understood by others. If someone cannot communicate with one another perfectly they can be said to experience language disorders or disorder. Language disorders can occur if someone's Communications deviates far from the language used. (Hellen Van :2011)

The American Speech Language Hearing Assosiation (ASHA) has difined language disorder as an impairment in “comprehension and/or use of spoken, written, and/or other symbol system. The disorder may involve 1) the form of language (phonologic, morphologic, and syntactic system) 2) The content of language (semantic system) and/or 3) the funcion of language in Communication (pragmatic system) in any combination”.

Based the definition above, it may be said that language disorder is a specific impairment in understanding and sharing thoughts and ideas involve the processing of linguistics information. Language disorder often use as general them refers to abnormalities in mother tounge or native language.

2.3 Types of Language Disorders In Children

Based on the explanation of Rohmani Nur Indah & Abdurrahman (2017:112), several types of language disorders can be detected since childhood. Among them are autism spectrum, apraxia, dyslexia, stuttering, speech delay and Cerebal palsy.

2.3.1 Spektrum Autisme Disorders (ASD)

The term autism, according to Karner, the inventor of this syndrome (in Hembing, 2003) is taken from the term schizophrenia, namely Bleur which indicates symptoms in the form of life in the world itself regardless

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of the life of the outside world. It is termed the autism spectrum or autism spectrum disorder (ASD) because there are very diverse variations between people with it. Each has unique abilities, symptoms and difficulties in terms of skills, social skills, communication and behavior (Smith et al, 2010). Children with autism in addition to being unresponsive to other people are also obsessed with environmental similarities. This means that he will be angry if there is a change he faces, he will be angry if there is a change in conditions from what he usually encounters.

The characteristics that distinguish between children with autism and others are:

- a. A mental condition that reflects the inner condition and character of a child as well as shows whether there is interest shown in something.
- b. Language skills that indicate the ability or inability to communicate verbally
- c. The level of age which is a special benchmark in recognizing the characteristics shown by children.

In the case of autism there is a combination of cognitive and social disorders. Where people with autism can be mute until the age of five years or just parrot the words of adults they hear. This identifies that people with autism have cognitive limitations where they cannot understand other people's points of view. His language development does not experience delays but also deviations.

Phonologically, the articulation is quite clear, although there are often errors in pronouncing objects. Likewise, morphological abilities often lead to errors. For example, mentioning in other words, removing other syllables and adding the wrong syllable. Syntactic ability is very slow because it often appears imitating sentences or repeating sentences that are not relevant to the context. The ability to understand semantics is also slow, for example distinguishing between "mother feeds sister" and "sister feeds mother"

2.3.2 Oral Apraxia

Oral apraxia is a speech motoric disorder that can occur at any age. In children, the cause of disorders in children who suffer from apraxia is having difficulty planning and producing precise and appropriate sequences of speech organ movements for expressions that can be understood by the interlocutor.

According to Bowen (1998) in the book Indah N R & Abdurrahman, the characteristics of pronunciation in children belonging to apraxia according to Bowen (1998) include:

- a. Pronunciation of words is not clear, except for those with a low level of difficulty such as the word "No"
- b. Mispronunciation of both vowels and consonants. Example: the word 'milk' is pronounced 'meh'
- c. Inconsistent pronunciation. Examples of the word 'me' are pronounced variously 'bee', 'nee', 'dee'.
- d. The correct pronunciation of phonemes in one word but cannot be used in other words. For example, the phoneme /p/ is pronounced correctly in the word 'poppy' but when pronouncing the word 'happy' it is pronounced 'huh-ee'.
- e. When asked to imitate words, children seem hesitant and have difficulty starting.
- f. Child's pronunciation with strange intonation and stress patterns and lots of pauses.
- g. The child shows difficulty in pronouncing words, tries to speak a little but gets frustrated easily.
- h. His understanding of the language is very good even though the language of expression is far behind.

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2.3.3 Dyslexia

Dyslexia is an abnormal condition of child who has difficulty processing language and experiences various problems such as reading, writing, spelling and speaking. In most children with developmental dyslexia has a difficulty in recognizing words as a whole or often called dyseidetic. Some have difficulty recognizing sounds associated with letters or dysphonic.

Not all cases of developmental dyslexia are caused by neurological developmental problems, but it can also be caused by ear infections in early language development. Dyslexia is divided into three parts, namely:

a. Phonological Dyslexia

Where this occurs in patients with brain damage around the connective tissue of the parietal lobe, occipital lobe and temporal lobe. Which causes the sufferer to have difficulty reading phonetically, meaning that he can only recognize words that were inserted before the occurrence of brain damage and cannot accept new words.

b. Outer Dyslexia

This disorder occurs when the patient can read phonetically but has difficulty reading words in their entirety. Where the patient can only read simple words, for example, the patient will find it easier to read the word wrap than having to be ordered to read the word wrapping.

c. Deep Dyslexia

Internal dyslexia is the opposite of external dyslexia, where the sufferer cannot read phonetically but can distinguish between words and non-words that are written similarly (for example the words less and west).

2.3.4 Stuttering

Stuttering involves an impairment in the ability to speak fluently in a timely manner. Stuttering usually begins between the ages of 2 and 7 and is present in about 1 in 100 children before puberty. This disorder is characterized by several characteristics, including:

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- a. Repetition of sounds and syllables
- b. Extension of certain sounds
- c. Improper insertion of sounds.
- d. Words that are cut off, like a pause between spoken words.
- e. Barriers to love
- f. There appears to be physical pressure when saying words
- g. The repetition of a single syllable word (e.g., “s-s-nice to meet you”).

2.3.5 Specific language impairment

In this type, the language disorder is primary, meaning it is purely due to a child's developmental disorder, causing slow speech. According to Goorhuis & Schaerlackens, this disorder can only occur in children's language production or expressive abilities, not hindering children's language acceptance or receptive abilities.

Specific language impairment, often called pure development dysphasia, is a collection of symptoms or syndromes from a form of speech and language disorder that appear clinically for some time in a child's development so that development is not normal. Slow language is the main characteristic of children with gifted visual spatial learners. Even though the child is slow to speak, the child does not experience intelligence barriers where the dimensional abilities are good.

2.3.6 Cerebral Palsy

Cerebral Palsy is a condition where the function of the brain and nerve networks that control movement, learning speed, hearing, vision and thinking skills is impaired. And this can also lead to speech disorders and various variations in skin tone.

Pirila et al (2007) investigated the relationship between motor limitations, cognitive difficulties, language problems and motor speech in children with cerebral palsy at the age of 1-9 years. Where children who have an IQ above 70 experience speech motor skills, while those

who have an IQ below 70 experience speech motor problems, verbal expression, and understanding skills.

2.4 Problems In English Pronunciation For Grahita Syndrome Children

According to Muhammad (2011:123-145) Language consist of several subsystems that have to do with sound, meaning, overall structure, and everyday use. Knowing language entails mastering Beach of these aspects and combining them into a flexible Communications system.

2.4.1 Phonology

Phonology is a part of linguistics that studies or examines ways to organize and use language sounds. where this phonology discusses how to emphasize a sound because in English the wording of a word is different a little can change the meaning of the sentence or word, for example, such as emphasis on the words /k/ and /g/. so this part is a part to learn how the sound should be spoken or emitted when learning English pronunciation.

2.4.2 Semantics

In the second component there is semantics, where after we learn how to make the right sound and emphasize the right sound, then we learn to understand the meaning or intent of the English word or sentence that we say, so that semantics is a process of understanding the meaning or meaning in a word or sentence. where this becomes a difficulty for children with special needs such as: Autism, children with Grahita syndrome, Brain Damage, Deaf.

2.4.3 Grammar

The component of language, consists of two main parts:

a. Syntax

Syntax is part of the branch of linguistics that deals with the ways in which structures, sequences and constituents are used to produce sentences. the point here is to discuss how we should choose words and arrange them correctly so that they can be used as sentences so that they can be understood. The object of syntax research is

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sentences, phrases, clauses and grammar which can be explained using a syntax framework. this disorder is usually experienced by children with special needs such as: deaf, children with Grahita syndrome and dyslexia.

b. Morphology

The use of grammatical markers that indicate number, tense, case , person, gender, active or passive voice, and other meaning. child with the inability to recognize the morphology of a word known as Language Disorder. Language disorders are usually experienced by children with special needs such as: dyslexia, deaf.

2.4.4 Pragmatics

Pragmatics and semantics both have the same subject matter, namely the meaning of words, phrases, clauses and sentences. but there is a fundamental difference between semantics and pragmatics, where if semantics studies in depth about words, phrases, clauses and sentences based on objective meanings, they are generally found in dictionaries, thesaurus and others. On the other hand, if the pragmatics of the object of study is the meaning of the expression used or the intent of the communicant when communicating. where there are 4 main focuses that are discussed pragmatics, namely speech acts implicature, presupposition and deixis.

2.5 Causes of Language Disorders in Children

According to Rohmani Nur Indah & Abdurrahman (2017). The causes language disorder for children with special needed can be classified in five kinds, They are :

2.5.1 Language In Special Condition

Language is a process of pouring thoughts and feelings (from the brain) verbally in word or sentences. The process is complex because it requires the function of various organ that affect the mechanism of speaking, thinking or processing ideas into words, and

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mental modalities revealed when speaking are also determined by Environment factors. Termed a special conditions because, Indah & Abdurrahman (2017: 114) :

- a. The study of language disorders caused by imperfections in the organs of hearing and speech.
- b. The study of language disorders caused by limited cognitive abilities and psychogenic disorders.
- c. The study of language disorders caused by the inability to process linguistics information.

2.5.2 Language Disorder In Biology

The statement in books indah & Abdurrahman (2017: 115) a biologically language disorder is caused by organ imperfections. Example are experienced by deaf, blind and person with distruption of the mechanism of speaking. In deaf patients, the modern approach used to educate deaf priority in language teaching. By using sign language as a mother tongue, deaf the understand oral and written language as a Second language. However, for deaf patients with very severe hearing damage can only be taught in sign language. Research proves that blind Children turned out to get a phonological system slower than normal Children. Blind Children are sometimes confused with similar phonems in pronunciation, for example /n/ and /m/. The ability of a blind child is the same as normal Children when starting to raved and say the First words. In biological language disorder, organ imperfections, language disorder can also be caused by ubnormalities (pulmonal), laringal, lingual, as well as the oral civity and esophagus.

2.5.3 Cognitive Language Disorder

According to Rohmani Indah & Abdurrahman, (2017:119) cognitive disorder it can be as follows:

- a. Dimensia, Dr. Martina W.S. Nasrun said that dementia or senile is a decrease in memory function or memory and other thinking power that day to day is getting worse. This cognitive disorder

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includes the disruption of short-term memories, the mistake of recognizing places, people and time.

- b. Huntington's Disease is a progressive neurogenerative genetic disorder which results in motoric, cognitive and mental.
- c. Schizophrenia is a language disorder due to thinking disorders."
- d. "Depressive, almost everyone grows and develops to achieve complete competence in his mother's language without being influenced by both his environmental skills and intelligence. This is what proves that language can develop along with the development of thinking skills. Concepts related to the statement include the study of Children with Grahita Syndrome and autism discussed in depth in the section of language disorders in children."

2.5.4 Psychogenics Language Disorder

These psychogenics disorders include: talking, spoiled's, speaking Latah and talking stuttering. This disorder is lighter "because it is more precisely referred to as a variety of normal ways of speaking as an expression of mental disorders This disorder is lighter "because it is more precisely referred to as a variety of normal talking ways as an expression of mental disorders. This mental modality was revealed from the tone, intonation, intensity of the sane, pronunciation, and diction. This mental modality was revealed from the tone, intonation, intensity of Suara, pronunciation, and diction. (Rohmani Indah & Abdurrahman,2017:128)

2.5.5 Linguistic Language Disorder

Linguistic language disorders are linguistic language disorders, namely the inability to obtain and processing linguistic information. Based on the opinion above, it can be concluded that language means communicating using a language, the inability of a person in speaking and speaking can cause Language disorders are one type of abnormality or disruption in communication with indications of

sufferers to find difficulties or obstacles in the symbolization process. (Rohmani Indah & Abdurrahman ,2017:129)

2.6 English

English is one of the international languages spoken by many countries. In some countries, English has become a second language for its people, because the role of English as an international language of communication is very important for various sectors, and Indonesia is one of the countries that now make English a second language, though not all Indonesian do it. Seeing the background of Indonesia as a land of historical and cultural diversity, making Indonesia one of the tourist destinations abroad.

English has four important components of writing, reading, listening, and speaking. Through English, we can introduce the cultural diversity and language of this nation to those who would want to know about this nation. Greatly needed English in the national and international arena. (Education, n.d) The pronunciation of English with writing must continue to be studied and trained because in English writing and pronunciation are very different. That is what distinguishes between English and Indonesian.this difference is one of the obstacles In learning English. Learners need to be trained to hear and move certain organs, such as the lips, tongue, oproduce sounds that are in accordance with the English pronunciation. (Richard,2002)

2.7 Pronunciation

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of english sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habbit and overcome the difficulties resulting from from the first language. According to Yates (2002 as cited in Porhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers or the listeners viewpoint.

Pronunciation is the way of uttering a word in an accepted manner . furthermore, Richard and Schmidt (2002) defined Pronunciation as the method of producing certain sounds.

2.8 Grahita Syndrome

Some experts argue about the definition of Grahita Syndrome, including:

According to Hillard and Kirman (Smith, 2002: 43) provides an explanation of Grahita Syndrome children, as follows:

“People who are Grahita Syndrome over time have been referred to as dumb, stupid immature, defective, subnormal, incompetent, and dull. Term such as idiot, imbecility, defective, subnormal, incompetent, a dull, term such as idiot, imbecile moral, and feebleminded were commonly used historically to label this population although the word food revered to those who care mentally ill. And the word idiot was directed toward individuals who errs severely retarded. These terms were frequently used interchangeably.”

The point is that in the past, people referred to Children with Grahita Syndromeas dumb, stupid, immature, deficient, subnormal, incompetent, and blunt.

The American Association on Mental Dificiency defined the definition of Children with Grahita Syndrome is a person will be both subaverage in intelligence and deficient in adaptive behavior. Hence, failure to perform appropriate in intelligence social roles identify grahita syndrome individuals (Stein & Susser, 1974). Schoroeder, mulick, and Schoroeder (1979) concluded from a review of the literature that the relationship between behavior diturbance and Retardation becomes even more obscured with the severely retarded because of their multiple handicaps. For example, communication skills are lacking in a significant proportion of the severely and profoundly retarded, making it extremely difficult to determine whatever problem behavior in their repertoire are due to a mental disorder, to the brain injury associated with the Grahita or to enviromental influences.

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Endang Rochyadi and Zainal Alimin (2005: 11) state that "Children with Grahita Syndrome is closely related to the problem of developing low intelligence abilities and is a condition". This is supported by a statement according to Kirk (Muhammad Effendi, 2006: 88) namely "Mental Retarded is not a disease but a condition". So based on the statement above, it can be emphasized that Children with Grahita Syndrome is a condition that cannot be cured with any medication.

2.9 Review of Previous Research

This research is carried out with a study of theories and concepts that support it. Before further research, the theory or various research findings that have been carried out previously become one of the basis for conducting a study. Previous research is one of the supporting sources that can be used as a reference or comparison by researchers related to similar subject matter or the same object of study. Several studies of theories and concepts that support include psycholinguistic studies and language disorders, language barriers, learning English. The researcher examines several studies that are used as references in writing the thesis. The following are previous studies, including:

Next there is research from Dara Notia (2021) entitled "Factor Difficulty For The Disability Student in Learning English". In this study, researchers conducted research based on the difficulties in learning English experienced by children with special needs, especially Grahita Syndrome students, this was based on the limitations of their thinking abilities. So in this study resulted in several factors that affect the difficulty of learning English for Children with Grahita Syndrome at SLB Dharma Wanita Persatuan Bengkulu Province, namely: 1) the method applied during learning, 2) the teacher does not always use learning media, the media used is less varied and less interesting so students get bored easily; and the last is (3) the factors that exist in students include: cognitive factors and fatigue factors.

Other research by Elza Rakhmanita (2020) entitled "Kajian Psikolinguistik terhadap Gangguan Berbahasa Autisme" This study states that autism is a behavioral disorder due to neurodevelopment that affects a person's ability to

communicate and interact. The main symptom caused by autism sufferers is a language disorder. People with autism experience disturbances and difficulties in speaking and other language activities. Disorders in language can occur because of the barriers of children with autism in acquiring and absorbing the languages that exist in the surrounding environment. Autism language disorder is one of the studies in psycholinguistics. Psycholinguistics applies basic patterns in one's language acquisition. In the process of language acquisition, mental or psychological symptoms can be found that affect a person's ability to speak. One of them is mental or psychological symptoms in people with autism.

Then is the research conducted by Asriani Nur (2019) in title "Speaking Ability of Children with Special Needs: Case Study of Children with Developmental Disabilities in SLB PK & PLK Galesong, District Takalar". This study aims to determine the vowels and consonants of Children with Grahita Syndrome capable of light level VII grade students at SLB PK & PLK Galengsong when speaking. the method in this research is descriptive method. The instruments used were observation, record and take notes. Then to find out the results of the Children with Grahita Syndrome ability of children is used a suitable checklist in the form of indicators of the speech ability of Grahita Syndrome children.

In this research, Martina (2014) has finished writing his article on the title "Language Barriers to Children with Special Needs in the Children of the Pontianak Nation". The method used in this research is descriptive analysis with a qualitative approach. The results of the analysis show that the language barrier of children with special needs in class IC "Bina Anak Bangsa" Pontianak city is influenced by internal factors and external factors of the child himself. From internal factors including: hearing impairment, dyslexia, autism, mild, double handikep and ADHD barriers. Language barriers are influenced by external factors, namely there are obstacles in the classroom and outside the classroom. Language barriers in class include interrupting speech,

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shouting, noise, hitting, and biting friends, while barriers from outside the classroom are machine noise and mess.

Research conducted by Pujaningsih (2010) entitled “*Perkembangan Bahasa Dan Gangguan Bahasa Pada Anak Berkebutuhan Khusus*” In this study, Pujaningsih stated that language disorders in children with special needs cannot be separated from the impact of the limitations that exist on them. Judging from the language development of a child, it is easier to understand language barriers and disorders in a child from this understanding, things can also be developed that encourage their language development.

So the diffrents this research with previous research are The first research, in this study the observed variables were language development and language disorders, while the current study was to observe language disorders and causes language disorder for English pronunciation. The second study, in this study the observed variable was the language barrier of children with special needs in Bina Anak Bangsa Pontianak, while the current study looked at language disorders and causes language disorder for English pronunciation at SLB N Muaro Jambi. The third research, in this study the variable observed was Indonesian language learning in autistic children, while the current study looked at language disorders and causes language disorder for English pronunciation at SLB N Muaro Jambi. The fourth research, in this study the researchers observed what factors caused Children with Grahita Syndrometo find it difficult to learn English, while in the current study researchers observed language disorders and causes language disorder for the English pronunciation of Grahita Syndrome children. The fifth study, in this study the researchers aimed to determine the speaking ability of the vocal and consonants of Grahita Syndrome Children, while in the current study the researchers aimed to determine language disorders and causes language disorder for english pronunciation of Grahita Syndrome Children.

And the similarities this research Research And Previous Research the five previous studies and the current research have the most basic similarities, namely the approach used in previous research is the same as the research to

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be carried out, namely descriptive methods and qualitative approaches. In addition, from the three previous studies, there are variables that are the same as the current study, namely observing language disorders. and also in previous and current research, both observe children with special needs, especially Grahita Syndrome.

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CHAPTER III

RESEARCH METHOD

3.1 Design of Research

In this research the researcher used qualitative method and descriptive research that is suitable with the purpose of the research. (Cresswell. J,2009) state in his book:

“Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particular to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.”

This study used a qualitative method with a descriptive research, because researchers want to know about language disorders in children with special needs and their implications for English pronunciation at SLB N Muaro Jambi and describe any data findings obtained.

3.2 Source of Data

After finding the problem, Next, the researcher collects data. The source of data in this research for Children with Grahita Syndrome at SMALB di SLB N Muaro Jambi. The address is at Bukit Cinto Kenang Office complex street RT 3 Bukit Baling. Bukit Baling village, Sekernan district, Muaro Jambi district, Jambi Province.

3.2.1 Populations

About the Population, Coper, Donald,R ; Schindler, Pamela S : 2003
Statement that :

“Population is the total collection of element about which we wish to make some inference.. a Population element is the subject on which the measurement is being taken. It i s the unit of study.”

In this study, the selected population had a close relationship with the researched issues. Population or universe is the overall number of analytical units it suspected. The population in this school include Children with Grahita Syndrome and english teacher in the SMALB in SLB N Muaro Jambi are 21 people. (Sugiono,2015:117)

3.2.2 Samples

The sample is part of the number of characteristics possessed by the population. If the population is large and it is not possible for the researcher to study everything in the population, for example due to limited funds, manpower and time, the researcher can use a sample taken from that population. What is learned from the sample, the conclusions will be applicable to the population. For this reason, samples taken from the population must be truly representative.(Sugiono,2015:118)

Samples are part of the population elements to be researched. As for ther idea the basis purpose sampling is that be selecting part of the element population, the conclusion about the entire population is expected to be obtained. The researcher selected 6 (six) students and 2 english teachers to be samples later used as data source. Data are information, evidence, and items those can help a researcher to get the depiction of the problems. In this research the topic are language disorders of Children with Grahita Syndrome and the implication on english pronunciation.

3.3 Technique Of Data Collection

Data collection is the most important step used in research, because it aims to obtain data. Some data collection technique in this study are before doing observation the research ask permission to the teacher. After that the

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researcher interview the teacher for get some information about Children with Grahita Syndrome and the school.

The researcher also take documentation, therefore with documentation can be all of the observation checklist, field notes, interview transcripts and photographs use during learning english process. The documentation of the data above is used to support the authenticity of the data in this research. The procedure is the researcher come record the students learning english in form of video.

3.3.1 Observations

Qualitative observations are those in which the researcher takes field note on the behavior and activities of individuals at the research site. In these field note, the researcher record in an unstructured or way (using some prior questions that the inquirer wants to know) activities at the research site. Qualitative observers ay also engage in roles varying form a non-participant. (Cresswel. J,2016:168)

To collect the data, the researcher designs an observation checklist to equip her in obtaining the data. The observation checklist be used to observe the students and teachers' activities in learning english related to grahita syndrome children. Selain itu the researcher make field note for write all activities that are related to the core of the research, then the field note analyzed as one source of research data.

3.3.2 Interview

To help correct the observations made, the researcher uses the interview method. According to Cresswell, qualitative interviews are researchers conducting face-to-face interviews with participants, telephone interviews, via the internet or engaging in group discussion interviews containing six to eight sources person in each group. In qualitative interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that

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are few in number and intended to elicit views and opinions from the participants. (Cresswell. J,2016:169)

Before the researcher do interview to teacher and students, the researcher makes interview checklist then the researcher use face to face interview to teacher and students in order to check the accuracy to verify the imperion gained through observation. In here the researcher use close interview. Therefore, the researcher uses structure interview in conducting this research. The researcher designs a series of structure questions to elictic spesific answer from respondents that use. The researcher doing interview with teacher and students at Special High School State or SMALB in SLB N Muaro Jambi then the researcher follows to teach children with Grahita Syndrome children.

3.4 Technique Of Data Analysis

In analyzing the data the researcher apply the data analysis stages proposed by Miles and Huberman who propose (1984) in sugiono (2015:337) three stages of data analysis, that are : Data reduction, data display, and drawing and veryfing conclusion.

3.4.1 Data Reduction

Data reduction is Reducing data means summarizing, choosing things that are the points focused on important things, look for themes and patterns. The researcher classifies some important statements that describe language disorder and reduce the data has been choosen to develop then the data which has been develop must be valid in theory – graphs.

3.4.2 Data Display

The most often from the view data for qualitative data in the past has been narative text. Researcher analyzing data based on the prevailing theory and close attention proved in this research and shows the problem found, then in anayingz the data to find answer to questions that al ready exist in the problem.

3.4.3 Drawing and Verifying Conclusion

Reducing and displaying the data aim to help drawing conclusion. While drawing conclusion. While drawing conclusions logically follows reduction and display of data. Conclusion or verification is the result of analysis that answers the research problem based on data analysis. The conclusion are represented descriptively or in sentences form. This phase is the last of the research.

3.5 Trustworthiness

in this research to know the data analysis trusted or valid, the researcher needs to do the trustworthiness. The researcher used comformability as the trustworthiness of the data. The conformability test is the testing the process of doing the research (Sugiono, 2013). The process of doing research was following the process of data analysis and confirm to the theory.

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CHAPTER IV

FINDING AND ANALYSIS

4.1 Finding

In this section, the researchers found several problems in Children with Grahita Syndrome at SLB N Muaro Jambi Based on Indah Nur Rohmani theory (2017) there are six kinds of language disorders in children but language disorders experienced by grahita syndrome there are Oral apraxia and dyslexia. From the data that has been analyzed, there are two problems when they speak English namely phonological disorder. And the last is the cause of language disorders in Grahita Syndrome Children, namely cognitive language disorder and linguistic language disorder.

Based on the data that the researchers have collected, when they conducted observations to directly interact with children with grahita syndrome, they discovered a number of things that suggested that there was a problem with language disorders in grahita syndrome children, which provided the researchers with the answers to the questions they had in their research. First, Children with Grahita Syndrome fall into two types of language disorders, namely oral apraxia and dyslexia, those who fall into the type of apraxia oral language disorder, namely Children with Grahita Syndrome with Down syndrome and also elderly children with non-down syndrome, These kids have language difficulties in the sense that they have trouble pronouncing English words due to issues with their speech organs, such as their small tongues or their restricted oral cavities that make it difficult to articulate fully.

These kids didn't use a lot of words when they talk, and when they do, they frequently pronounce words incorrectly, especially when doing so in English, which is a foreign language to them. In addition to pronunciation errors, these kids frequently use inconsistent terms and misspell words. In addition to oral apraxia, Children with Grahita Syndrome are also included in the type of language disorder where children experience spelling, reading and recognizing letters or finding letters to turn them into words or sentences.

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When Children with Grahita Syndromewere asked to spell a word, they had trouble pronouncing it since many of the letters were switched around, making the words they uttered incorrect when the letters were put together. This occurs because children with Grahita syndrome have cognitive issues, such as short memories, which make it difficult for them to remember letters or tell one letter from another, such as the difference between the letters p and b, or other letters.

Children with Grahita Syndromealso have problems with pronunciation where they have difficulty pronouncing words or sentences that are good and right. According to data collected by the researchers during field studies, many children with Grahita syndrome had trouble pronouncing words, as evidenced by the fact that when the researcher asked them to say a lot of words that were pronounced incorrectly, the pronunciation was unclear, the phonemes on the words changed, and phonemes were added or subtracted from words or sentences.

Additionally, they struggle when the researcher asks them to imitate his or her pronunciation. Problems with the pronunciation of grahita syndrome children, especially in English, are caused by two factors, namely because there are cognitive and linguistic disorders in them, causing language disorders for them. The intellectual disturbances that the researcher refers to as cognitive impairment are mental disorders where students must be repeatedly taught lessons in order for them to grasp and retain the information because of their low IQs, which makes it difficult for them to learn new languages or information.

After the researchers observed, interacted with them, and attempted to teach English pronunciation to them, after the researchers gave examples and they followed them, but after a short period of time, when the researchers asked them again about the material, they had forgotten, and this has also been confirmed by the researchers for the English teachers, who both revealed it. also holds true for those with lower IQs, whose brains problem to absorb and

acquire language knowledge due to abnormalities in brain structure brought on by injury or flaws in brain development.

While their pronunciation of words or phrases is slurred, it also impacts the minimal knowledge they are able to learn since they are hard to distinguish, which causes them to make mistakes when reading or spelling. Additionally, this may result in mistakes in the development and processing of the articulation of many organs, including the palate, tongue, mouth, and others. They cannot read new objects or infrequently used languages because they can only read syllables that they are familiar with or that have been used frequently.

4.2 Analysis

4.2.1. Kind Of Language Disorder Experience by Children with Grahita Syndrome

In this section, the researcher classified and explained the data consisting of words and sentences obtained through observation and direct interviews with Children with Grahita Syndrome at SLB N Muaro Jambi. Based on Indah Nur Rohmani (2017) theory there are six types of problem with Grahita syndrome, there are: Autism Spectrum Disorder (ASD), Oral Apraxia, Dyslexia, Stuttering, Specific Language impairment, and Cerebral Palsy. But from the data that researcher have analyzed there are only two kinds of problem when Children with Grahita Syndrome learn language, namely: Oral Apraxia and dyslexia. In fact, there are several problems by the student there are:

a. Oral Apraxia

Oral apraxia language disorder is a speech motor disorder that can occur at any age. Where children who have this type of language disorder will have difficulty pronouncing the right words, unclear pronunciation of slightly long words, and so on. In this research the researcher found that several sources explained this research from Children with Grahita Syndrome for example:

Datum 1

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- Rch** : G1ds coba ucapkan “*Feel*”
(Please try to say “**Feel**”).
- G1ds** : “**Diff**” (sedikit tidak jelas)
(a little unclear)
- Rch** : coba sekali lagi ucapkan “*feel*”
(Try again to say “*feel*”)
- G1ds** : “**Diff**”
- Rch** : apa artinya G1ds? Me... merasa
(**what’s** the meaning G1ds? Me... merasa)
- G1ds** : **Mee.... Merasa ...**

In the aforementioned data, the researcher requested the Children with Grahita Syndromewith Down syndrome to speak or imitate the researcher and try to pronounce the English word. However, when G1ds tried to pronounce the word, it became significantly different from the sound it should have had.

Datum 2

- Rch** : coba ucapkan kata “**Bat**”
(Try to say “**Bat**”)
- G2** : **bei – dad – geb** (sambil membaca dan ragu – ragu berusaha mengucapkan kata yang benar)
(While reading and hesitating try to pronounce the right words)
- Rch** : apa artinya G2?
(what’s the meaning?)
- G 2** : kelelawar (sambil mengeja pelan)
(**bat/** while spelling slowly)

The researchers asked G2 to say the word Bat in the data above, but he responds with other words, including bei, dad, and geb. Children with Grahita syndrome repeat words, are inconsistent, and modify the tone of things they speak. When the researcher asked G2 to pronounce a word, the child's mouth did not immediately open wide; instead, it appeared to be stuck. This made it difficult for G2 to imitate good and correct speech because his brain took a long time to process the request. As a result, G2 was unable to produce a clear word articulation and correct.

Datum 3

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Rch : ini bacanya **Value** ayo coba ucapkan G3..
(Its value, lets to try say value)

G3ds : vaa... valu...

Rch : value... val... ue

G3ds : veelu... veluu

Rch : value... artinya apa?
(what's the meaning?)

G3ds : veluu... niilai...

Rch : nilai... good
(**Value**.... Good)

The researcher asked G3ds to say the word value throughout their interview, but it was clear that he was having trouble when the researcher continually gave him examples and asked him to repeat the word, although if it was still incorrect. G3ds When the researcher gave an example, the G3DS tried to imitate it, but due to processing issues in his brain, he was unable to control articulation during pronunciation properly. Additionally, the G3DS's oral cavity was not very good; the shape of the jaw teeth differed slightly from normal children in general, and he also has a short tongue. As a result, when he pronounces words, his voice becomes a little unclear and there is a pronunciation error. Additionally, when repeating words, the sound they make changes. For example, in the data above, we can see that when G3ds pronounced the word value, the sound it made changed from valuu to veelu in the first attempt.

b. Dyslexia

Dyslexia is a language disorder that can be caused by brain injury or has been present since birth. This language disorder also has one of the characteristics a low IQ or cognitive deficiency, which causes children to have difficulty recognizing letters and reading combinations of these letters. In this research the researcher Found that several sources explained this research from Children with Grahita Syndrome for example:

Datum 1

Rch : coba baca ini G4 (Sambil menunjukkan kata “smooth”)

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- (Please try to read this G4 / while showing the words to G4)
- G4** : “**S H**” (sambil berusaha mengingat huruf)
(While trying to remember the words)
- Rch** : ini huruf apa? coba ulangi!
(What it is? Please try again!)
- G4** : **S M O O T H**
- Rch** : ya, jadi dibacanya apa?
(Ya, so the pronounce is?)
- G4** : “**Mush**”
- Rch** : bukan tapi “**smooth**”
(No but “**smooth**”)
- G4** : “**musshh**” (mengulangi kata yang sama)
(Repeating the same words)
- Rch** : coba sekali lagi “**smooth**”
(Please try again “**smooth**”)
- G4** : “**mush**”

We can see from the data above that when the researcher asked G4 to spell the word smooth, he first pronounced the letter m as an h, but on the second try, G4 was able to spell it correctly. However, when asked to combine the word, he was unable to do so. From the data above, it is clear that while Children with Grahita Syndrome are somewhat able to recognize some letters, they still struggle when it comes to reading and putting those letters together to form words or sentences. This also has an impact on pronunciation, which becomes incorrect.

Datum 2

- Rch** : coba baca ini G5 (Sambil menunjukkan kata “**Riches**”)
(Please try to read this G5 / while showing the words to G5)
- G5** : “**m** ehh **M** ya bu? Eh **L**” (sambil berusaha mengingat huruf)
(While trying to remember the words)
- Rch** : ini huruf **R** coba ulangi
- G5** : **R I C H E S**
- Rch** : ya jadi dibacanya apa? **Riches**
(So, the pronounce is? **Riches**)
- G5** : “**wices**”
- Rch** : bukan tidak menggunakan **W** tapi **R** menjadi “**Riches**”
(No, not to be **W** but **R** to be **Riches**)
- G5** : “**Wicess**” (mengulangi kata yang sama)

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(Repeating the same words)

Rch : coba sekali lagi “**Riches**”, artinya apa? coba di eja...
(Please try again “**Riches**”. What’s the meaning? try to spell)

G5 : wisces. S eh K I ehh k e k a y a a n

Rch : “*Keka... kekayaan*”

G5 : “keka... kekayaan”

In the data above, the researcher is asking G4 to spell the word "Riches," but he has trouble understanding words and many words are pronounced incorrectly. Additionally, because Children with Grahita Syndrome have a much difficult time understanding letters, it is evident that when he is spelling, he has trouble remembering the names of the letters and, of course, he is unable to read them. As a result, G4 struggled to recognize the names of the letters when asked to read. As a result, he was embarrassed and appeared confused when asked to pronounce the spelling of the letters in the words provided by the researcher. Additionally, as he practiced, his voice became less clear out of fear of pronouncing the spelling of the words incorrectly. Riches should have been the correct word, but it was mispronounced as wices/wiscess.

Datum 3

Rch : coba baca ini G6 (Sambil menunjukkan kata “**compare**”)
(Please try to read this G4 / while showing the words to G6)

G6 : “**co m compare**” (sambil berusaha mengingat huruf)
(While trying to remember the words)

Rch : *compare c* nya menjadi *k* coba ulangi
(**Compare** change phoneme **c** to be **k**, try repeat)

G6 : “*kompek kompe, komm pee*”

Rch : apa artinya? mem...
(What’s the meaning? mem...)

G6 : memm membandingkan

Based on the data above where the researcher asked G6 to spell the word given, at first, he spelled it only when his pronunciation was not right because English was different when he read it when he wrote it by reading it but in this child he said the word according to what was

read in writing and when the researcher give an example for correct pronunciation G6 still has difficulty imitating it so that the spoken word does not match. And based on the data above, these children can remember some letters well but to read them into a word or sentence they still have difficulty, especially for English pronunciation.

4.2.2. Children with Grahita Syndrome Problems in English Pronunciation

In this section, it will be explained about the problems experienced by Children with Grahita Syndrome in their English pronunciation. Based on Muhammad's theory, he explained in his book that there are 4 language disorders in grahita syndrome children, namely phonology, semantic, grammar and pragmatic.

However, after the researchers made observations and for the problems experienced by Children with Grahita Syndrome in terms of their English pronunciation, the researchers found problems with their phonology. This is experienced by children who have special needs where one of them is a Grahita Syndrome child, they have a low IQ so that information entering the brain becomes blocked so that they have difficulty when learning and managing the sounds needed to speak, read, and spell correctly. Where when Children with Grahita Syndrome when asked to say English words there are those who add or subtract phonemes from the words that must be spoken, the pronunciation is wrong or unclear. In this research the researcher Found that several source explained this research from Children with Grahita Syndrome for examples:

Datum 1

Rch : *okey G 4 ini apa? (Sambil menunjukkan kata "Rich")*

(What is this G6 / while showing the words to G6)

G5 : **rist.. rist** (*sambil berusaha membaca kata*)

(While trying to read the words)

Rch : **rich.. rich..** *artinya apa G6 ?*

(whats the meaning G6?)

G5 : **rist.. kaya.** *(Mencoba menirukan peneliti)*

(Try to repeat and imitating the researcher)

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In the data, above the researcher shows a writing to G6 and asks G6 to say the word then When he tries to pronounce there is an error, we can see in the data above that he has difficulty pronouncing consonant words that have special barriers, where the tip of the tongue is located. in the ceiling so that it blocks the air. When he was asked to pronounce the word ch like rich and he had difficulty so the only word he could say was rist which did not have a slight emphasis on the word but for the word rich the G5 had difficulty because he could not put a little emphasis on the ch at the end of the word.

Datum 2

- Rch** : G3ds ayo coba ucapkan watch... *wacth*.
(G3ds lets try to say *wacth... watch...*)
- G3ds** : *wat.. watci.. wat..*
- Rch** : Bahasa Inggris jam tangan apa?
(**Whats the English of wacth?**)
- G3ds** : *wat.. cuat... wat..*
- Rch** : ya okey thanks G3ds

The researcher is asking Gds to say the word to see the errors that G3ds made when saying it Wacth based on the data above, and it is evident that he has difficulty. In addition, there are some phonemes that he left out, such as the phoneme **CH**. Additionally, because the language is new to him and he listens, it is challenging for him to catch and pronounce the right words because the language is rarely used and also rarely hears them.

Datum 3

- Rch** : coba ucapkan **measure** G2
(Please try to say maesure)
- G2** : *meisir.. mei... mei... sier* (mengucapkan ragu – ragu dan takut)
(Spelling unclear and scary)
- Rch** : coba sekali lagi ucapkan *measure..*
(Try to say one more again **measure...**)
- G2** : *mei... siieer* (*sambil mengeja pelan*)
(While spelling slowly)
- Rch** : okey thanks G2.

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In the data above, the researcher asked G2 to say the word measure, but just like the other Children with Grahita Syndrome he had difficulty pronouncing words that he had not mastered and often used. It can also be seen that g2 makes mistakes during pronunciation and also replaces and adds another phoneme to the word measure to become meisirr. He also seemed to have difficulty pronouncing the word because apart from being new, the word was also a bit long for him and the pronunciation was also quite difficult for them so that an error occurred when he did the pronunciation of the word measure.

4.2.3. Causes Of Language Disorder Of Grahita Syndrome Children

a. Cognitive Language Disorder

Cognitive language disorders, namely where the brain system is disturbed in processing the lessons learned by a child or the weakness of a child's thinking and memory in capturing information. Because Children with Grahita Syndrome have a low IQ compared to normal children in general, so Children with Grahita Syndrome will have difficulties in academic terms. Where in addition to having a short memory, they also have difficulty reading the name of an object or another. They often have difficulty in remembering the lessons given by the teacher and in a new language that they rarely speak everyday, one of which is English. In this research the researcher Found that several source explained this research from Children with Grahita Syndrome for example:

Datum 1

Rch : Apa saja penyebab gangguan bahasa yang dialami oleh anak tuna grahita bu ?

(What are the causes of language disorder experienced by Children with Grahita Syndrome?)

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TC 1 : Anak tuna grahita yang memiliki IQ yang rendah sehingga mereka bermasalah dalam hal intelektual.

(Grahita Syndrome children who have a low IQ so that they have intellectual problems.)

Rch : Jadi apakah hal itu berdampak terhadap pengucapan bahasa Inggris mereka bu?

(So does it have an impact on their English pronunciation, ma'am?)

TC 1 : Iya benar karena kalau untuk anak tuna grahita ini memang memiliki IQ di bawah rata – rata sehingga mereka sulit jika harus dipaksakan dengan ilmu pengetahuan karena untuk mengajarkan Bahasa Indonesia saja mereka masih banyak yang mengalami kesulitan terlebih lagi Bahasa Inggris.

(Yes, it's true because for Grahita Syndrome children, they do have an IQ below the average, so they are difficult if they have to be forced by science because to teach Indonesian only, there are still many who have difficulty, especially English.)

Rch : Di dalam gangguan secara kognitif inikan ada yang namanya demensia atau yang kebanyakan orang tau dengan Alzheimer penyakit pelupa, kemudian Huntington, schizophrenia dan depresi bu nah anak tuna grahita ini termasuk yang mana bu ?

(Is there such a thing as dementia in this cognitive problem, or what most people know as Alzheimer's, the forgetful disease, then Huntington, schizophrenia, and depression, ma'am? Which one is included, ma'am, for this Children with Grahita Syndrome?)

TC 1 : Kalau untuk anak tuna grahita sendiri karena akibat IQ nya yang rendah sehingga pemrosesan informasi atau Bahasa di

dalam otak mengalami hambatan sehingga mereka memiliki daya ingat yg pendek terhadap pelajaran dan daya tangkap pada otaknya yang lambat. Jadi konteks penyebab gangguan Bahasa di sini bukan menuju kepada pikirannya yang terganggu melainkan masalah pada otaknya sehingga ia sedikit sulit dalam hal ilmu pengetahuan.

(for grahita syndrome children themselves because of their low IQ so that the processing of information or language in the brain experiences obstacles so that they have a short memory of lessons and slow grasping power in their brains. So the context of the cause of the language disorder here is not referring to his disturbed mind, but rather to a problem with his brain so that he is a little difficult in terms of science.)

According to information gathered by researchers through interviews with English teachers, cognitive disorders are the root cause of language disorders in Grahita Syndrome children. Because these kids have IQs below average, their brains take longer to process language, which affects their ability to learn and makes them less responsive to information because their memory is poor.

b. Linguistic language disorder

A children impairment to learn and absorb language is known as linguistic language disorder. Due to anomalies in the brain's ability to hear and comprehend language that comes through the ear, children who have this language impairment will have trouble understanding information provided to them by others. When children's speaking fluency is disturbed, they have difficulty reading, writing, and understanding information both orally and in writing.

When researchers conducted observations, researchers found linguistic language disorders as one of the causes of language disorders

in Grahita Syndrome children, which caused them to be difficult to recognize letters so that they had difficulty in reading and spelling a word. Some of them can recognize the letters but cannot read the sequence. Because their brains are damaged or imperfect brain development. This can be seen in the conversation below:

Datum 1

Rch : Kesulitan apa yang dialami anak tuna grahita dalam belajar Bahasa Inggris?

(What difficulties do Children with Grahita Syndrome experience in learning English?)

T2 : Karena anak yang memiliki kebutuhan khusus jadi untuk menangkap Bahasa atau informasi yang baru pasti akan sulit seperti salah satunya pelajaran Bahasa Inggris, sedangkan Bahasa Indonesia saja sulit karena mereka terbiasa menggunakan Bahasa sehari – hari atau Bahasa ibu.

(Because they are accustomed to speaking their mother tongue or everyday language, learning a new language or subject will undoubtedly be challenging for children with special needs. One example of this is learning English.)

Rch : Apa penyebab terjadinya gangguan Bahasa pada anak tuna grahita itu bu?

(What causes language disorders in Grahita Syndrome children, ma'am?)

T2 : Penyebab gangguan Bahasa pada anak tuna grahita itu karena ketunaannya, maksudnya anak tuna grahita ini memiliki IQ yang rendah sehingga untuk mengucapkan Bahasa sehari – hari saja masih sering bermasalah apalagi Bahasa asing seperti Bahasa Inggris.

(Children with Grahita Syndrome frequently have language disorders because of their disabilities, including low IQs that

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make it difficult for them to speak even simple words, let alone foreign languages like English.)

Rch : Bagaimana untuk anak tuna grahita sedang bu?

: (what about children with moderate Grahita Syndrome?)

T2 : Untuk anak tuna grahita sedang jika dia mendegaran lagu contohnya lagu Balonku maka yang mereka tangkap hanya kata balonku sedangkan kata yang lain tidak mereka tagkap atau ingat. Namun Ketika kita menanyakan ini apa Namanya nak, “pena” Bahasa inggris “pena” apa “Pen” maka yang mereka ingat benda ini Namanya pena bukan pen.

(For Grahita Syndrome Children, if they listen to a song, for example, Balonku, they only catch the word "Balonku" while the other words they don't catch or remember. But when we ask what this is called, son, "pena" in English "pena" or "Pen" then what they remember is the name of the pena, not pen.)

Rch : Kemudian untuk berkomunikasi dengan anak tuna grahita sedang bagaimana pemahamannya bu?

(Then to communicate with Grahita Syndrome Children, how to understand, ma'am?)

T2 : Kalau untuk tuna grahita yang sedang Ketika kita ajak berbicara dia hanya menangkap ujung kalimat yang kita ucapkan saja dan mengenai pelajaran juga harus diulang – ulang agar mereka bisa mengerti karena disebabkan daya ingat mereka yang singkat.

(The lesson must be repeated in order for mentally challenged persons to learn since they have short memories and only hear the end of our sentences when we speak to them.)

Based on the conversation above, the English teacher explained that mentally retarded children also experienced language disorders linguistically so that of their low IQ so that it was quite difficult for them to receive new information and also taught them to be repeated.

The researcher had inquired about the causes of language disorders in mentally retarded children. - repeat so they can understand. In addition, they are unable to learn much because some of them find it difficult to communicate and only hear the last few words the teacher says.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In this chapter, the researcher explained the conclusions or the answers from the research questions obtained from the results of the analysis based on the theory used by the researcher. These conclusions are based on observations and interviews that were then analyzed by the researcher. The conclusions are:

1. The type of language disorder experienced by mentally retarded children is due to oral apraxia and dyslexia. The oral structures of certain mentally handicapped children vary, some have small or limited mouths, some have short tongues, and still others have trouble pronouncing words, particularly English ones. Additionally, there are certain dyslexic kids whose IQ is below average or whose weakness is mental retardation, which causes their memory to be erratic and makes it difficult for them to spell, read, or speak words or phrases in English. It is simpler to speak the language they frequently use than the one they have just heard, and many of them frequently mispronounce letters and other words.
2. There is also problem, when pronouncing English words or phrases, in addition to the type of language disorder. Based on the research findings in the previous chapter, it is clear that many of them made mistakes in pronunciation, which causes the words to be pronounced incorrectly, the addition or deletion of phonemes, or the substitution of all phonemes in a given word. Their low IQ makes it difficult to pronounce the right words, just as normal children would find it difficult, according to an interview with an English teacher.
3. All language disorders experienced by mentally retarded children are caused by cognitive disorders and linguistic language disorders. That because of the weakness of those who have IQs below the average,

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causing abnormalities or delays in their brains in processing the language they get, also causes difficulties in accepting new languages, they can only understand a little and then it doesn't last long. they will forget because of their low memory.

Based on the findings of the three research points, the researchers make some conclusion that Children with Grahita Syndrome have language disorders such as apraxia and dyslexia, which interfere with their ability to pronounce words in English. This is due to cognitive and language impairment because they have low IQs and have difficulty retaining new information, according to research. They have a limited memory because of the information that is given to them, therefore in order for them to be able to grasp it intellectually, they must be constantly educated and more explained again.

5.2. Suggestion

Researcher also would like to give some suggestion according to this research as follows:

1. It is recommended for parents to be more patient to retrain the language skills of mentally retarded children so that their brains get used to it so they are able to speak well.
2. Then for the advice of the SLB N Muaro Jambi teachers, I think it is better to teach them not only by explaining how like normal children usually but can use media such as pictures or other things that can help the children to easily recognize the names of objects or words, and often practice their language skills when learning English because when researchers make observations and interact, they try to teach English to them and they seem very enthusiastic, but it's just that they find it difficult to catch and remember the material given to them.
3. For other researchers, this is only a general description, so it is necessary to carry out further and more in-depth research by taking into account the type of disability and other researchers can also further refine this research.

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ATTACHMENT (RESEARCHER TEACH CHILDREN WITH GRAHITA SYNDROME IN ENGLISH)





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RESERACHER DOING INTERVIEW WITH THEACHERS IN SLB N MUARO JAMBI)



(LEARNING ACTIVITIES IN THE CLASSROOM OF GRAHITA SYNDROME CHILDREN)



APPENDIX I

LIST INTERVIEW WITH ENGLISH TEACHER

NO	NAME OF TEACHER	QUESTIONS
1	Teacher 1	<ul style="list-style-type: none"> • What are the causes of language disorder experienced by Grahita Syndrome children? • Does the impact in they English pronunciation? • Which one is included Children with Grahita Syndromein cognitive problem like Alzheimer's, Huntington, schizophrenia, and depression?
2	Teacher 2	<ul style="list-style-type: none"> • What are difficulties Children with Grahita Syndromein learning English? • What are the causes language disorder in Grahita syndrome children? • How are moderate Children with Grahita Syndromewhen communicate with other people?

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APPENDIX II
LIST OBSERVATION

Table 1.1

Grahita 1

No	phonetic	Intial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	F	Feel	Diff	Life	laf	TS	In the word feel , G1 can pronounce phonetic f , but when there is an error when pronouncing the word, feel should be diff , as well as in the word life , the spoken word becomes inappropriate and the phoneme ai changes to a or laf
2	d	Down	Daun	Hard	Hart	TS	In down words G1 can pronounce phonetic d but when there is an error when pronouncing

						the word it should be down into a leaf, but in hard words the spoken word becomes inappropriate and changes phoneme d to t , in phonetic d G1 has difficulty pronouncing words if phoneme d is in the final word.
3	k	Curl	Ker	Dock k	Dack k	TS In the word curl G1 can pronounce a phonetic k but when there is an error in the pronunciation of the word curl should be ker , as well as in the word dock the spoken word becomes inappropriate and the phoneme o changes to a or dack
4	g	Girl	Ger	Dog g	Doff ff	TS In the word Girl , G1 can pronounce phonetic g , but when

						there is an error in the pronunciation of the word, girl should be ger , but in the word dog , the spoken word becomes inappropriate and changes phoneme g to f or doff , in phonetic g G1 has difficulty pronouncing the word if the phoneme is d . is at the end of the word.
--	--	--	--	--	--	--

Table 1.2

Grahita 2

No	phonetic	Intial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	M	Man	Man	Him	Him	S	-
2	S	Seal	Seal, Sil	Bus	Bus	TS	On the word Seal , G2 can pronounce phonetic s but when there is an error

							when pronouncing the word, Seal should be seal, sil , but on Bus the words spoken are not appropriate and change phoneme u which should be read a but G2 still reads u so it becomes wrong.
3	z	Zeal	Zee,Zel	Buzz	buz	S	-
4	n	Name	Nem	ten	ten	TS	In the word name , G2 can pronounce phonetic n , but when there is an error when pronouncing the word, the name should use ei but G2 replaces it with the phoneme e to nem , but in the word ten , the words spoken are appropriate.

Table 1.3

Grahita 3

No	phonetic	Intial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	[dʒ]	Gin	Cin	ridges	writdis	TS	In this section, it can be seen that G3 has difficulty in pronouncing the phonetic [dʒ] so that the spoken word is incorrect.
2	w	Watch	Wat	forward	foowat	TS	In the word watch, G3 can pronounce phonetic w, but when there is an error when pronouncing the word watch should be wat, G3 has difficulty in pronouncing the word ch , as well as in the word forward , the word spoken becomes

							inappropriate because the phoneme r in the word is missing But it can right in british accent.
3	h	Her	het	behind	behai	TS	In the word her , G3 can pronounce the phonetic h but when there is an error in the pronunciation of the word her should be het , G3 changes the phoneme r to phoneme t , then the word behind is said to be inappropriate because G3 removes the phoneme nd .
4	y	Yard	Yard i	value	valu	TS	In the word yard G3 can pronounce phonetic y but when pronouncing the word there is an error because G3 adds phoneme i , then in the word value the word is spoken

						becomes inappropriate because G3 removes phoneme y.
--	--	--	--	--	--	---

Table 1.4
Grahita 4

No	phonetic	Initial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	[ʃ]	Shop	Sop	wash	was	TS	In this section, it can be seen that G4 has difficulty pronouncing the phonetic [ʃ] so that the word is pronounced incorrectly..
2	[ʒ]	Rouge	Ruz	measure	meja	TS	In this section, it can be seen that G4 has difficulty pronouncing the phonetic [ʒ] so that the word is pronounced incorrectly.
3	[ð]	Then	then	smooth	mushh	TS	In the word then G4 can pronounce the phonetic [ð]

							correctly, but when pronouncing the word smooth an error occurs because G4 omitted the phoneme [ð] so that the word was pronounced incorrectly.
4	[r]	Run	Run	around	eron	TS	In the word run, G4 can pronounce phonetic [ð] but when pronouncing the word around there is an error to become eron , because G4 omitted the phoneme ou and d . so that the spoken word becomes incorrect. G1 has difficulty pronouncing words if the phoneme d is at the end of the word.
5	[ŋ]	Singer	singer	king	kin	TS	In the word singer, G4 can pronounce

						phonetic [ŋ], but when pronouncing the word king there is an error because G4 omitted the phoneme g , so that the spoken word becomes incorrect. G1 has difficulty pronouncing words if the phoneme d is at the end of the word.
--	--	--	--	--	--	--

Table 1.5
Grahita 5

No	phonetic	Initial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	[tʃ]	Chin	Cin	rich	writ	TS	In this section, it can be seen that G5 has difficulty pronouncing the phonetic [tʃ] so that the word is pronounced incorrectly...

2	f	Fan	fan	life	laf	TS	In the fan word, G5 can pronounce phonetic f , but when pronouncing the word life an error occurs because G5 omitted phoneme i , so that the spoken word became incorrect. The G5 has difficulty pronouncing words if the phoneme d is at the end of the word.
3	v	Vanity	wesniti	Live	lif	TS	In this section, it can be seen that the G5 has difficulty pronouncing the phonetic v so that the spoken word is wrong.
4	[θ]	Thank	Thank	both	but	TS	In the word thank, G1 can pronounce phonetic [θ] but when pronouncing the word both an error occurs, both

						should be but. G5 removes the phonetic [θ] in the word so that it becomes wrong when pronouncing it.
--	--	--	--	--	--	--

Table 1.6
Grahita 6

No	phonetic	Initial Position	Grahita Syndrome	Close Position	Grahita Syndrome	S/TS	Analysis
1	p	Pool	Pul	map	map	TS	In the word pool , G6 can pronounce phonetic p but when pronouncing the word an error occurs because G6 changes it to pul . Then for the word map G6 can pronounce the word correctly.
2	b	Big	Bikek	rib	wib	TS	In the word big G6 can pronounce phonetic b but when pronouncing the word an error occurs

							due to changing the phoneme g so that the pronunciation becomes wrong to become bikek , as well as in the word rib G6 changing the phoneme r to w .
3	t	Town	Taun	heart	hat	TS	In phonetic t G6 can pronounce well but when the pronunciation of the word G6 has an error and cannot pronounce the word correctly, G6 removes phonemes like r and changes the word town to taun

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APPENDIX III

Problems In Learning English Observation

Datum 1, G1ds

Rch : ini apa G1ds?
(what is this?)

G1ds : Diam dan melihat ke peneliti.
(silent and look at the researcher)

Rch : **Dog ann.... anjingg**

G1ds : **“Doff” ann... anjing**

Rch : Coba lagii... **dog..**

G1ds : lagi **Doff**

Rch : **An.. anjing**

G1ds : **cani... anjing**

Datum 2, G2

Rch : G2 coba eja kata ini. Ini huruf apa ?

G2 : **min.. ma.. m.. a... n..**

Rch : dibaca apa G2 ? **man**

G2 : **man.. man..**

Rch :. Apa artinya ?

G2 : laki – laki

Rch : coba baca ini G2

G2 : **among** (*sambil mengeja pelan*)
(while spelling slowly)

Rch : **among .. among.. among...**

G2 : **among.. among.. ameng**

Rch : artinya dian..

G2 : **ameng... diantara**

Rch :. Ini **HIM**

G2 : **Him.. Hemm..**

Rch : **Him..** artinya apa ?

G2 : **Him..** dia laki – laki

Rch : kalau yang ini ?

G2 : name..

Rch :. Name.. artinya apa?

G2 : nem.. nama..

Rch : kalau yang ini bacanya apa ?

G2 : **bus**

Rch : bus.. artinnnya apa? Bis

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G2 : bus.. bii.. bis..
Rch : ini apa?.. Seal
G2 : seal..sil.. sel..
Rch : Coba baca ini
G2 : Lat.. Lat.. ehh Latt
Rch : lacy.. lacy.. lacy..
G2 : leisi.. letsi.. lessi
Rch :zeal.. coba dibaca
G2 : Zee.. ze.. zel..
Rch : coba yang ini **Buzz**
G2 : buzz.. bazz..
Rch : dan kata yang terakhir **Lazy**
G2 : Laz..
 (while spelling slowly)
Rch : Lazy..
G2 : Lazy..

Datum 3, G3ds

Rch : G3ds coba baca ini. **Gin.. Gin**
G3ds : cin.. cin..
Rch : kalau yang ini. **Ridges.. Ridges..**
G3ds : writdis.. widdiss
Rch : coba ucapkan kata ini . **Watch.. watch..**
G3ds : wat... watci.. wat. watch
Rch : tadi Bahasa Inggris jam tangan apa?
G3ds : Wat.. cuat.. wat..
Rch : her.. her... her..
G3ds : herr... het.. herr..
Rch : ayo coba baca ini.. **behind**
G3ds : behai.. behai..
Rch : coba baca yang ini G3ds. **Yard.. Yard**
G3ds : ya.. yardi.. yardiff
Rch : h Apa artinya ?
G3ds : ha... halaman..

Datum 4, G4

Rch : coba baca ini G4.
G4 : Zoff
Rch : Shop.. Artinya?

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Datum 5, G5

- Rch** : coba baca ini G5 (Sambil menunjukkan kata “**Chin**”)
(please try to read this G5 / while showing the words to G5)
- G5** : **C h i n cin cin**
- Rch** : Chin sedikit ditekan suaranya.. **Chin**
- G5** : **Cin cin**
- Rch** : ini apa bacanya ? (membantu G5 mengeja)
- G5** : **L i f e. laf.. lat.. laf..**
- Rch** : lalu ini bacanya gimana?
- G5** : **f a l e h n fan**
- Rch** : kalua yang ini bacanya apa ? S O F A (membantu G5 untuk mengeja)
- G5** : k o j, S O F A Sofa (sambil mengikuti peneliti)
- Rch** : coba ucapkan Vanity G5
- G5** : **wee wes ti wesniti**
- Rch** : coba ucapkan Cover
- G5** : kafer.. kafer..
- Rch** : ok thank you G5

Datum 6, G6

- Rch** : coba eja ini G6
- G6** : **m a p. map**
- Rch** : bacanya map, bukan map artinya apa ?
- G6** : **petah**
- Rch** : kalau yang ini bacanya apa?
- G6** : **pol pol**
- Rch** : **pool pool**
- G6** : **pol pol**
- Rch** : **coba ucapkan rubber**
- G6** : **rabbe rabbe**
- Rch** : coba ucapkan **Rib**
- G6** : **wib wib**
- Rch** : coba ucapkan kata **town**
- G6** : **taun tawon**
- Rch** : coba ucapkan kata **Heart**
- G6** : **heat hat hatch**
- Rch** : writing coba ucapkan writing
- G6** : **waiting,.. waiting**

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2	Junior High School	2015	MTs Negeri Talang Bakung Kota Jambi
3	Senior High School	2018	MAN 3 Kota Jambi

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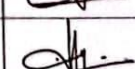



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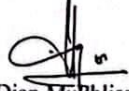
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	NoRevisi : 00
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Pembimbing : Dian Mukhlisa, MA

Perte muan ke	Hari/ Tanggal	Bagian	Saran Perbaikan	Tandatangan Pembimbing
1	29/03/2022	Chapter I	Revise chapter I	
2	18/04/2022	Chapter I & II	Revise the background , theoretical framework 2 method	
3	09/05/2022		Acc for research proposal seminary	
4	26/05/2022	Chapter IV	Technical writing in chapter IV	
5	10/08/2022	Chapter IV	Revise chapter IV	
6	26/09/2022	Chapter IV & V	Revise chapter IV & V	
7	13/10/2022	All	Abstract, approval, chapter IV & V	
8	27/10/2022		Reveiw all chapter and acc for munaqasyah	

Jambi, 27 Oktober 2022
 Pembimbing










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Pembimbing : Chandri Febri Santi, M. Pd

Perte muan ke	Hari/ Tanggal	Bagian	Saran Perbaikan	Tandatangan Pembimbing
1	14/04/2022	Chapter I	Revise background and limitation	
2	25/04/2022	Chapter III	Revise technical data analysis	
3	10/05/2022		Acc for research proposal seminary	
4	30/06/2022	Chapter I - III	Revise after proposal seminary	
5	15/08/2022	Chapter IV	Revise Finding and analysis	
	03/10/2022	Chapter V until end	Revise conclusion ,appendix	
	18/10/2022		Motto, dedication, abstract	
	28/10/2022		Review all chapter and acc for munaqasyah	

Jambi, 28 Oktober 2022
 Pembimbing



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