THE PHRASES' AND SENTENCES' WORD ORDERS OF AUTISTIC STUDENTS AT *YPPA PADANG*

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Abstrak

Tujuan penelitian ini adalah (1) mendeskripsikan bentuk frasa yang diujarkan siswa-siswa autis di *YPPA Padang,* (2) mendeskripsikan susunan kata dalam kalimat yang diujarkan siswa-siswa tersebut, (3) mendeskripsikan perbedaan perkembangan bahasa siswa-siswa tersebut dengan anak normal berdasarkan umur. Data penelitian ini adalah kata dan kalimat yang diujarkan siswa-siswa tersebut. Sumber data penelitian ini adalah lima orang siswa autis yang bersekolah di *YPPA Padang.* Data dikumpulkan dengan menggunakan metode simak dan teknik rekam langsung saat jam belajar berlangsung. Temuan penelitian ini yaitu (1) susunan frasa mereka sudah beraturan dengan bentuk frasa satu kata yang mendominasi, (2) susunan kalimat mereka pada umumnya berpola *S-V-O* dan formal karena data diambil saat mereka belajar, (3) perkembangan bahasa anak autis tidak sejalan dengan perkembangan umur mereka serta terdapat beberapa perbedaan antara perkembangan bahasa anak autis dengan anak normal.

Key words: autistic students, word orders, *YPPA Padang.*

A. Introduction

Human language development is followed by psychological development. Therefore, the study of human language development is related to the study of psychological side of human itself. The study of both language dicipline and psychology dicipline is known as psycholinguistics study. According to Rosa (2008: 115), the focus of psycholinguistics is the processes by which human aqcuire and use language. It means that psycholinguistics not only concerns on how psychological factors affect the use of language, but it also includes the study about the role of memory, concepts, and other processes in language use. Indeed, psycholinguistics is the study of how individuals comprehend, produce and acquire language and it focuses on the relationship between language and mind.

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One of the characteristics of human and language is dynamic; it means that they develop time by time. Normally, the human language development is parallel with his/her age's development. According to Piaget in Syawal (2012), human language development can be classified into (1) Pralinguistic stage (birth-1,0), at this stage babies start to communicate by crying and laughing. Then they develop into cooing and babbling. At 1 year old, they are able to say syllables such as "*mamama*", (2) Linguistic I (1,0-2,0), this stage also known as holophrastic stage. It means that the children produce a word as a representative for a whole sentence such as "*minum*" for "*saya mau minum*", (3) Linguistic II (2,0-3,0), the children are able to combine some words together, (4) Linguistic III (3,0-4,0), the children start to comprehend the rules of their language, (5) Linguistic IV (4,0-5,0), the children start to produce longer sentences, and the last stage (6) Linguistic V (5,0), the children are able to produce sentences grammatically. Thus, children start to communicate from their birth and they will reach their good competence about language by the age 5 years old.

In addition, Wood, Smith, and Grossniklaus (2012) state that there are four stages of cognitive development in normal children based on Piaget's theory. They are (1) Sensorimotor Stage (birth-2 years old), children start to interact with the environment and they are also able to differentiate from self and objects, (2) Preoperational Stage (2-6 or 7 years old), children begin to use symbols (words and images) to represent objects but do not reason logically. Moreover, children can classify objects as a single feature and still thinks egocentrically, (3) Concrete Operational Stage (7-11 or 12 years old), children can think logically about concrete objects and understand conversation well, and (4) Formal Operational Stage (12- adult), at this stage, adolescent become concerned with hypothetical, future and ideological problems. Therefore, the developments of language and cognitive in normal children are parallel with the development of their ages.

However, there will be some obstructions in children's language development or known as language disorders. So that not all children can follow the same stages in their language development as described before. Some language development disorders in childhood period are stuttering, aphasia (Broca's and Wernicke's aphasia), and autism. According to Coleman (1976: 531), stuttering is a speech disorder that involves repetition of speech sound. It can be caused by either psychological factor or neurological factor. Psychologically, stuttering can be caused by traumatic in childhood period such as often threatened by parents. While neurologically, it can be caused by the problem of language input in left hemisphere (Scovel, 2001: 81).

The second language disorder is aphasia. Aphasia is language disorders due to brain damage. An individual who has suffered from a brain injury may display a wide variety of reactions depend on the exact location of the brain injury and its severity. Hoff (2005: 50) states that there are two kinds of aphasia that are known as Broca's aphasia and Wernicke's aphasia. Broca's aphasia patients have difficulty to produce speech and the speech they produced is lack of grammatical structure. Whereas Wernicke's aphasia patients have no significant trouble to produce speech, but the speech they produce has no meaning at all. In other words, Broca's aphasia patients have normal comprehension but are deficient in language production while Wernicke's aphasia patients have no loss of ability

with sentence structure but have great problems in finding words or produce speech.

Another kind of language development disorders in childhood period is called autism. Different from stuttering and aphasia, autism is not just a kind of language impairment. Autism in childhood is not only characterized by the lack of language development, but it is also characterized through the lack of social interaction (Scovel, 2001: 85). Moreover, autistic children tend to repeat what is said to them rather than answer appropriately (echolalia). These disabilities make autistic children seem isolated from their environment. In short, autism is a brain disorder that typically affects a person's ability to communicate, form relationships with others, and respond appropriately to the environment.

In addition, autistic children do not follow the same language development processes as normal children. Konstantareas (in Hoff, 2005: 317) states that children with lower functioning of autism or severe level of autism do not speak or only have echolalic speech. A child with severe autism will respond to a question by repeating the question or the last word of the question. Then, Hoff (2005: 320) states that children with higher functioning of autism or mild level of autism usually acquire their language normally. However, because they lack about the social understanding of other minds that underlies human communication, they never use that language normally. Thus, level of autism –whether it is severe or mild level – affects the language development of autistic children.

According to Safaria (2005: 12), there are some significant differences of language development between normal children and autistic children. First of all, most babies say their first words with meaning by age 1 0r 1,5 years old, and if they have not done so by age 2 years, that may be the sign of abnormality. Second, most babies are able to join two different words to form a phrase or sentence by age 2 years. Inability to do so by 3 years indicates the need for medical evaluation. Third, by age 3 years, most children can speak in sentences and engage in conversation but that does not go on in autistic children because most of autistic children are lack of interest with their environment. So, autistic children have different process from normal children in their language development and most of them are not able to engage in conversation.

In conclusion, autistic children's age development is not parallel with their language development. Then, they do acquire a language but their communication competence is very low. Usually, they only speak utterances or sentences that they have heard before. It means that they do not have good competence in communication even if they were old enough to use their language appropriately because they just imitate what they have heard. As a result, even though they acquire normal vocabulary and grammar, they usually fail to use their language for communicative interaction.

Each language has its own rules on how constituents should be ordered. According to Comrie (1989: 86), word order is how the major constituents of the clause – subject, verb and object – are grouped in a particular order. There are six possible types of the word orders in human languages, namely SOV, SVO, VSO, VOS, OVS, and OSV word order. The basic word order of Indonesian language is SVO word order.

One of the language complexities is the structure of language itself. Linguistics subfield that focuses on the structure of a certain language is called

syntax. Hoff (2005: 186) says that syntax is the component of grammar that governs the ordering of words in sentences. When a child knows a language, he or she knows a system for putting words together. So that, they can produce phrases or sentences grammatically. It means that when acquiring the syntax, children have ability to produced combinations of words that they have never heard before into grammatical sentences.

The focus of syntax is both the structure of phrases and the sentences. Veit (1986: 22) states that a phrase is any grouping words that act as a constituent. It means that a phrase does not contain a finite verb and does not have a subject-predicate structure. Moreover, Rosa (2008: 59) states that a phrase may contain a single word as a head word. So, every phrase is built up from a head that determines what kind of phrase the whole thing is. There are five types of phrases:

(1) Noun Phrases, for examples: "the day, Paul, *tas baru*, and *kantor pajak*".
(2) Verb Phrases, for examples: "sleep, has gone, *menulis cerita*, and *ingin tertawa*".
(3) Adjective Phrases, for examples: "happy, black cat, *sangat jauh,* and *panjang sekali*".
(4) Adverb Phrases, for examples: "carefully, in the box, *kemarin sore,* and *jarang makan*".
(5) Prepositional phrases, for examples: "with a smile, on the road, *dari pasar,* and *kepada sahabatnya*".

Another focus of syntax is the sentence structure. According to Richards and Schmidt (2002: 491), a sentence is the largest unit of grammatical organization within which parts of speech (e.g. nouns, verbs, adverbs) and grammatical classes (e.g. word, phrase, clause) are said to function. Every sentence has two parts: a subject and a predicate. The subject part of a sentence names whom or what the sentence is about. Meanwhile, the predicate part of a sentence tells what the subject does or has. It can also tell what the subject is or is like. There are four types of sentences, they are:

(1) Declarative sentences: the speaker gives information to the hearer. For example: *"Anak itu bukan anak presiden"*.
(2) Interrogative sentences: the speaker wants information from the hearer. For example: *"Apakah mereka anak ibu Tria?"*
(3) Exclamatory sentences: the speaker wants to show his/her strong feeling to the hearer. For example: *"Alangkah cantiknya anak itu!"*
(4) Imperative sentences: the speaker wants the hearer to do something. For example: *"Jangan duduk di depan pintu!"*

Based on the explanations and theories above, this research was conducted in order to describe the word orders of phrases and sentences produced by autistic students at *YPPA Padang.* Moreover, it also was conducted in order to see what the differences of language development between autistic children and normal children based on the ages are.

B. Research Method

This research was conducted by using descriptive method. According to Selinger and Shohamy (1989: 124), descriptive design is used to specify or describe naturally phenomena without experimental manipulation. It means that a

descriptive research tries to describe, interpret and research the current problem clearly based on the accurate data.

Then, Key (1997) states that descriptive research is used to obtain information concerning status of the phenomena to describe "what exist" with respect to variable or condition in a situation. So, in the descriptive research the observation of participants is considered fundamental in revealing the best description and explanation of the problem. Therefore, by conducting this research the researcher described and explained the word order of phrases and sentences produced by autistic students at *YPPA Padang.*

The data of this research were words and sentences that were produced by five autistic students at *YPPA Padang*. The sources of data were five autistic students whose age around 5 to 12 years old and have studied there for years. The data were collected by recording the activities and conversations of autistic students directly by the researcher during their class. After the data were collected, the data were analyzed by using tree diagrams based on the grammarian Noam Chomsky.

C. Discussions

Based on the data, the phrases produced by autistic students are in the standard word orders. It seems that autistic students have no difficulties to produce all types of phrases. However, most of them are phrases contain a single word as a head word. The only problem faced by them is that they often gave answers which are far from the expected answers.

The sentences produced by autistic students at *YPPA Padang* are various. Most sentences are in the standard word orders and formal such as SVO and SV word orders. This finding can be caused by the impact of teaching process because the data were collected during the class. However, there are also a few sentences in nonstandard word orders produced by them.

1. Word Order of Phrases Produced by Autistic Students at *YPPA Padang*.
The following data are some phrases produced by autistic students at *YPPA*.

(1) T: *Raymond, siapa yang mengantar Raymon ke YPPA?*
　　　　　　Raymond, who took you to YPPA?
　　　　S$_4$: ***ke sekolah***
　　　　　AdvP/PP
　　　　　To school.
　　　　T: *Iya, siapa yang ngantar ke sekolah?*
　　　　　Right, who took you to school?
　　　　S$_4$: ***YPPA***
　　　　　　NP
　　　　　YPPA
(2) T: *Apa warna celana Thaqi?*
　　　　　　What is the color of your (thaqi) trousers?
　　　　S$_5$: ***Celana Thaqi.***
　　　　　　NP
　　　　　Thaqi's trousers.

(3) T: *Apa warna motor Cuwi?*

What is the color of Cuwi's motorcylce?

S$_5$: *Merah. **Gigit nyamuk.*** *(**digigit nyamuk**)*

VP

Red. Bitten by mosquitoes.

(4) S$_2$: ***mau beli cincin.***

VP

(I)   want to buy a ring.

(5) T: *Vito, ibu Lia gemuk atau kurus?*

Vito, is Ms. Lia fat or skinny?

S$_1$: ***kurus***

AdjP

Skinny.

T: *ibu Mimi gemuk atau kurus?*

Am I (ibu Mimi) fat or skinny?

S$_1$: ***gemuk***

AdjP

Fat.

(6) T: *Belajar apa habis ini?*

What are we going study after this?

S$_3$: ***Sampai jam 12***

AdvP/PP

Until 12 o'clock.

(7) T   : *Dimana Raymond berenang?*

Where do you swim?

S$_4$: ***di kolam renang.***

AdvP/PP

in the swimming pool.

The phrases in data above are described below:

a. Noun Phrases: *YPPA, celana Thaqi, orang jahat.*
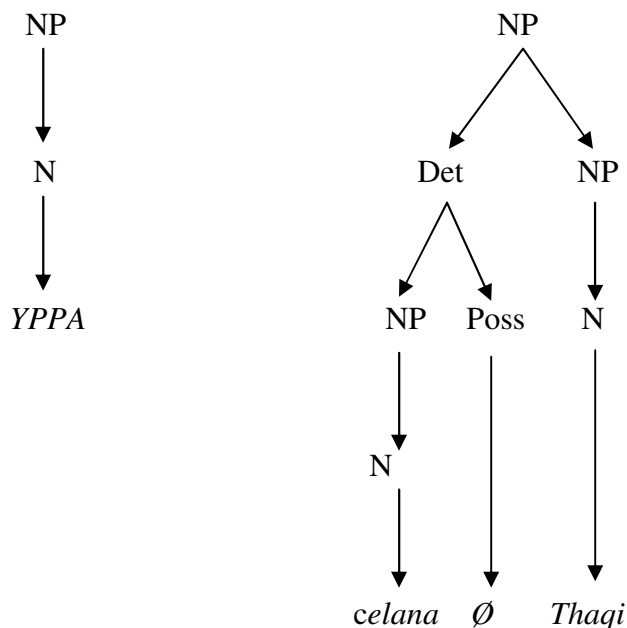
The phrases above are described by using tree diagram based on the grammarian Noam Chomsky. According to Veit (1986: 23), a single word can be a noun phrase. *YPPA* is a noun phrase contains only a noun as a head word. It refers to a word because it is an initial for the school of autistic students. It is an initial of *Yayasan Pengembangan Potensi Anak.* Thus, the head word of noun phrase *YPPA* is the word *YPPA* itself.

Then, the noun phrase *celana Thaqi* "Thaqi's trousers" actually means *celana punya Thaqi* and it shows an ownership or possessive. Since there is no significant marker of ownership or possessive in Indonesian language – such as apostrophe s ('s) in English language –, the possessive parts in tree diagram of *celana Thaqi* is Ø which means nothing. Both of *celana* and *Thaqi* are nouns but the head is the noun *Thaqi.* In short, the head words of those noun phrases are the nouns **YPPA** and **Thaqi.**

b. Verb Phrases: *gigit nyamuk (digigit nyamuk), mau beli cincin.*

VP		VP		
V	NP	V		NP
	N	Future Aux.	V	N
(di)gigit	*nyamuk*	*mau*	*beli*	*cincin*
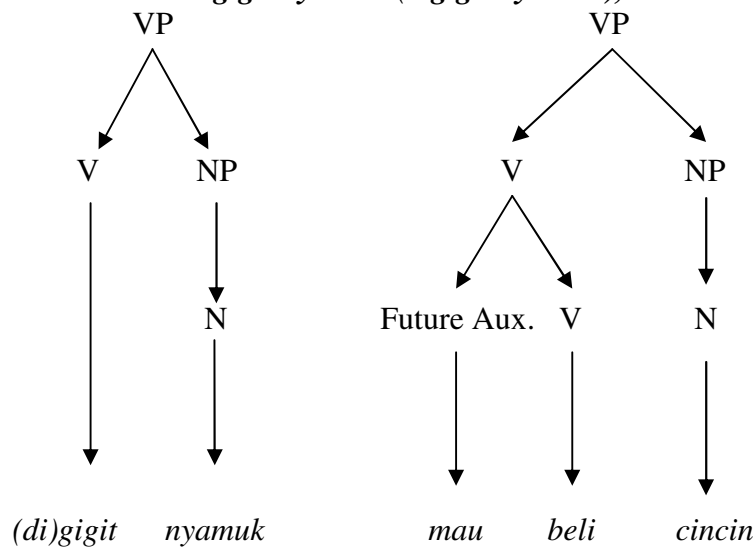
According to Veit (1986: 28), a verb phrase contains a verb, which may or may not be followed by a noun phrase. The examples above are verb phrases which are followed by a noun phrase. The verb phrase *(di)gigit nyamuk* "bitten by mosquitoes" consist of a verb *(di)gigit* "bitten" as a head word and a noun *nyamuk* "mosquitoes" as a modifier. Then, the verb phrase *mau beli cincin* "want to buy a ring" consists of an auxiliary *mau* "want", a main verb *beli* "buy" and a noun *cincin* "a ring" as a modifier. Thus, the head words of the verb phrases above are the verbs **(di)gigit** and **beli.**

c. Adjective Phrases: *kurus, gemuk.*

AdjP	AdjP
Adj	Adj
kurus	*gemuk*
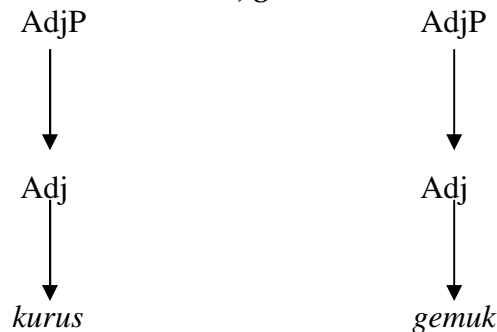
Rosa (2008: 61) states that an adjective phrase can contain only a single word or more with an adjective as a head word. Based on the description above, the adjective phrases contain only an adjective without followed by any modifier. Therefore, the single words such as *kurus* "skinny" and *gemuk* "fat" can be said as the adjective phrases with the words **kurus** and **gemuk** themselves as the head words.

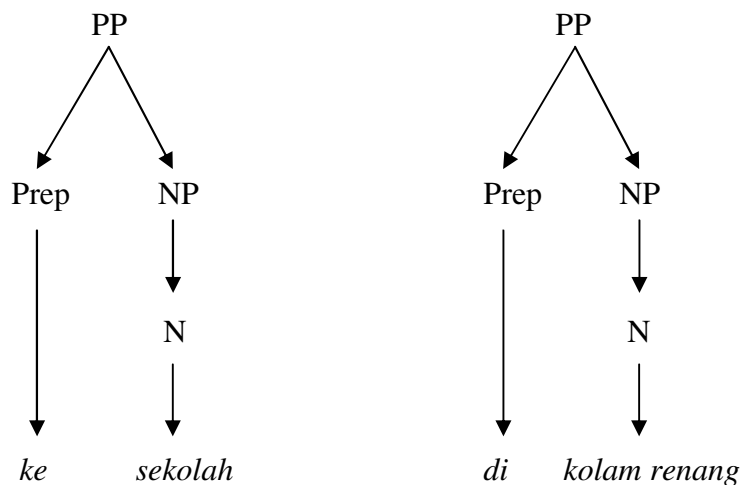**d. Adverb Phrases and Prepositional Phrases: *ke sekolah, sampai jam 12, di kolam renang.***

```
        AdvP                                    AdvP
          |                                       |
          ↓                                       ↓
         PP                                      PP
        /   \                                   /   \
       ↓     ↓                                 ↓     ↓
     Prep    NP                              Prep    NP
            /  \                                      |
           ↓    ↓                                     ↓
          N     Det                                   N
                 |
                 ↓
               Quant
          |    |    |                            |      |
          ↓    ↓    ↓                            ↓      ↓
       sampai jam  12                           di   kolam renang
```
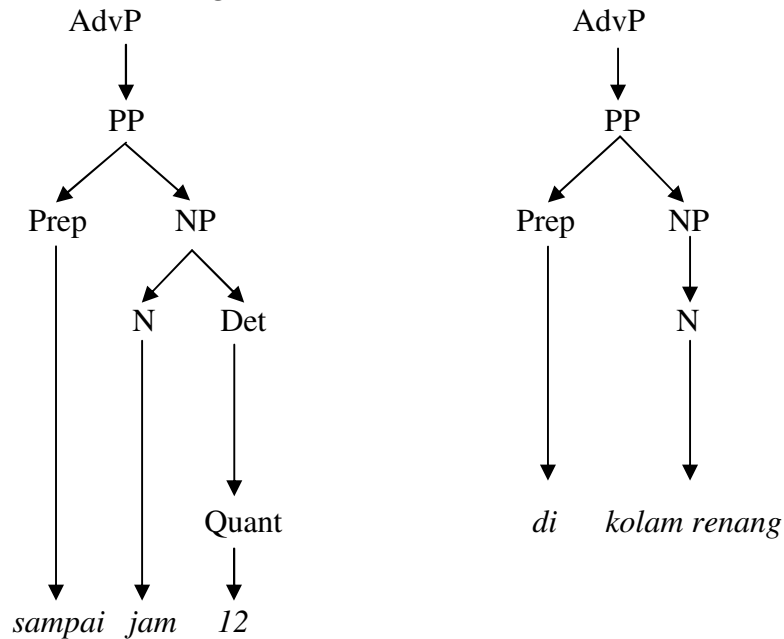
According to Veit (1986: 80), an adverb phrase can consist of an adverb or a prepositional phrase. Therefore, the adverb phrases *ke sekolah* "at school", *sampai jam 12* "until 12 o'clock", and *di kolam renang* "in the swimming pool" also can be described as prepositional phrase. A prepositional phrase is a phrase consists of a preposition followed by a noun phrase (Veit, 1986: 37). Thus, those adverb phrases also can be described as prepositional phrases below:

```
        PP                                      PP
       /  \                                    /  \
      ↓    ↓                                  ↓    ↓
    Prep   NP                               Prep   NP
           |                                        |
           ↓                                        ↓
           N                                        N
      |    |                                   |      |
      ↓    ↓                                   ↓      ↓
     ke   sekolah                             di   kolam renang
```

In short, the phrases *ke sekolah, sampai jam 12,* and *di kolam renang* are prepositional phrases which function as an adverb. Those phrases contain prepositions **ke, sampai,di** and noun phrases **jam 12, kolam renang,** and **sekolah.**

The phrases that mostly produced by autistic students are phrases which contain only a single word as can be seen in the table below.

Table 1: Word orders of phrases produced by autistic students at *YPPA Padang*

No		Types of Phrases				
		NP	VP	AdjP	AdvP	PP
1.	NP contain only N	60				
2.	NP contain Det + NP	17				
3.	NP contain NP + Adj	4				
4.	Verb phrases contain only V		10			
5.	Verb phrases contain Aux + V		3			
6.	Verb phrases contain V + NP		22			
7.	Verb phrases contain V + PP		8			
8.	Adjective phrases contain only Adj			9		
9.	Adverb phrases contain PP				36	
10.	Prepositional phrases contain Prep + NP					36
	Total	**81 NP**	**43 VP**	**9 AdjP**	**36 AdvP**	**36 PP**

Note: the phrases in Adverb phrases and Prepositional phrases belong to the same phrases in the data.

2. Word Order of Sentences Produced by Autistic Students at *YPPA Padang*.

(8) T: *Apakah itu adalah sebuah buku? (menunjuk sebuah buku).*
    Is that a book? (pointing at a book)
    S₅: *Tidak.*
    No.
    T: *Iyaaa… Apakah itu adalah sebuah buku? (menunjuk sebuah buku).*
    Yes... Is that a book? (pointing at a book)
    S₅: ***Iya, itu   adalah   sebuah buku.***
             S   V   O
    Yes, that is a book.

(9) S₅: ***Bu Elsi   YPPA sore   Thaqi***
           S   AdvP   O
    (Bu Elsi mengajar Thaqi di YPPA nanti sore)
    Ms. Elsi will teach Thaqi this afternoon at *YPPA*

(10)   S₂: ***ambil   bukunya?***
          V   O
    Should I take the book?
    T: *Tidak. Bu Nani tidak ada menyuruh ambil buku.*

No, I (bu Nani) did not tell you to take the book.

(11)　　　　S₂: ***mama　　mana?***
　　　　　　　　　　S　　　Q.word
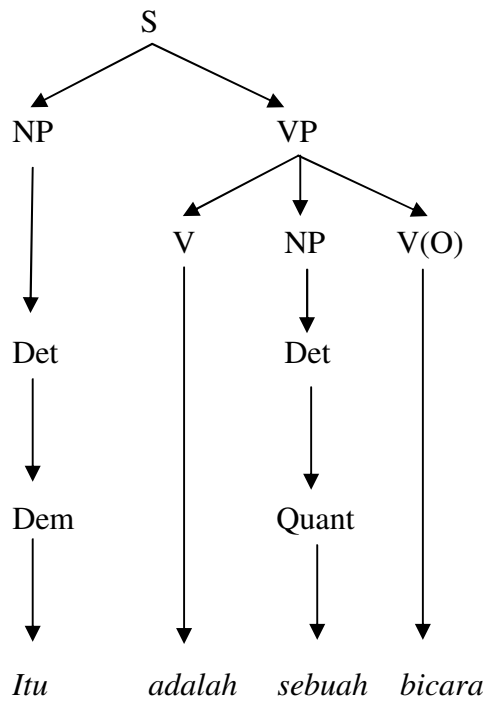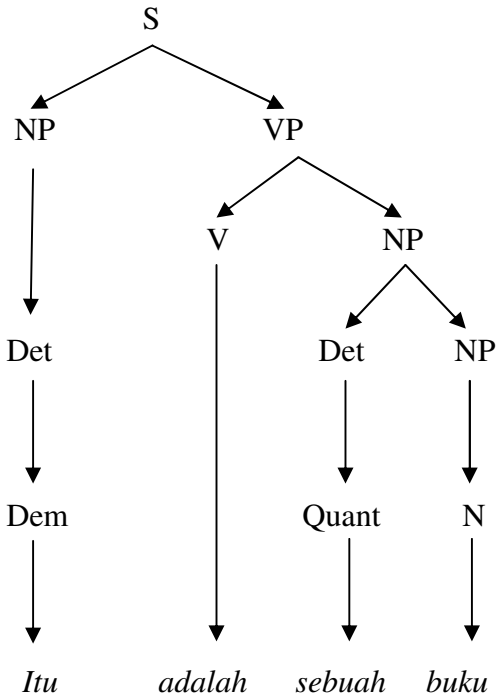　　　　　　　　Where is my mom?

(12)　　　　　　　　S₃: ***Ulang!***
　　　　　　　　　　　V
　　　　　　　　Repeat!

a. Declarative sentences: *Itu adalah sebuah buku, Itu adalah sebuah bicara.*

```
                          S
                 ┌────────┴────────┐
                NP               VP
                 │          ┌─────┴─────┐
                 │          V          NP
                 │          │     ┌─────┴─────┐
                Det         │    Det         NP
                 │          │     │           │
                Dem         │    Quant        N
                 │          │     │           │
                Itu       adalah sebuah      buku
```

```
                          S
                 ┌────────┴────────┐
                NP               VP
                 │          ┌──────┼──────┐
                 │          V     NP     V(O)
                 │          │      │       │
                Det         │     Det      │
                 │          │      │       │
                Dem         │    Quant     │
                 │          │      │       │
                Itu       adalah sebuah  bicara
```

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The tree diagrams that are used to describe the sentences are tree diagrams based on the grammarian Noam Chomsky. The utterance *itu adalah sebuah buku* has a standard word order that is S-V-O while the word order of utterance *itu adalah sebuah bicara* becomes a bit awkward because consists of two different verbs and the order becomes S-V-V(O). The subject answers *itu adalah sebuah bicara* "That is a speak" instead of *Thaqi bisa bicara* "Thaqi can speak" because the basic answer form in his concept is "*itu adalah sebuah....*". That is why the word *bicara* which actually refers to a verb becomes an object in utterance *itu adalah sebuah bicara* just like the object *buku* in utterance *itu adalah sebuah buku*. Therefore, the examples show that the subject just memorizes the language and does not comprehend the language.

b. Interrogative Sentences

According to Veit (1986: 172), the basic pattern of an interrogative sentence in English is preceded by a question words or an auxiliary and followed by a verb and a subject. While in Indonesian language, the question words in interrogative sentences must not always at the beginning of the sentence. They can be placed in the beginning, in the middle, or in the end of an interrogative sentence. For example is the interrogative sentence *mama mana?* "Where is my mom?" which is begun with the subject *mama* and the question word *mana* is placed at the end of the sentence.

Moreover, there are also some interrogative sentences that have no question word. For example is the interrogative sentence *ambil bukunya?* "Should I take the book?". The only marker to say the sentence as an interrogative sentence is through the intonations (raising or falling intonation). Thus, interrogative sentences in Indonesian language are shown not only by the presence of a question word, but also by the intonations of the sentences so that the examples of interrogative sentences above are acceptable in Indonesian language.

c. Imperative Sentence: *Ulang!*

S
↓
VP
↓
V
↓
Ulang
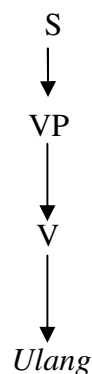
According to Veit (1986: 109), in imperative sentences, no subject noun phrase is stated, but it is understood to be the hearer (you) who is being directed to be to do something. Therefore, the word order of imperative sentence *Ulang!* "repeat!" is S-V with the subject "you".

The sentences that produced by autistic students mostly in standard word order and formal that is S-V-O word order. This result can be caused by the setting while collecting the data which is at school.

Table 2: Word order of sentences produced by autistic students at *YPPA Padang*

No	Word Order	Types of Sentences		
		Declarative	Interrogative	Imperative
1.	S-V-O	37		
2.	S-V	28		3
3.	S-V-Comp.(*pelengkap*)	5		
4.	S-Comp. (*pelengkap*)	9		
5.	Uncommon word order	14		
6.	Marked by a question word		25	
7.	Marked by intonation		10	
	Total	**93 sentences**	**35 sentences**	**3 sentences**

The language development of autistic children goes differently from normal children. The characteristics of language development that appear at each particular age such as start to use complex sentences by the age 5 years old in normal children, mostly do not appear in autistic children even though they are in the same age. The differences of language development in normal and autistic children are described in the following table.

Table 3: The differences of language developments between normal children and autistic children based on the ages.

No	Ages	Characteristics of language development in normal children	Characteristics of language development in autistic children
1.	5 years old	✓ Starting to use complex sentences ✓ Starting to use question words *apa* and *mengapa*	✓ Unable to produce complex sentences yet ✓ Mostly producing simple sentences ✓ Imitating others' words or sentences ✓ Unable to form a interrogative sentences yet
2.	7 years old	✓ Understanding the rules of their language ✓ Starting to use passive voice ✓ Starting to use conjunction *karena* ✓ Understanding the conversation well ✓ Being aware of their position in the environment	✓ Are not understanding the conversation yet ✓ Imitating others' sentences ✓ Unable to produce complex sentences yet ✓ Mostly producing simple sentences
3.	8 years old	✓ Able to produce complex sentences ✓ Comprehending the use of passive voice	✓ Failing to use conjunction properly ✓ Finding difficulties in using passive voice

		✓ Having ability to use symbols or interpret the symbols.	
4.	10 years old	✓ Comprehending the concept of concrete things ✓ Able to produce complex sentences ✓ Comprehending the use of passive voice ✓ Having ability to use symbols or interpret the symbols	✓ Are not fully comprehending the concept of concrete things ✓ Failing to use symbols ✓ Still producing simple sentences
5.	12 years old	✓ Comprehending the language well ✓ Able to build a communicative talk ✓ Starting to think logically ✓ Starting to concern about future and hypothesis ✓ Being aware about the use of language in the environment	✓ Are not comprehending the language yet ✓ Finding difficulties in differentiating an object and a verb ✓ Unable to think logically ✓ Unable to build a communicative talk

Note: the characteristics of language in autistic children may be different from the results of this research because those characteristics depend on the individuals' intelligence and the level of autism itself.

D. Conclusions and Suggestions

There are several word orders found in phrases and sentences produced by five autistic students at *YPPA Padang*. The orders of phrases are mostly in the standard orders. The phrases that most common used are Noun Phrases which contain only a noun as a head word. Then, the orders of sentences are mostly in the standard word order too (S-V-O and S-V word orders). These results may be caused by the setting when the data were recorded. Since the data were recorded in studying setting, it is not impossible that the ability of the students to produce sentences in a good word order is the result of their studying process. Moreover, the language development of autistic children goes differently from the language development of normal children. The language development in autistic students is delayed due to the brain damage. Then, it also depends on the level of the autism itself.

This research was conducted in order to know the common word orders of phrases and sentences produced by five autistic students and the characteristics of their language development. There are several topics that can be studied about language of autistic students. Therefore, the researcher suggest to next researchers to continue this topic or make it as a relevance research in order to develop better knowledge about the language of autistic students.

Note: This article is written based on the Lia Anggraeni's thesis under the supervision of Prof. Dr. Jufrizal, M.Hum., 1st advisor, and Drs. Amri Isyam, M.Pd.. 2nd advisor.

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