

The Forms of Language Units That Children With Autism Can Produce As Their Expressive Skill in The Learning Process at SLB Negeri Surakarta

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Abstract — Expressive skill is a verbal language skill to interact with other people. The ability of children with autism to express ideas in their mind can indicate that their receptive, as well as productive ability, works effectively. The purpose of this research is to describe the forms of language units that children with autism can produce as their expressive skill in the learning process at SLB Negeri Surakarta. Data in the forms of language units produced by the children as responses to initiating acts performed by their teachers were collected. The collected data were then analyzed to classify them by the forms of language units produced by the children. The results show that the children with autism can produce word, phrase, clause and sentence as responses to their teacher stimulating actions. Moreover, the analysis also shows that the teacher performed different strategies in resulting in the different forms of language unit.

Keywords — children with autism; the form of language units; expressive skill; the learning process

I. INTRODUCTION

People with autism in Indonesia are estimated to have 2.4 million people, with an increase of 500 people per year (Triyudha, 2018). Predictions of people with autism show that there are enough autistic children in Indonesia. Autistic children have limited nerve function, mind and development so that they are different from normal children who have nerves and complete thoughts. Yuwono (2012: 25) states that there are three disorders of autistic children, namely behaviour, social interaction, and communication (language). Children with autism communicate using verbal as well as non-verbal language. The verbal language of children with autism is an interesting thing to study because every child with autism has different verbal abilities.

Children with autism can be classified into verbal and non-verbal according to their capability in using language for communication. The former have expressive abilities so that they are different from nonverbal autism children who find it difficult to develop expressive abilities in the form of language. Autistic children who have expressive abilities indicate that their receptive abilities have worked effectively. The expressive ability of autistic children can be observed in the learning process at school. During the learning process, autistic children can do some language skills. According to Tarigan (2008: 2) language skills in the curriculum in schools include four aspects, namely: listening skills, speaking skills, reading skills, writing skills. Based on these language skills, there are skills that discuss expressive abilities, namely speaking skills.

Speaking skills of autistic children are included in expressive abilities by looking at different levels of class. In the long run, the higher the level of the class of children with autism, the higher their expressive abilities. This study basically wants to reveal the quality of language expressive abilities in the form of language units produced by children with autism. Therefore, this research was conducted to study the expressive abilities to deepen the quality of the language of children with autism. Regarding the background, the problem raised in this study is how the form of language units produced by autistic children from expressive abilities in the learning process in Surakarta State SLB.

II. LITERATURE REVIEW

The form of language units is expressed syntactically. According to Verhaar (2012: 97-161), the syntax is a grammar that discusses the relationship between words in speech. Syntax concerns grammatical relationships between words in a sentence. Words are units or "free" forms in speech. According to Ramlan (2005: 144), phrases are grammatical units consisting of two words or more and have units that do not exceed the limits of the function element clause. A clause is a grammatical unit consisting of subjects and predicates accompanied by objects, appendages, and information or not. A sentence is a grammatical unit which is limited by the existence of a long pause accompanied by the final tone going down or rising. This research was performed to see what level of linguistic units children with autism can produce.

III. METHOD

Data in the forms of linguistic units produced by children with autism were collected from several learning processes involving the children and one teacher. In addition, data in the form of information about the children ability in producing such linguistic units area collected from documents. The collected data were then analysed to see types of linguistic units the children can produce and the way the teacher did so that the production took place.

IV. RESULT AND DISCUSSION

Types of language units in this study were taken from learning processes involving three children with autism in year 1, 2 and 6. The form of language units produced by children with autism from expressive abilities can be in the form of words, phrases, clauses, and sentences.

A. Language Units Produced by a Child with Autism of Year Six

The subject is in year six, named Fikri Nur Sabri Putra, male, age 13 years. Fikri studied at Surakarta State SLB accompanied by Mrs Novia Kuswahyusri, S.Pd. Usually called Bu Novi, 44 years old.

1. Language Units of Word

Fikri in the learning process in the classroom can speak the form of language units in the form of words. The form of language units produced by Fikri from expressive abilities is described and analyzed as follows.

TABLE I. THE DATA OF LANGUAGE PRODUCED BY FIKRI IN THE FORM OF WORDS

Data A (1.1)		
Bu Novi	:	Kenapa Fikri, berapa namamu? Bener apa salah?
Fikri	:	<i>Salah</i>
Bu Novi	:	Salah sik 1
Data A (1.2)		
Bu Novi	:	Biasa saja, kalo salah ya udah salah kenapa teriak-teriak. Makanya kalo Bu Novi nerangkan di dengarkan. Tidak ngomong sendiri terus.
Fikri	:	<i>Nol</i>
Bu Novi	:	No 2. ... yang menangis? Rini. Rini ini nama o ...
Fikri	:	<i>Orang</i>
Data A (1.3)		
Bu Novi	:	Ini dibaca. Jawabannya apa?
Fikri	:	<i>Berapa.</i>
Bu Novi	:	Berapa yang menangis? Bener atau tidak?
Alanis	:	Geleng-geleng
Data A (1.4)		
Bu Novi	:	Huuusst.. Mulutnya diam dulu. Mulutnya diam dulu bisa tidak?
Fikri	:	Bisa.

Based on data A (1.1) to A (1.4) there are language units that are pronounced Fikri, namely adjectives, number words, nouns, pronouns asking for numbers, and verbs. The data dialogue A (1.1) occurs when Mrs Novi corrects the results of the Fikri's homework number 1. From the data A (1.1) there is a form of language units in the form of an adjective, the word of *salah*. The data dialogue A (1.2) occurred when Mrs Novi discussed the results of Fikri's homework. When Fikri's number 1 work was wrong, he refused any mistakes and shouted. So that it says *Nol* as an expression of resentment. In addition to numbers, in data A (1.2) there is a noun of *the person* who continues the statement from Mrs Novi verbally. Data A (1.3) occurred when Mrs Novi asked to read the wrong answers from Fikri's homework. The wrong answer contains what form of pronoun language unit. A pronoun that asks for a number. Data A (1.4) occurs when Fikri speaks to himself, so Mrs. Novi asks to be quiet. Based on data A (1.1) to A

(1.4) it can be observed that to produce expressive abilities is done by giving two choices, giving a code to the first syllable, giving pressure, order, and focusing eye contact between teacher and child.

2. Language Units of Phrase

Fikri in the learning process in the classroom can speak language units in the form of phrases. The form of language units produced by Fikri from expressive abilities is described and analyzed as follows.

TABLE II. THE DATA OF LANGUAGE PRODUCED BY FIKRI IN THE FORM OF PHRASES

Data A (2.1)		
Bu Novi	:	100 ya. 100 buat Alanis
Fikri	:	100 Fikri.
Data A (2.2)		
Bu Novi	:	Dimana itu menanyakan tempat. Fikri opo iki jawabannya? Dibaca! Dibaca!
Fikri	:	Nomor 1.
Bu Novi	:	Dibaca nomor 4.
Fikri	:	Tohudan.
Data A (2.3)		
Bu Novi	: ibu berbelanja? Di pasar. Pasar itu opo nis? Tem....
Fikri	:	Tempat.
Bu Novi	:	Tempat. Kalo tempat, menanyakan tempat pake kata tanya?
Fikri	:	Tohudan. Di pasar.
Bu Novi	:	Di..
Fikri	:	Di pasar.
Bu Novi	:	Di mana? Eh, dimana ibu berbelanja? Ya di pasar.

From data A (2.1) to A (2.3) there is a form of language unit that is pronounced Fikri, namely number phrases, noun phrases, annotated phrases. Data A (2.1) contained a phrase number *100 Fikri*, which occurred when Mrs Novi finished correcting the homework of her two children and gave an assessment. Data A (2.2) contains noun *nomor one* which occurs when Mrs Novi discusses Fikri's homework and asks Fikri to read the wrong answer to correct. Data A (2.3) also occurred when Mrs Novi was still discussing Fikri's homework, so that explanation phrases appeared *di pasar*. Based on data A (2.1) to A (2.3) it can be observed that to produce expressive abilities is done by giving repeated commands, giving the first syllable code, and focusing eye contact between teacher and child.

3. Language units of Clause

Fikri in the learning process in the classroom can speak language units in the form of the clause. The form of language units produced by Fikri from expressive abilities is described and analyzed as follows.

TABLE III. THE DATA OF LANGUAGE PRODUCED BY FIKRI IN THE FORM OF CLAUSE

Data A (3.1)		
Bu Novi	:	Seneng dapat nol seneng? Fikri dapat nol seneng?
Fikri	:	Seneng
Bu Novi	:	Seneng dapat nol? Dapat nol kok seneng loh.
Alanis	:	Sedih
Bu Novi	:	Nah nol itu jelek
Alanis	:	Sedih, aku sudah bilang to
Fikri	:	Dapat nol.

Data A (3.1) shows a verb phrase *dapat nol* which occurs when Mrs. Novi finishes correcting and discusses homework. The results of Fikri's homework were all wrong and got zero. The clause of *dapat nol* takes place in the process of removing the ellipse subject (Fikri). Data A (3.1) shows the expression that Fikri gets a zero value. Based on data A (3.1), it can be observed that to produce expressive abilities is done by giving a repetition of words and the focus of eye contact between teacher and child.

4. Language Units of Sentence

Fikri in the learning process in the classroom can speak the form of language units in the form of sentences. The form of language units produced by Fikri from expressive abilities is described and analyzed as follows.

TABLE IV. THE DATA OF LANGUAGE PRODUCED BY FIKRI IN THE FORM OF SENTENCES

Data A (3.1)		
Bu Novi	:	Dah, kamu gak usah nulis ya.. Kamu mau nulis tidak? Fikri mau menulis tidak?
Fikri	:	Nulis.
Bu Novi	:	Bisa diam nggak? Bisa diam nggak mulutnya? Fikri, Bu Novi tanya bisa diam nggak mulutnya?

Fikri	:	Bisa. <i>Aku mau menulis</i> . 100 Fikri. Nol.
Data A (3.2)		
Bu Novi	:	<i>Astaghfirullah hal adzim</i> . Bu Novi gak mau. Keluar saja kamu. Celelek'an terus. Ambil tasnya keluar sana.
Fikri	:	Ngak-ngak
Bu Novi	:	Ngak usah belajar.
Fikri	:	Ngak.
Bu Novi	:	Ngapain belajar celelek'an wae. Bu Novi gak mau.
Fikri	:	Siapa, Siapa, 14 tahun, Tohudan, di pasar, <i>100 buat Fikri</i> .
Bu Novi	:	Biarin Alanis dapat 100 terus. Karena kamu celelek'an terus.
Fikri	:	Nggak-nggak.

Based on data A (3.1) and A (3.2) there is a form of language unit spoken by Fikri, namely the statement sentence. Data A (3.1) contains sentences *aku mau menulis* and *100 buat Fikri*. Data A (3.1) and A (3.2) have similar events. Fikri was able to say the sentence when he was under pressure from Mrs Novi. When Mrs Novi gave a warning/warning, Fikri responded by answering all the material that had been discussed. The sentence *aku mau menulis* and *100 buat Fikri* includes the statement sentence because both data give information. Judged from the language function, the sentence of *aku mau menulis* is based (SPO). Language function sentence *100 buat Fikri* is located (SPPel). Based on data A (3.1) and A (3.2), it can be observed that to produce expressive abilities is done by giving a repetition of words and giving warnings/reprimand to want to focus.

B. Language Units Produced by a Child with Autism of Year One

The form of a class 1 autism children's language unit is taken from a child named Marco Zen Krisna, male gender, age nine years. Marco studied at Surakarta State SLB accompanied by Mrs Christiana, S.Pd. Usually called Mrs Kristin, age 29 years.

1. Language Units of Word

Marco, in the learning process in the classroom, can speak the form of language units in the form of words. The form of language units produced by Marco from expressive abilities is described and analyzed as follows.

TABLE V. THE DATA OF LANGUAGE PRODUCED BY MARCO IN THE FORM OF WORDS

Data B (1.1)		
Bu Kristin	:	Ini gambar apa Marco?
Marco	:	<i>Jeruk</i> .
Bu Kristin	:	Warna?
Marco	:	<i>Oranye</i> .
Bu Kristin	:	Warna oranye. Rasanya?
Marco	:	<i>Enak</i> .
Bu Kristin	:	Enak. Marco pernah maem jeruk?
Marco	:	Maem.
Bu Kristin	:	Mau?
Marco	:	<i>Mau</i> .
Bu Kristin	:	Rasanya apa?
Marco	:	<i>Kecut</i> .
Bu Kristin	:	Kecut? Jeruk rasanya ma ...
Marco	:	nis.
Data B (1.2)		
Bu Kristin	:	Ayo satu-satu yuk. Marco yuk nanti diambil ya. Mana ayam?
Marco	:	<i>Ini</i>
Bu Kristin	:	Pinter. Suaranya gimana?
Marco	:	Kukkuruyuk
Data B (1.3)		
Bu Kristin	:	Yuk. Berhitung ya.
Marco	:	<i>1</i>
Bu Kristin	:	E dari sinino.
Marco	:	<i>1,2,3,4</i>
Bu Kristin	:	Ada berapa?
Marco	:	<i>4</i>

Based on data B (1.1) to B (1.3), there are forms of language units spoken by Marco, namely nouns, adjectives, adverbs, pronouns, number words. Data B (1.1) occurs when Mrs Kristin shows a picture and asks Marco to answer it. A conversation takes place which results in the form of unit languages, namely *jeruk* for fruit and *oranye* for color, *enak* and *kecut* adjectives, adverb *mau* spoke by Marco in the learning process in the class. Data B (1.2) occurs during the learning process in class, Mrs. Kristin asks Marco to take pictures that are by his request. When Marco took a picture, there appeared a pointer pronoun language unit not far from Marco. That is pronoun *ini*. Data B (1.3) there is a form of unit language, namely the word number 1,2,3,4, which is spoken by Marko during the learning process of mathematics in class. Data B (1.3) occurs when Mrs Kristin asks Marco to count the

number of oranges on the board and write the numbers next to the picture. Based on data B (3.1) to B (3.2), it can be observed that to produce expressive abilities is done by using media images/writing to focus on paying attention. In addition, focus on eye contact between teacher and child.

2. Language Units of Phrase

Marco, in the learning process in the classroom, can speak the form of language units in the form of phrases. The form of language units produced by Marco from expressive abilities is described and analyzed as follows.

TABLE VI. THE DATA OF LANGUAGE PRODUCED BY MARCO IN THE FORM OF PHRASES

Data B (2.1)		
Bu Kristin	:	Yuk satu kali lagi.
Marco	:	<i>Buah apel.</i>
Bu Kristin	:	Pinter.

Based on data B (2.1) there is a form of language unit spoken by Marco, namely noun phrases. Data B (2.1) occurs when Mrs Kristin points to one of the next images Marco is asked to guess. After some pictures were guessed, Mrs Kristin asked for one more picture for Marco to answer. Marco was able to answer the last picture from Mrs Kristin. Marco's answer includes the form of language units in noun phrase *buah apel*. Based on data B (2.1), it can be observed that to produce expressive abilities is done by using media images/writing to focus on paying attention. In addition, focus on eye contact between teacher and child.

3. Language units of Clause

Marco, in the learning process in the class, can speak the form of language units in the form of clauses. The form of language units produced by Marco from expressive abilities is described and analyzed as follows.

TABLE VII. THE DATA OF LANGUAGE PRODUCED BY MARCO IN THE FORM OF CLAUSES

Data B (3.1)		
Bu Kristin	:	Hari ini tidak ada mu ... sik. Hari ini tidak ada mu ...
Marco	:	sik.
Bu Kristin	:	Bu Diana ke mana?
Marco	:	<i>Belum datang.</i>
Bu Kristin	:	Belum datang. Bu Diana tidak ma ...
Marco	:	suk.
Data B (3.2)		
Bu Kristin	:	Ini sedang apa?
Marco	:	<i>Mencuci tangan.</i>
Bu Kristin	:	Mencuci ...
Marco	:	tangan
Bu Kristin	:	Mencuci piring.
Marco	:	<i>Mencuci piring</i>

Based on data B (3.1) and B (3.2), there are forms of language units spoken by Marco, namely, complete clauses and verbal clauses. Conversations in data B (3.1) occurred when Mrs Kristin asked about the hours of music learning. That day the first-hour lesson schedule should be music. However, since Ms Diana was unable to attend, finally Mrs Kristin entered early. Data B (3.1) contained an incomplete complete clause that Marco said when asked by Mrs Kristin at the beginning of the learning process. The clause is elliptic because the subject does not follow behind/in front of it. The meaning of the clause *belum datang* is that (Mrs. Diana) hasn't arrived yet. Data B (3.2) contained a verbal clause of *mencuci piring* that Marco said when Mrs Kristin asked to answer the pictures provided. Washing dishes include a verbal clause because it shows the act of washing dishes. Based on data B (3.1) and B (3.2), it can be observed that to produce expressive abilities is done by using media images/writings to focus on paying attention. Also, focus on eye contact between teacher and child.

C. Language Units Produced by a Child with Autism of Year Two

The form of language unit for children with autism class 2 is taken from a child named Lucky Dwi Zaki Mubarak, male, age ten years. Lucky studied accompanied by Ms Erny Kadarwati, S.Pd and Mrs Wulan Utami, S.Pd.

1. Language Units of Word

Lucky in the learning process in the classroom can speak the form of language units in the form of words. The form of language units produced by Lucky from expressive abilities is described and analyzed as follows.

TABLE VIII. THE DATA OF LANGUAGE PRODUCED BY LUCKY IN THE FORM OF WORDS

Data C (1.1)		
Bu Erni	:	Kalau di kota? Ada apa ya?
Bu Wulan	:	Ada?
Lucky	:	<i>Rumah.</i>

Data C (1.2)		
Bu Erni	:	Saat libur kerja ayah selalu menemani. Tomy dan ibu berjalan-jalan. Mereka berkeliling kota naik becak. Iya, siapa yang pernah naik becak ya?
Lucky	:	Saya.
Galih	:	Saya.
Data C (1.3)		
Bu Erni	:	Besok hari Jumat anak-anak pakai baju?
Lucky	:	Olahraga.
Bu Erni	:	Olahraga pinter. Besok olahraga senam. Ya, ada instruksinya. Anak-anak harus nurut di lapangan. Tidak lari-lari sendiri. Vanessa.
Vanessa	:	Apa?
Bu Erni	:	Kalau di lapangan tidak lari-lari. Galih juga ya.
Galih	:	Ya.
Bu Erni	:	Rafa juga ya. Senam yang bagus. Meniru. Tirukan. Biar badan kita jadi?
Lucky	:	Sehat.
Galih	:	Sehat.
Bu Erni	:	Anak-anak mau?
Bareng-bareng	:	Mau.
Data C (1.4)		
Bu Wulan	:	Kewan opo ning deso? sak liyane sapi karo pitik?
Lucky	:	Wedus.
Bu Wulan	:	Wedus, weh piye yo gambar wedus yo. Bu erni bisa gambar wedus gak Bu Erni?
Bu Erni	:	Wah.
Bu Erni Bu Wulan	:	Wedus kie pie ya.
Bu Wulan	:	Bu wulan kok ora iso gambar wedus yo.
Lucky	:	Wedus
Bu Wulan	:	Pie ya Luk ya?
Bu Erni	:	Telinganya agak lebar ya.
Lucky	:	Iya.
Bu Wulan	:	Telinganya ya. Sikil'e ono piro Luk ?
Lucky	:	Papat

Data C (1.1) contains a noun *rumah* spoken by Lucky when answering Mrs Erni and Mrs Wulan's questions about urban areas. Data C (1.2) begins with Ms Erni by reading a text about holidays with family. Data C (1.2) has a pronoun of *saya* pronounced by Lucky when asked by Mrs Erni. In data C (1.3), there is a dialogue between the child and Mrs Erni when the lesson is over. Mrs Erni reminded the children for the next day there was gymnastics. Mrs Erni also reminded children to take part in exercise so that the body feels healthy. In the data dialogue C (1.3) there is a word adjective *sehat* spoken by Lucky in response to Mrs Erni's question. Data C (1.4) occurs when learning Javanese. At first, Mrs Wulan gave an overview of the things in the village through pictures that had been painted on the board. After that, Mrs Wulan asked the children what was in the village other than what had been drawn on the board. Finally Lucky was able to answer *wedus* besides what Erni had drawn on the board. There was a dialogue, and a number word of *papat* was said by Lucky appeared. Based on data C (1.1) to C (1.4), it can be observed that to produce expressive abilities is done by using the focus of eye contact between teacher and child.

2. Language Units of Phrase

Lucky in the learning process in the classroom can speak the form of language units in the form of phrases. The form of language units produced by Lucky from expressive abilities is described and analyzed as follows.

TABLE IX. THE DATA OF LANGUAGE PRODUCED BY LUCKY IN THE FORM OF PHRASES

Data C (2.1)		
Bu Erni	:	Hari ini belajar apa?
Galih	:	Belajar..
Lucky	:	Belajar naik puncak gunung.
Bu Wulan	:	Belajar?
Bu Erni	:	Belajar pergi bersama keluarga jalan-jalan naik?
Lucky	:	Jalan-jalan. Naik. Naik becak.
Bu Erni	:	Kemana? Keliling kota.
Lucky	:	Keliling kota.
Data C (2.2)		
Bu Erni	:	Ya, ada apalagi ya? Di kota ya. Kantor banyak sekali. Ada bank.
Bu Wulan	:	Ada banyak toko.
Bu Erni	:	Ada banyak toko-toko.

Lucky	:	Toko mas.
Bu Erni	:	Toko mas kata Lucky. Ada banyak apa di kota?
Adrian	:	Toko

Based on data C (2.1) and data C (2.2), there are noun phrases of *keliling kota* and *toko mas* that Lucky produced. Data C (2.1) occurred when Mrs Erni evaluated learning on that day through question and answer with children, so Lucky responded with the form of language units in the form of noun phrase *keliling kota*. Data C (2.2) there is a phrase *toko mas* that Lucky said during the learning process about urban content. Based on data C (2.1) and C (2.2), it can be observed that to produce expressive abilities is done by using the focus of teacher-child eye contact and giving a repetition of words.

3. Language units of Clause

Lucky in the learning process in the classroom can speak the form of language units in the form of clauses. The form of language units produced by Lucky from expressive abilities is described and analyzed as follows.

TABLE X. THE DATA OF LANGUAGE PRODUCED BY LUCKY IN THE FORM OF CLAUSES

Data C (3.1)		
Bu Erni	:	Adrian pernah naik becak belum?
Adrian	:	Belum.
Bu Erni	:	Waduh, belum pernah naik becak.
Lucky	:	<i>Naik motor.</i>
Bu Erni	:	Naik motor ya ini ya.
Data C (3.2)		
Bu Wulan	:	Mendengarkan Bu Erni!
Lucky	:	<i>Saya mau.</i>
Bu Wulan	:	Dengarkan!
Bu Erni	:	Tangannya dilipat. Tirukan!
Bu Wulan	:	Tirukan yuk!
Bu Erni	:	Becak.
Lucky	:	Becak.
Adrian	:	Becak.

In data C (3.1) there is a complete clause of *naik motor* that Lucky said when Mrs Wulan asked that she had ridden a rickshaw to Adrian at the beginning of the learning process. The clause of *naik motor* is an ellipsis process because the subject does not follow behind/in front of it. The meaning of the clause of *naik motor* is that (Adrian) rided a motorcycle. *Saya mau* in C (3.2) is also included as complete clause. Data C (3.2) occurs when Lucky's friend Adrian is not focused on learning so Bu Wulan orders to listen. The order from Mrs. Wulan was responded by Lucky with the answer *saya mau*. Based on data C (3.1) and C (3.2), it can be observed that to produce expressive abilities is done by using the focus of teacher-child eye contact and giving a repetition of words.

4. Language Units of Sentence

Lucky in the learning process in the classroom can speak the form of language units in the form of sentences. The form of language units produced by Lucky from expressive abilities are described and analyzed as follows.

TABLE XI. THE DATA OF LANGUAGE PRODUCED BY LUCKY IN THE FORM OF SENTENCES

Data C (4.1)		
Bu Wulan	:	Apa itu musholla?
Bu Erni	:	Tempat apa?
Lucky	:	Sholat.
Bu Wulan	:	Owh... tempat sholat.
Bu Erni	:	Allahu Akbar. Musholla itu tempat sholat. Coba Lucky buat kalimat dengan kata musholla. Gimana ada kata-kata mushollanya. Buat kalimatnya yuk!
Lucky	:	<i>Musholla adalah tempat untuk agama islam.</i>
Bu Wulan	:	Tempat ibadah.
Bu Erni	:	Musholla..
Lucky	:	Tempat ibadah.
Bu Wulan	:	Ulangi.
Lucky	:	<i>Musholla adalah tempat beribadah umat islam.</i>
Bu Erni	:	Yak oke pintar. Bisa juga aku sholat di musholla ya..
Lucky	:	Iya.
Data C (4.2)		
Bu Erni	:	Naik apa?
Adrian	:	Naik becak.
Bu Erni	:	Seperti ini nih becak. Lucky buat kalimat dengan kata becak. Ayo bisa tidak?

Bu Wulan	:	Gimana Luk?
Bu Erni	:	Gampang lho, becak itu kan buat dinaikin.
Bu Wulan	:	Lucky naik..
Lucky	:	Lucky berangkat sekolah naik becak.
Bu Erni dan Bu Wulan	:	Owh pintar. Hebat.

Based on data C (4.1) to C (4.2), there is a form of language units in the form of statement sentences. Data C (4.1) originated from all children and teachers walked around the school, passing *musholla* (praying room). After starting the lesson, Mrs Wulan and Mrs Erni asked little questions and talked about discussing trips around the school. When asked about the prayer room, Lucky finally asked to make a sentence with the word *musholla*. Data C (4.1) was said by Lucky when asked to make a sentence from the word *musholla*. The sentence of *musholla adalah tempat untuk agama islam* and the sentence of *musholla adalah tempat beribadah umat Islam*, including in the statement. Data C (4.2) begins with Mrs Erni reading a text about the streets around the city in a pedicab. Eventually, there was a dialogue about who had ridden a rickshaw. Data C (4.2) is in the form of a language unit in the form of *Lucky berangkat Sekolah naik becak* that Lucky said when asked by Mrs Erni to make a sentence. Based on data C (4.1) and C (4.2), it can be observed that to produce expressive abilities is done by using the focus of teacher-child eye contact.

Usman (2015: 16-27) describes the acquisition of the syntax of a four-year-old child. By focusing the study on declarative, interrogative, imperative, and objective sentences and using a descriptive qualitative approach with recording techniques. The results of the analysis showed that the syntax of declarative sentences was 11 forms (48%), six forms interactively (26%), 5 form imperatives (22%), and 1 form interrogative (4%). The language acquisition category at the syntactic level is quite good because of the minimal deviation from the form of speech produced. The results of the study prove that the utterances of children dominate emotionally in the form of declarative sentences.

Usman's research compared to this study has similarities and differences. The two equations from research data sources used by both children. The difference is if Usman's research sources are used from normal children as young as four years old, while this study is the source of research chosen is autism children at elementary school in Surakarta State SLB. Besides that, the object of research used is also different. The object of Usman's research is declarative, interrogative, imperative, and objective sentences. The object of this research is the expressive ability of children with autism during the learning process in Surakarta State SLB.

Research on autism children was studied by Duli (2015: 311-321) who discussed the nonverbal communication of autistic children in the SLB Pembina Province of East Kalimantan in Samarinda City. From the results obtained it can be concluded that children with autism are children who have developmental disorders that can show nonverbal behavior that varies, ranging from the use of facial expressions, eye contact, body movements and *haptika* (touch) well to show his feelings. Behavior that children show autism is a form of a sense of desire to interact with people. Based on the results of the study, the Duli study wanted to suggest that between autistic children and normal children both need attention.

Regarding children with autism as the source of research is the similarity of Duli's research with this study. Another similarity in the Duli study with this research is the collection of data that is equally taken in SLB but different locations. The difference between Duli's research and this research is the object of research. The object of Duli's research is nonverbal communication of children with autism, while the object of this research is the speech process of the expressive abilities of autistic children in the learning process.

V. CONCLUSION

The results of this study indicate that the form of language units produced by autistic children from expressive abilities are words, phrases, clauses, and sentences. The form of language units in the form of words include nouns, verbs, adjectives, pronouns, number words. Forms of language units in the form of phrases include noun phrases, verbal phrases, number phrases, descriptive phrases. The form of language units in the form of clauses include complete clauses and incomplete clauses. The form of language units in the form of sentences include declarative, imperative, and interrogative sentences. The form of language units produced by autistic children from expressive abilities in the learning process at each grade level shows differences. Children in Year 6 and 2 have words, phrases, clauses and sentences, while in Year 1 has words, phrases, and clauses. This shows that the level of the class affects the form of language units produced by children with autism in the learning process in the classroom.

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