

Phonological Analysis of Language Development in Graphically Improved Students of SLB Darussalam

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Abstract: The aim of this research is to analyze the influence of language development on Darussalam SLB students, especially those with intellectual disabilities. Mental retardation is a condition of a person whose intelligence is far below the average of normal people and is characterized by limited intelligence and incompetence in social interactions. This is a type of phonological disorder that affects a person's language development. Qualitative methods with data collection techniques through observation, interviews and language tests were used in this research. and involving Darussalam SLB students with mental retardation as samples for this research. The results of the research show that each child with disabilities has different speaking abilities, there are children who can read fluently and their articulation is clearly pronounced but there are several words that they cannot pronounce, there are children who can read fluently but their articulation is less clear because of a defect in their equipment. said the child, there are also those who can read fluently but the articulation is not clear and there are still several words that they cannot pronounce because of weaknesses in their speech organs. Phonological disorders can have a negative impact on children's language development, both in terms of phonology, semantics, syntax and pragmatics. Children with phonological disorders tend to have difficulty producing language sounds, understanding the meaning of words, constructing sentences, and using language appropriately in social contexts. These findings emphasize the importance of appropriate intervention and treatment to help children with phonological disorders develop optimal language skills.

Keywords: Phonology, SLB, Mentally Impaired.

1. Introduction

Every person's language skills develop from an early age and continue to develop as they get older. However, not all children can develop language skills optimally, especially children with intellectual disabilities. Mental retardation is also included in phonological disorders. Mental retardation is a term used to refer to children who have below average intellectual abilities. People with intellectual disabilities or children with special needs with intellectual disabilities have their own challenges in the process of language acquisition and development. People with intellectual disabilities often experience delays in language development compared to children in general. This can be caused by factors such as cognitive limitations, disorders of the central nervous system, or other factors that affect their ability to process, understand, and express language. One important aspect of language development is phonology, which refers to the sound system in a language.

Phonological analysis of people with intellectual disabilities can provide a deeper understanding of how they acquire and use phonology in language, as well as the challenges they face in this process.

The types of special schools are differentiated based on the type of disability the student has. Here are several types of SLB that you need to know. SLB A is a school intended for blind children. Therefore, learning methods in this school must be able to encourage students to understand the subject matter. Learning media at SLB A generally takes the form of books with braille letters and tape recorders. SLB B is a school intended for deaf children, namely children who have hearing impairments. At this Special School, children will be taught how to communicate by reading lips, learn sign language using hand movements (cued speech), and learn using assistive devices (cochlear implants). SLB C is a school specifically for children with intellectual disabilities or children with below average intelligence. Children who do not have the ability to adapt to the surrounding environment can also attend this SLB. Therefore, in this school, they will learn about how to develop themselves and socialize because mentally retarded children tend to have difficulty in socializing and become withdrawn from the environment.

Each SLB has different facilities and learning methods that are tailored to the special needs of its students. The main aim of children with special needs attending special schools is to receive treatment according to their talents, interests, abilities and disabilities. So, students can gain the ability to be independent and skills that are useful for their future lives.

Good language skills are very important for people with intellectual disabilities to be able to communicate effectively with their surrounding environment. By understanding their phonological development, we can design more appropriate interventions and learning strategies to help improve their communication skills.

By conducting a phonological analysis of language development in students with intellectual disabilities at SLB Darussalam, we can gain a more comprehensive understanding of this aspect and contribute to efforts to improve the quality of life and education for people with intellectual disabilities.

2. Methods

A research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative descriptive research contains steps which mean the researcher's activities to complete the research, starting from the beginning until the research results are found. A qualitative descriptive approach was chosen in this research because this research aims to obtain information in the form of words or descriptions of the condition of mentally retarded students at SLB Darussalam Karangpucung when interacting with friends, teachers and school residents with inaccurate pronunciation.

3. Discussion

The research carried out by the researcher was observing language sound errors made by mentally retarded students at SMPLB Darussalam by reading a poetry text that the researcher had prepared.

Types of language disorders experienced by mentally retarded students at SMPLB Darussalam. Students with mental retardation at SLB Darussalam basically have the same or similar disorders, namely the ability to master language due to limitations in remembering and even pronouncing vocabulary. The abilities of children with special needs differ from one another, this is influenced by several factors including lack of training, lack of therapists for children, limited learning patterns at school and at home, children get tired easily when studying, and are easily influenced by surrounding environment.

People with intellectual disabilities have different abilities, including some who are not fluent in reading, putting together sentences, or even writing. This can be seen when mentally retarded students carry out learning in the classroom, there are some students who are fluent in reading and writing but are not yet able to put together sentences well, there are also students who can put together sentences well but are not yet fluent in reading and write. Each student has their own abilities, so educators must be smart in choosing learning that is suitable for students with intellectual disabilities. This also shows that whatever strengths and weaknesses they have, they still have limitations which are of course very different from normal children in general. Darussalam SLB mentally retarded students at SMPLB level have quite complex limitations when compared to normal children in general. Therefore, mentally retarded students at SMPLB Darussalam may have the abilities of children aged 7-9 years or equivalent to elementary school age grades 1-3 in general elementary schools. This is because their ability to absorb learning is still limited and it is difficult to adapt to the surrounding environment. Apart from that, their abilities in learning are very diverse, even though the types of disorders they experience are the same, each has advantages and disadvantages. There are 3 students with intellectual disabilities, but they have different abilities. There are those who excel at reading, there are those who excel at writing, there are also those who excel at putting together sentences.

Phonetic errors in the text of the poem *Me and My Future*

- 1) Based on table 4.1 with the results of the analysis of phonetic errors in a mentally retarded SMPLB child with the name Muhtar Farih, of the 54 words that have been determined, the child made 20 phonetic errors and 3 words could not be stated clearly.
- 2) Based on table 4.2 with the results of the analysis of phonetic errors in a mentally retarded child at SMPLB with the name Maftuhaturun Najihah Sanjaya, of the 54 words that have been determined, the child made 42 phonetic errors with all the words mentioned.
- 3) Based on table 4.3 with the results of the analysis of phonetic errors in a mentally retarded SMPLB child with the name Alfa Rahil Ramadhan, of the 54 words that

have been determined, the child is able to pronounce the words correctly and there are 7 words that the child is not able to pronounce clearly.

Based on the description above, it can be explained that every mentally retarded child has different speaking abilities, there are children who can read fluently and their articulation is clearly pronounced but there are several words that they are not yet able to pronounce, there are children who can read fluently but their articulation is less clear due to a disability. In terms of the child's speech apparatus, there are also those who can read fluently but the articulation is less clear and there are still several words that they cannot pronounce due to weaknesses in their speech apparatus.

Phonological disorders can have a negative impact on a child's language development, both in terms of phonology, semantics, syntax and pragmatics. Children with phonological disorders tend to have difficulty producing language sounds, understanding the meaning of words, constructing sentences, and using language appropriately in social contexts.

4. Conclusion

Based on the research results from the analysis of phonological errors, it can be concluded as follows;

Of the 54 words in a poetry text entitled *Me and My Future* which were phonetically analyzed by researchers, the results showed that Muhtar Farih's students made 20 mistakes and 3 could not be stated clearly, Maftuhaturun Njihah Sanjaya's students made 42 mistakes with all the words being pronounced, and Alfa student Rahil Ramadhan did not make phonetic errors but there were 7 words that could not be pronounced clearly. The most common mistakes are because mentally retarded students rarely get reading activities and they experience speech defects. As a result of the many phonetic errors, there are several utterances that are mistaken with their original meaning.

Suggestion

Children with special needs receive little attention because in one area there may only be one special or inclusion school that must accommodate several students with special needs. Moreover, in the Karangpucung area there is only one special school which currently accommodates 95 students with limited teaching staff which is inadequate due to the lack of teaching staff with Special Education graduates. Therefore, the government needs to review special education, especially special schools in remote areas, so that children with special needs get their right, namely to go to school like children in general.

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