

CHAPTER I

INTRODUCTION

1.1 Background of the Study

People with disorders or special needs such as mental retardation have different development of intelligence compared to normal people. They are always treated discriminatively. In the past, mental retardation was called with a terrible term such as 'idiot' which means a person who does not take part in public life (Penrose, 1966, in Patton&Payne, 1981, p. 31). Scheerenberger (1983, in Barlow&Durand, 2005, p. 507) explained that during the history, they have been receiving the most shameful treatment. They are mocked frequently by normal people. Moreover, many parents are actually also ashamed to have mentally retarded children. They often get physical abuse from their parents then they will be abandoned because the parents are frustrated.

In spite of the negative stereotypes that society gives to them or the discriminative treatments they receive, mentally retarded people actually still have learning capabilities. In Indonesia, it is still an unusual phenomenon for normal people to face them. Thus, it is needed for researchers to conduct further studies about them. It is because people mostly do not aware that mentally retarded people also share similar things like normal people such as social, emotional and physical (Rahardja&Sujarwanto, 2010, p. 51).

Luckasson et al (1992, in Barlow&Durand, 2005, p. 507) stated that mental retardation is a disorder that happens in childhood. It has been argued that mental

retardation is also known in other terms such as *intellectual disabilities*, *cognitive impairment*, and *developmental disabilities* (Smith, 2003, in Rahardja&Sujarwanto, 2010, p. 45). Mental retardation has four categories: mild (have an IQ score between 50 and 70), moderate (have an IQ score between 35 – 50), severe (have an IQ score between 20 and 35), and profound (have an IQ score fewer than 20) (Nolen-Hoeksema, 2004, p. 461). It can be seen that the different severity level will have a different ability level, where mental retardation with mild category have ability most fluently in speaking and writing as communication skills than others. Drew&Hardman (2004, in Rahardja&Sujarwanto, 2010, p. 52) also explain that generally more severe level of mental retardation indicates that they have less memory capacity.

Mentally retarded people usually have lower intelligence compared to normal people which also means that they also have trouble in communication. Speaking and writing are two ways of communication which are mostly used by people to communicate. In both ways people will use the cohesion devices. Halliday and Hasan (1976) defined that cohesion is a relation between the meaning of the text and the text itself semantically. There are two types of cohesion: grammatical and lexical cohesion.

In addition, dealing with cohesion and mental retardation, there are already several studies which use cohesion and mental retardation as the topic and subject. One of them was conducted by Solichin (2010). He disclosed what types and which types of lexical cohesion devices which are mostly used in the narrative writing in hearing impairment. Another study was done by Setyawati (2011). She

described about the use of grammatical cohesion in narrative text which are most frequently used by mentally retarded students. Pierce and Bartolucci (1977) also compared the syntax which is used by verbal autism, mental retardation, and normal children. Furthermore, Pruthi (2007) described and compared the language development between normal and mentally retarded children with different patterns of language acquisition.

The writer is interested to accomplish other aspects from this study. In this study, the writer conducts further research on the use of lexical cohesion devices focusing on mentally retarded students in their speech. It is mentioned previously that the writer finds a study that conducted grammatical cohesion in mild mentally retarded students; thus the writer chooses the second type of cohesion devices, lexical cohesion, as the topic of this study. The writer found that it is still limited to discourse especially in lexical cohesion that is analysed in mental retardation students. The writer considers that analysing their speech capability is necessary. In this study, the writer focuses on their narrative speech. Sellnow et al (2010, p. 50) describe that narrative speech is telling a story that entertains the audiences. Besides, it is important to analyse students of junior high school as teenagers because most researchers tend to analyse children than teenagers. Thus, it is still limited to find study which is focused on teenagers as the subject.

Miller (1974, in Mercer, 1983, p. 220) explains the age of adolescence in a chronological age span (between 12 to 15 years is early adolescence, 15 to 18 is middle adolescence, and 18 to 22 is late adolescence). The writer aims to analyse the mentally retarded teenagers in junior high school; the junior high school age is

considered as a proper age of teenager (early adolescence). The participants of the study are junior high school students in Galuh Handayani Inclusive School. Those are including two boys and two girls. The writer presumes that the lexical cohesion devices will occur in their speech production. Using a qualitative approach, she wants to prove her consideration and reveal it. By conducting this study in their school, it will be more comfortable for them because they are in the closest area in their daily life.

1.2 Research Questions

Mentally retarded students are totally different from normal students in that they have lacked in their intelligence development. Related to the phenomenon above in the background, it is needed to identify them further in linguistic areas. In this research the writer wants to know the lexical cohesion devices production in their speech. Based on the explanation, the research questions of the study are:

1. Which types of lexical cohesion devices are used in narrative speech produced by mentally retarded students?
2. What is the type of the lexical cohesion devices which is mostly used by mentally retarded students in their speech?

1.3 Objective of the Study

The aim of the writer is to find out about the use of lexical cohesion devices of mentally retarded students in the mild category which are produced in the speech of the junior high school students at Galuh Handayani Inclusive School Surabaya.

1.4 Significance of the Study

Related to the aim of this study which is to analyse the lexical cohesion devices of mentally retarded students in their speech production, the writer expects that this study theoretically gives contribution in linguistics fields such as psycholinguistics and discourse analysis in the language development of mentally disorder. Practically, this study can also be a reference for other researchers who will be interested in the same topic and subject with this study. In this study there is information about what the problems are and the mistakes of *using vocabularies* of their speech. By recognising that, this study is expected to help people around mentally retarded students, especially parents and teachers to understand their language development particularly in producing a narrative text and using the lexical cohesion devices in their speech ability. Thus, the parents will comprehend or recognise the characteristics of their mentally retarded sons or daughters.

1.5 Definitions of Key Terms

In this part, the writer presents the definition of the words which are related to the title of the study.

Mental retardation : Mental retardation is also known in other terms such as intellectual disabilities, cognitive impairment and developmental disabilities (Rahardja&Sujarwanto, 2010). Luckasson et al (1992, in Barlow&Durand, 2005, p. 507) state that mental retardation is a disorder that happens in childhood.

- Mild Retardation** : One of mental retardation category that have scores between 50 and 70 in IQ test. Patton&Payne (1981, p. 120) state that mildly retarded individuals demonstrate adaptive behavior and intellectual functioning which deviates only slightly from the normal range.
- Cohesion** : Cohesion is a relation between the meaning of the text and the text itself semantically (Halliday and Hasan). There are two types of cohesion, grammatical and lexical cohesion.
- Lexical cohesion** : The lexical cohesion is the semantic relation which is realised in a lexical system (Halliday and Hasan, 1976). There are two forms of the lexical cohesion devices: reiteration and collocation.
- Narrative Speech** : Narrative speech is telling a story that entertains the audiences, and it is a good way to try out the speech-planning that have been learnt (Sellnow et al, 2010, p. 50).