

Repetition as Lexical Aspect of Autism Therapist in Speech Therapy Process

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Abstract— Repetition as one of lexical aspect is a repetition of lingual units such as sounds, syllables, words, or part of words that are considered important to give pressure in an appropriate context. Speech therapy process was used by autism therapist to give some treatment to the autism child so they can interact with the environment properly and do not have the psychosocial disorder. The aim of this research was to point out the kinds and the function of repetition as one of lexical aspect used by autism therapist in the speech therapy process. This research was a descriptive qualitative design. This research was located in Inclusive school center for holistic autism and hyperactive therapy Kembang Mekar Jombang. The source of data in this research was the dialogue between autism therapist and autism child in the speech therapy process, and the form of the data was the utterances which contain kinds of repetition. The data were collected through interview and observation with recording than it was transcribed to make easily analyzed. The result of this research showed that the kinds of repetition as one of a lexical aspect of autism therapist in the speech therapy process were Epizeuksis, Anaphora, Epistrofa, Mesodiplosis, Anadiplosis and Full repetition. Meanwhile, the function of repetition itself was to give pressure in an appropriate context.

Keywords— *repetition; lexical aspect; autism therapist; speech therapy*

I. INTRODUCTION

Autism describes a group of neurodevelopmental conditions in which the individuals face challenges with social engagement and age-appropriate play and fail to develop appropriate peer relationships according to their developmental level. Autism is a developmental disorder of communication, social interaction, and behavior. Developmental disorders can be detected before three years old. In general, autism children with communication disorders obstacles in language use and specifically characterized by communication deficits. The symptoms in autism children can be known after the child is born, and the development was abnormal.

Autism is a developmental disorder affects the ability of children to interact or communicate the need to be handled at an early stage. Communication disorders in autism children can be overcome, among others through speech therapy process (Priyatna, 2010:39). Autism disorder constitutes a broad group of disorder characterized among other things by disordered communication at individual language level with a significant predominance of communication pragmatics disorders. There are three general characteristics of autism which called by the triad of impairment, namely difficulties in socializing, imagining or behaving, verbal

and nonverbal communication (Prasetyoningsih, 2014). For examples, the difficulty of understanding body movements, face expressions, and difficulties of understanding when to start or to end the conversation.

Children with autism need therapy to build up better condition. Therapy for autism children who gets communication disorders has a goal to reduce communication problems, improve the ability and development of learning in term of language acquisition and help them to socialize and adapt to the environment. When doing therapy, a therapist can provoke good communication from an autism child for clinical examination (Cummings, 2010: 29). Autism children are unable to arrange language communication or action according to their partner knowledge. That's the way a therapist can provide stimulus so that autism children can give a good response in the speech therapy process.

II. LITERATURE REVIEW

A. Lexical Aspect

Discourse coherence, besides being supported by grammatical aspects, is also supported by lexical aspects. Lexical cohesion is a relationship between elements in semantic discourse. To produce a discourse, speaker or writer can choose the words which accordance the intended discourse. Lexical aspect in discourse can be divided into six types, namely repetition, synonymy, collocation, hyponym, antonym and equivalence (Sumarlam, 2013: 55).

Discourse is basically an understanding of the text needed by the language community in communication with complete information. Discourse must be considered in terms of coherent (information), while its cohesiveness is considered from the provisions of the supporting elements. Sobur (2009: 10) defines discourse as the ability to progress in orderly and proper sequences and communication of thoughts, both oral and written. Kushartanti (2005: 96) says the lexical aspect is a semantic relationship between elements forming discourse by using lexical elements or words. Lexical aspects can be manifested by reiteration and collocation. Reiteration is the repetition of words in the next sentence to emphasize that words are the focus of the conversation.

B. Repetition

Repetition is one of lexical aspect is the repetition of lingual units such as sounds, syllables, words, or part of words that are considered important to give pressure in an appropriate context (Sumarlam, 2013; 56). In line with Keraf (1988: 127), repetition is sound repetition, syllables, or parts of a sentence that are considered important to put pressure in an appropriate context. Meanwhile, repetition is a repetition of words as confirmation (Kosasih, 2008).

There are three forms of repetition, namely repetition in the form of words, phrases, and clauses (Keraf, 1988:127) and based on lingual units clauses or sentences, repetition can be divided into nine types those are, *epizeuksis* repetition, *tautotes* repetition, anaphora repetition, *epistrofa* repetition, *simplek* repetition, *mesodiplosis* repetition, *epanalepsis* repetition, *anadiplosis* repetition, and full repetition (Sumarlam, 2013: 56). Keraf (1988:128) argues because the repetitive value in orator is considered high, the orator creates a variety of repetitions which in principle are based on the words are repeated in rows, clauses or sentences.

Epizeuksis repetition is a direct repetition, which is emphasized words or those that are important are repeated several times in a row, Tautotes repetition is a repetition of a word over and over in a construction, Anafora repetition reveals the language of repetition in the form of repetition of the first word on each line or every sentence, Epistrofa repetition is a repetition language in the form of repetition of words or phrases at the end of a row or sequential sentence, Simplek are repetitions in the form of repetition of words at the beginning and end of several consecutive lines or sentences, Mesodiplosis repetitions are repetitions in the form of repetitive words or phrases in the middle of a row or several consecutive sentences, Epanalepsis is a repetition in the form of repetition of the first word from the row clause or the sentence becomes the last, Anadiplosis is a repetition where the last word or phrase of a clause or sentence becomes the first word or phrase of the next clause or sentence and Full repetition is a Repetition of lingual units (word or phrase) in full or extinct.

The function of repetition is to emphasize and emphasize in an appropriate context. The repetitive function is taken from the definition of repetition itself, namely the notion of repetition according to Keraf (1988: 127) which expresses the repetition in the form of sound repetition, syllables, or parts of sentences that are considered important to put pressure in an appropriate context.

TABLE I. KINDS OF REPETITION

No	Kinds of Repetition	Examples
1.	Epizeuksis Repetition	Repetition of important words in several times Berdoalah <i>selagi</i> ada kesempatan, <i>selagi</i> diberi umur panjang
2.	Tautotes Repetition	Repetition of a word several times to make it clear Aku sangat <i>mempercayai</i> kamu, kamu pun sangat <i>mempercayai</i> aku.
3.	Anaphora Repetition	Repetition of the first word or phrase in the next line / sentence <i>Bukan</i> wajahmu. <i>Bukan</i> senyumanmu.

No	Kinds of Repetition	Examples
4.	Epistrofa Repetition	Repetition of word or phrase in the last line / sentence in a row Semua <i>karena kamu</i> . Aku <i>begini karena kamu</i> .
5.	Simploke Repetition	Repetition of word or phrase in the first and the last line / sentence <i>Kamu bilang tidak mau, biar in.</i> <i>Kamu bilang tidak pengertian, biar in.</i>
6.	Mesodiplosis Repetition	Repetition of lingual unit (word or phrase) in the middle of line / sentence in a row Para gadis <i>jangan mencuri</i> perawannya sendiri. Para pembesar <i>jangan mencuri</i> bensin.
7.	Epanalepsis Repetition	Repetition of lingual unit (the last word or phrase) is the repetition of the first word/phrase <i>Berbuat baiklah</i> kepada sesame selagi bias <i>berbuat baik</i> .
8.	Anadiplosis Repetition	Repetition of the last word/phrase of the first sentence becomes the first word/phrase in the next sentence Usaha disertai <i>doa</i> . <i>Doa</i> berarti <i>harapan</i> . <i>Harapan</i> adalah perjuangan. <i>Indonesia Raya merdeka merdeka</i> , <i>Tanahku negriku yang kucinta</i> . <i>Indonesia Raya merdeka merdeka</i> , <i>Hiduplah Indonesia Raya</i>

III. METHOD

This research was descriptive qualitative design. Descriptive research aims to describe or provide a description of a case carefully. Descriptive research is a study that provides an explanation of the symptoms under study (Jobrohim, 2001 : 32). This research was located in Inclusive school center for holistic autism and hyperactive therapy of Kembang Mekar Jombang. The source of data in this research was the dialogue between autism therapist and autism child in the speech therapy process and the form of the data was the utterances between autism therapist and autism child which contain kinds of repetition. The data were collected through interview and direct observation with recording than it was transcribed to make easily analyzed.

IV. RESULT AND DISCUSSION

This is the finding from the research,

1. Epizeuksis Repetition

T : ini lho Bu Fir punya angka berapa ini ya? Angka... ? Angka berapa Ki?

K : Satu

T : terima kasih Mbak Kiki. Coba diraba, ini angka berapa. Diraba Nak... lihat, coba diraba, diraba Kiki?

K : ah ...

Based on the example above, the utterances of the therapist to the autism child include some Epizeuksis repetition such as the word *angka* and *diraba*.

2. Anafora Repetition

a). *T : Kirana stop. Kirana tangan dilipat. Kirana...*

K : Apa Bu

From the example (2.a) it can be seen that anavora repetition here is shown by the word *Kirana*.

b). *T : Kirana duduk yang manis. Tangan dilipat.*

Tangan dilipat. Kirana...tangan dilipat

K : (melipat tangan)

Tangan dilipat from the example (2.b) is included repetition of the first phrase in the next line/sentence

3. Epistrofa Repetition

T : Iya pintar, suara apa Kik? Meong ...meong ... hengah...hengah, suara apa Kik?

K : Suara sapi.

T : Kalau meong...meong... suara apa itu?

K : Suara kucing.

T : Kalau embek...embek... suara apa itu?

K : eemm...

Lingual units *suara apa Kik* and *suara apa itu*, based on the example above is include epistrofa repetition because the repetition is in the last line or sentence in a row.

4. Mesodiplosis Repetition

Mesodiplosis is kind of repetition of lingual unit (word or phrase) in the middle of line or sentence in a row. Here are the examples of Mesodiplosis repetition.

*T : He'eh hebat...tos...tos...**tos tangan dua**... anak hebat **tos tangan dua**... ok.*

K : (melakukan tos tangan dua)

*T : Iya **ndak dengar**, coba ulangi lagi **yang keras suaranya** Bu Fir **ndak dengar** suaranya tadi, **yang keras suaranya** Kiki.*

K : (terdiam)

Based on the example above *tos tangan dua*, *ndak dengar* and *yang keras suranya*, are include in mesodiplosis repetition because of the repetition of lingual units in the middle of line or sentence and in a row.

5. Anadiplosis Repetition

*T : Belajar **sama siapa**?*

***Sama siapa** Mbak Kirana?*

K : Bu ...

*T : Gimana tangannya kalua **berdoa**?*

***Berdoa** sebelum belajar*

K : (mengangkat tangannya)

The lingual unit *sama siapa* and *berdoa*, are include the example of Anadiplosis repetition because Anadiplosis repetition is the last word/phrase of the first sentence becomes the first word/phrase in the next sentence.

6. Full Repetition

Full Repetition is a repetition of lingual units (word or phrase) in full or extinct in the sentences. Here are the finding related full repetition.

*T : **Kirana apa ini? Kirana apa ini?** Kirana... **Kirana apa ini?***

K : (melihat tangan)

*T : **Kirana pegang mata, Kirana pegang mata,** Kirana ... **Kirana pegang mata, pegang mata***

K : (memegang matanya).

The lingual unit *Kirana apa ini* and *Kirana pegang mata*, are includes in full repetition.

Here are the finding and also distribution of each kind of repetition in this research.

TABLE II. FINDING KINDS OF REPETITION

No	Kinds of Repetition	Findings
1.	Epizeuksis Repetition	Kirana, A, tos, apa ini, bagaimana rasanya, diraba, dilihat, angka, hengah, embek, meong.
2.	Anafora Repetition	Apa kabar, he'eh pinter, stop, tangan dilipat, mana suaranya, ini angka satu, coba diambil. Kirana
3.	Epistrofa Repetition	Pegang rambut, pegang pipi, kepala, angka, suara apa itu

No	Kinds of Repetition	Findings
4.	Mesodiplosis Repetition	Tos tangan dua, gimana kalau merapikan, ndak dengar
5.	Anadiplosis Repetition	Sama siapa, berdoa, sama Bu Fir, apa ini, diambil, Kirana apa ini, Kirana pegang mata
6.	Full Repetition	Kirana pegang kepala, Kirana apa ini, tangan dilipat, Kirana pegang mata, siapa nama ayahmu, siapa nama Bundamu, dimana rumahmu, apa ini namanya, bagaimana rasanya, halus Bu, Kirana sudah ndak takut ya, embek suara apa kiki.

V. CONCLUSION

The result of this research showed that the kinds of repetition as one of a lexical aspect of autism therapist in the speech therapy process are Epizeuksis, Anaphora, Epistrofa, Mesodiplosis, Anadiplosis and Full repetition. The most dominant repetition in this research is full repetition. Meanwhile, the function of repetition itself was to give pressure in an appropriate context.

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