

## ABSTRACT

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Vision is one of the vital sensory organs for human being. The absence of vision may influence the process of language acquisition that corresponds to the delay in acquisition. This study tried to observe the verbalism used by a ten-year-old Indonesian child with congenital blindness. Verbalism is the use of abstract concepts not apprehended by concrete experiences. In this study, there were three techniques used to obtain the data. Those are word association test, retelling story task, and interview. During the tasks, all of the responses are audiotaped because it is also important to measure the length of the pauses occurred. The entire tasks are given to know whether the blind child can use the visual words and explain on how he can produce it, together with analyzing the difficulty in producing the words through the occurrence of pause. The results showed that the blind child used the words with visual nature and he had difficulty and disability in producing certain words. The child was not able to describe a big object holistically such as house and ship. The child was also unable to associate the color of black, to describe the visual appearance, and to differ between white and bright. Especially, if it is related to the color gradation of white and culture, e.g. Chinese people have brighter skin than the Javanese. However, the blind child has several techniques to acquire the visual words. He relies more on his auditory and tactual exploration and perception. It is very helpful because the auditory perception is more important in language learning and acquisition than the visual perception. The difficulty and limitation are not merely because of the blindness. It also depends on how people treat him and involve him in the daily life. The more the child is exposed to the visual words, the more vocabulary and concepts are acquired. Therefore, the blind child still has an opportunity to compensate the sighted language. The further knowledge and education will ease the difficulty and the disability to use the visual words.

**Keywords: Verbalism, Blind Child Language, Language Disorder, Language Acquisition, Speech Disfluency.**