

**A CASE STUDY ON MENTALLY RETARDED STUDENT AT
SLB DHARMA PENDIDIKAN NAMED DAMAYANTI**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGE AND LITERATURE
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

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THESIS

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in partial fulfillment of the requirements
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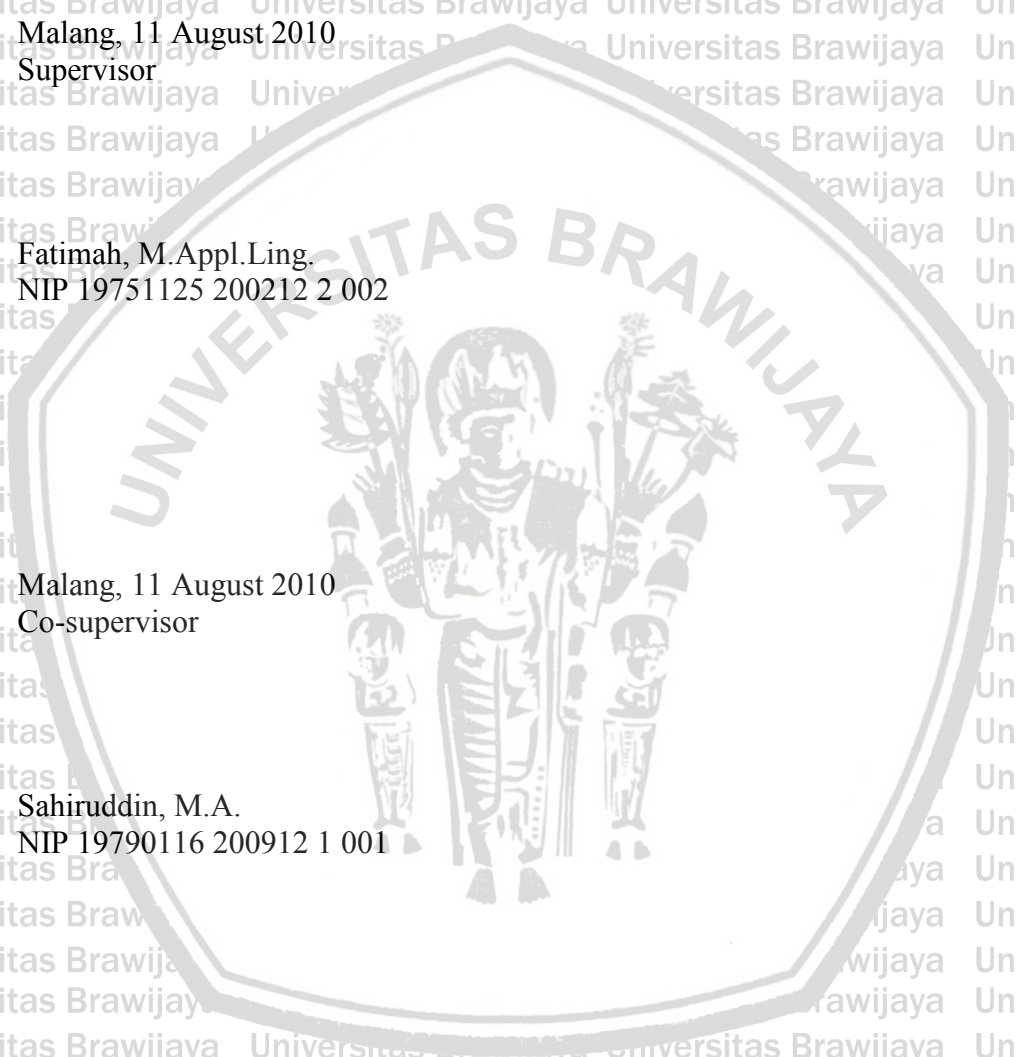
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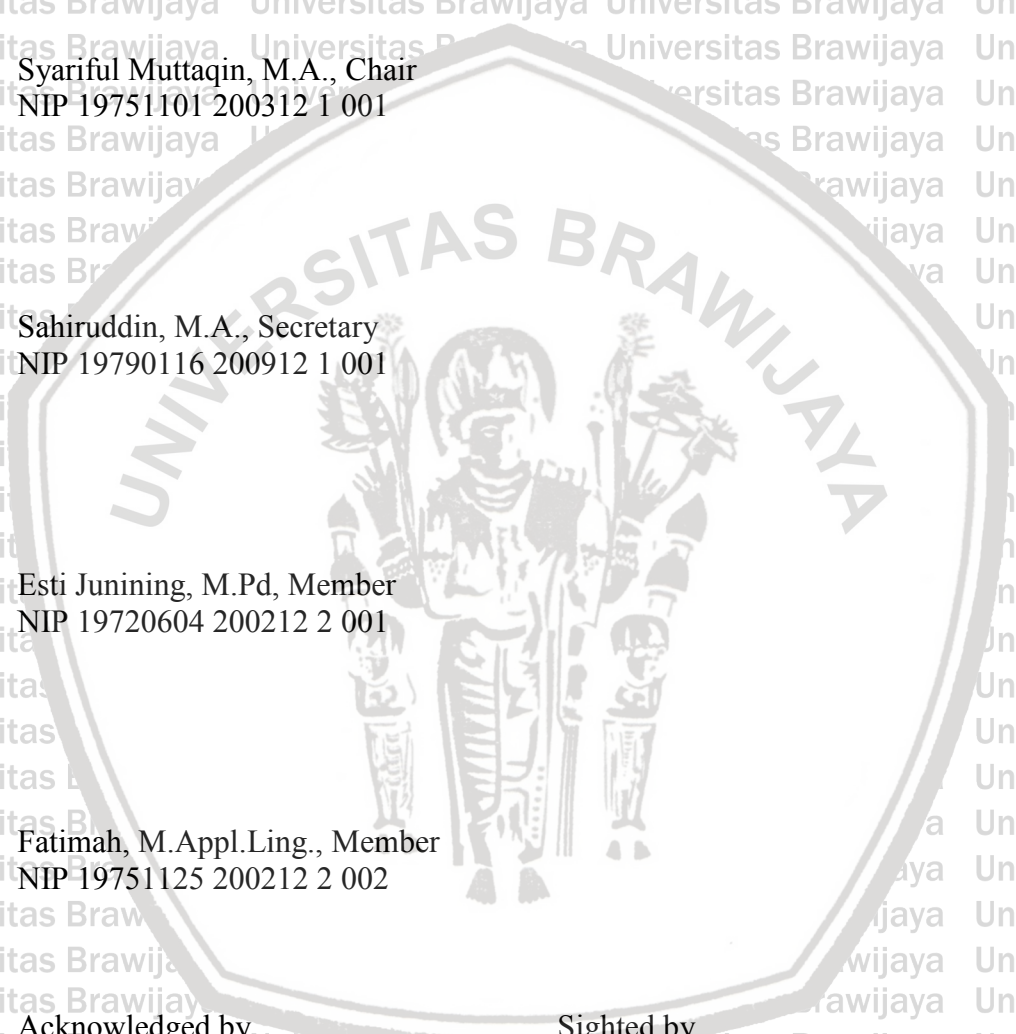
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Hopefully, by the end of this writing, this study can enrich the development of research in psycholinguistics field and may become the inspiration for others to do related studies.

The writer

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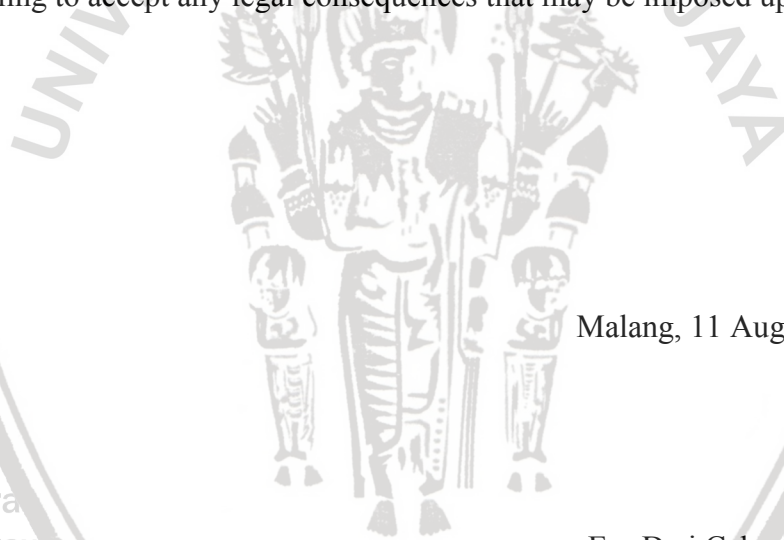
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ABSTRACT

Dwi Cahyani, Ery. 2010. **A Case Study of Lexical Acces on Mentally Retarded Person in SLB Dharma Pendidikan**. English Study Program, Language and Literature Department, Faculty of Culture Studies, University of Brawijaya. Supervisor: Fatimah Co-supervisor: Sahiruddin

Keywords: mental retardation, mental lexicon, lexical access, word association, and word association test.

Word as a media to deliver information becomes the reflection of how someone thinks. This is because each person has different information background. Whenever a single word enters into the brain, it will find the related association. Thus, it can be called as lexical access. Lexical access can be investigated through the word associations involving one important component in the brain called Mental lexicon. Theoretically, mentally retarded person tends to think paradigmatically rather than syntagmatically. Therefore, this study is pointed to mentally retarded person named Damayanti in SLB Dharma Pendidikan. The investigation is implemented into two research problems; 1) the types of word association that appear from the test and 2) the pattern of the word category which is found on the test.

In this study the writer employs WAT (Word Association Test) as the main instrument to investigate it. The subject's interviewing was also conducted after testing WAT to make the data valid. Qualitative case study becomes the types of the research since this study only focuses on one subject by the consideration that the finding can be analysed more detail.

The result of the study shows that there are eight word association types which are found; lexical collocation, repetition, antonymy, grammatical collocation, synonymy, hyponymy, fixed expression, and meaningless reaction. Therefore, it is concluded that the subject is able to think syntagmatically as well as paradigmatically. Syntagmatic access is proved from the popular word association type which is lexical collocation. While paradigmatic appears as the result of repetition and antonymy type. The lexical access is implemented in the form of words and sentences, particularly lexical collocation. Responding to tested words through sentence makes her easy to find the association indirectly. Such sentence responses are the way to express her emotional feeling, her last event, and her activities. In addition, sentence responses are the effect of drilling method of reading in her school.

ABSTRAK

Dwi Cahyani, Ery, 2010. **Studi Kasus tentang Akses Kata pada Penderita Cacat Mental di SLB Dharma Pendidikan**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya.
Pembimbing: (I) Fatimah (II) Sahiruddin

Kata Kunci: cacat mental, mental leksikon, akses kata, asosiasi kata, tes asosiasi kata.

Kata sebagai media menyalurkan informasi menjadi cerminan cara seseorang berpikir. Ini karena setiap orang memiliki latar belakang informasi yang berbeda. Setiap kata yang masuk ke otak akan dicari asosiasi kata yang berhubungan dengan kata tersebut. Oleh karena itu, proses tersebut dinamakan akses kata. Akses kata dapat diteliti melalui asosiasi kata yang melibatkan satu komponen penting di otak yakni Mental leksikon. Secara teori, penderita cacat mental cenderung berpikir secara paradigmatik daripada sintagmatik. Oleh karena itu, studi ini ditujukan pada Damayanti di SLB Dharma Pendidikan. Penelitian ini diimplementasikan ke dalam dua rumusan masalah; 1) tipe asosiasi kata yang muncul dari test dan 2) pola kategori kata yang terbentuk.

Dalam penelitian ini penulis menggunakan *WAT (Word Association Test)* sebagai instrument untuk diteliti. Sedangkan untuk mengecek validitas data *WAT*, penulis melakukan wawancara setelah tes berlangsung. Studi kasus kualitatif dipilih karena hanya meneliti satu orang subyek dengan pertimbangan hasil ditemukan dapat dianalisis lebih jelas.

Hasil penelitian menunjukkan terdapat 8 tipe asosiasi kata; kolokasi kata, pengulangan, antonim, kolokasi gramatikal, sinonim, hiponim, idiom, dan respon tak bermakna. Oleh karena itu, dapat disimpulkan bahwa subyek mampu berpikir sintagmatik dan juga paradigmatik. Pembuktian adanya akses sintagmatik diperoleh dari asosiasi kata yang sering muncul, yakni tipe kolokasi kata. Sedangkan paradigmatik muncul karena adanya tipe pengulangan dan antonim. Akses kata diimplementasikan dalam respon kata maupun kalimat. Respon dalam bentuk kalimat memudahkan subyek menemukan asosiasi kata secara tidak langsung. Respon dalam bentuk kalimat memudahkan bagi subyek untuk menemukan asosiasi secara tidak langsung. Respon kalimat tersebut merupakan cara untuk mengekspresikan perasaannya, kejadian masa lalunya, dan kegiatannya. Selain itu, merespon dalam bentuk kalimat merupakan dampak dari metode pengajaran membaca yang monoton di sekolahnya.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

People can describe everything and communicate with others by words.

People can describe words when they see and hear the words. Whenever one wants to utter something, there must be a string of words that will be uttered.

Before uttering words, people try to manage the words in order to be meaningful and grammatically correct and must recall the words which have related association with the information they got. Words do not only stand for just describing, but also connecting with the other related words. It means that words do not only have one meaning but also various related words. This is because whenever a single word comes to mind, one will recognize it from its form and its phonological form. After the word is being recognized, one's mind creates the related words as creative as he or she can. By this ability, people are able to enrich new vocabularies.

Dealing with the process of accessing words above, the learning of words is important. It means that in accessing words, it needs "lexical encoding" which means the process of learning words. The process takes place in mental lexicon.

According to Aitchison (1987), Mental lexicon is the place in the brain which helps brain in accumulating words and then recalls words when needed. Mental lexicon contains much information, and it can be added, but its capacity is also limited when it is used in accessing words in the same time. In addition, Aitchison

(1987) in her book *Words in the Mind* suggests that the mental lexicon sometimes cannot access a great number of words at the same time since it has limited storage capacity.

Here, mental lexicon is helped by two components that are lemma and lexeme. Lemma is lexical record that encodes a word's semantic and grammatical features (but not its phonological or orthographic properties). While according to Aitchison's (1987) definition, lexeme is the word even a multimorphemic word which is a separate entry in lexicon.

The process of learning words happens naturally and depends on how much the information people have. Native speakers can understand words since they unconsciously always learn words from series of world knowledge which accumulates within an individual's life through co-ordinates, collocates, superordinates, and any synonyms (McCarthy, 1990, p.40-41). Principally, words can be easily identified when they are mostly used either in reading or listening.

Most studies suggest that people tend to respond to most high-frequency words more quickly than that of low-frequency words in both lexical decision tasks (Harrington, 2005). Consequently, the words that people are familiar with can be accessed and used easily.

Indeed, the process of lexical access itself is hardly investigated as it is concerned with brain-detection study which employs high technological tools.

Thus, to realize the study of lexical access is by investigating the final result of words appear from the series of thinking process in mind. To achieve this point, scientists conduct tests which reflect the working process of mental lexicon.

Generally, there are two kinds of tests; Lexical Decision Test (LDT) and Word Association Test (WAT). Both tests are often used to investigate how people recognize or link words. LDT and WAT will produce the word association which reflect the working process of mental lexicon. For example, there are several kinds of associations for describing the word *child* such as a “*young human being*” (dictionary meaning), *baby*, *infant*, and *toddler*. In word retrieval test, the words which are tested will eventually lead the other words, which are believed to be their word associations. Related to mental lexicon process, this study worked on WAT as the instrument and LDT as a pilot test before conducting WAT.

Jenkins (1970) and Palermo (1963) (as cited in Gleason & Ratner 1998, p.112) stated that “when adults or children have been asked to engage in word association experiments, there are three major findings have occurred. First, subjects are most likely to respond with a semantically similar word (Erwin, 1957). Second, subjects mostly associate the completion of a pair freely: *salt* triggers *pepper*. Third, adult (but not necessarily children) are most likely to respond with a word of the same grammatical class as the target: noun with noun (*chair-table*)”.

Related to word association experiment like conducted by Jenkins and Palermo, since 1990s psychologists have conducted much research about lexical access. For example, Szymansky et.al (1999) who conducted research on assesment and treatment on children, adolscents, and adults with mental retardation, found that treating mentally retarded people needs comprehensive

treatment integrating various approaches, including family counseling, pharmacological, educational, habilitative, and milieu interventions. Moreover, during the 21st century, the research about lexical access reached in the psychological and mental disability. For example, Rondal J.A & Comblain A. (2002) conducted a developmental case study entitled "*Language in Ageing Person With Down Syndrome*". The study was aimed to get information about the development of language function in ageing person with Down Syndrome (DS).

As the result, the study suggested that there was no significant change that takes place in the language in individual with DS in the interval of time between late adolescents and fifty years of age. Since the study of lexical access is interesting to be investigated, this study has become more popular in the term of mental disabilities. It is because the study of human language production related to their mental disabilities will never end.

In detail, there are many kinds of mental disabilities. One of which is mental retardation. Mental retardation is substantial limitation in age-appropriate intellectual and adaptive behavior and is defined as IQ score below 70-75 (Heward, 2006). Although the linguistics cognitive of mentally retarded people can be enriched, the storage capacity has a maximum limitation in the brain. The cognitive language ability of each mentally retarded person is not always the same and even the intelligence of each person such as the theory of mind, the syntactic and semantic ability cannot be predicted. In this case, Burack (1998) in his book *Handbook of Mental Retardation and Development*, said that the variability of language skill between mentally retarded people cannot be explained by cognitive

factors and the linguistics components such as combination of lexical, morphosyntactic, and phonological. Besides, the pragmatic skills are totally impaired. This is because factors affecting mentally retarded person to master language is different from each other. It can be the lack of motivation and feeling of dissociation.

Therefore, the writer is interested in studying word retrieval in mentally retarded person since mentally retarded person has certain characteristics of language deficit production which is not quite different from the other mental disability such as autism. In this study, the writer conducted a study on L1 (Bahasa Indonesia) since the subject of this study is hard to understand L2, which is English. Besides, there are still limited studies using L1 as the media. Principally, lexical access can be investigated not only in L2 which is English, but also in L1 by using Psycholinguistics theory.

To realize the study of lexical access in mentally retarded person, the writer chose one student of the school for mental disabilities students of SLB "Dharma Pendidikan". The writer chose this school because this school has long been existed since 1973 and won some academic competitions on *Porseni* event in 2006, such as winning the drawing competition which was won by student in junior high school level. The subject in this study is a student named Damayanti, 32 years old student with reported IQ from her school ± 70 . The writer chose her as the subject since she is talkative enough and understands what the intention of each conversation. Therefore, it is assumed that she has a cognitive language ability on the average of the other students who also suffer from mental

retardation like her. To conduct this study, the writer employed single case study since the writer only investigates one person as the subject.

Theoretically, this study will be useful for enriching the study about lexical access in mentally retarded person. Practically, it will find the right method such as introducing new vocabularies by rolling them short movie consisting some basic to advanced conversations. Thus, it can be used to relieve them in learning reading and speaking for mentally retarded people.

2.2 Problems of the Study

There are two problems that want to be discussed in relation with lexical access in Damayanti as mentally retarded person as follows:

1. What are the types of responses which are produced by Damayanti to associate the test?
2. What is the frequent pattern of word association produced by Damayanti?

2.3 Objectives of the Study

In this study of Psycholinguistics, the writer has a general intention to complete the research about Psycholinguistics whereby the theme is about the mental condition problem around us, that is Mental Retardation. The objectives are:

1. To know the types of responses which are produced by Damayanti who suffers from mental retardation to associate the test.
2. To investigate the frequent pattern of word association produced by Damayanti.

2.4 Definition of Key Terms

Throughout this study, there are several main key terms that need to be carefully understood as follows:

1. **Mental Retardation** : a substantial limitation in age-appropriate intellectual and adaptive behaviour (Heward 2006, p. 1).
2. **Mental Lexicon** : the mental state of knowledge about words and as it contains the same kind of information that are found in a good dictionary (Garnham, 1998, p.43).
3. **Lexical Access** : the retrieval of a word from the lexicon on the basis of perceptual and contextual information (Garnham, 1985, p. 46).
4. **Word Association** : the various words which are chosen as the stimulus words on word association tests, and the result of the association follows consistent patterns (McCarthy, 1990, p. 39).
5. **Word Association Test** : a psychological test given to identify the feeling-toned complexes of a subject (Winer 2005, p.1).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories of Language in Mental Retardation, Mental lexicon, Lexical Access, Word Association Test, Word Association Theories, and the previous studies.

2.1 Mental Retardation

Mental retardation is substantial limitation in age-appropriate intellectual and adaptive behaviour (Heward, 2006). Mental retardation is defined as IQ score below 70-75. Although the linguistic cognitive of mentally retarded people can be enriched, the storage capacity has a maximum limitation in the brain (Heward, 2006). In addition, "Language delay disproportionate to the level of cognitive delay is observed even in persons who are only mildly retarded, especially beyond an MA (mental age) level of 5 years" (Abbeduto, Furman, & Davies, 1989 cited in Burrack, 1998, p.292). It means that maximum cognitive ability in mentally retarded person only reach the same as the fifth grade normal student.

2.1.1 Language in Mental Retardation

Language in mentally retarded person is distinct from language in non retarded person. Mentally retarded person has a simple pattern in understanding information and in every person with mentally retarded has each own characteristics of cognitive ability such as pragmatic and syntactic ability and also

the language function which cannot be generalized. Fowler (cited in Burrack 1998, p. 159) states that:

Variability in language skill cannot be fully explained by general cognitive factors; and some components within language are themselves separable. Although full linguistic mastery necessarily involves a combination of lexical, morphosyntactic, phonological, and pragmatic skills, it is becoming increasingly evident that these components may be differentially impaired or spared in persons with MR, especially beyond the earliest stages of development.

Mental retardation (MR) can include the other mental disabilities like Down syndrome (DS), William syndrome (WS), autism, and fragile X syndrome. Those mental disabilities are all in language delay but different on the cognitive abilities, such as autism and mental retardation. Autism sufferer tends to withdraw himself from the social community and has a monotonous and mechanical speech, while mentally retarded person tends to be easy in engaging with social community and understands conversation.

However, sometime both of mental disabilities have similar evidence in specific linguistic deficit (Burrack, 1998, p.291). The specific linguistic deficit does not only happen just in production, but in pragmatic and syntactic as well.

Mentally retarded person usually has a simple structure in understanding sentence.

Cromer, 1974 (in Burrack 1998) introduced the "weak view" of the cognition hypothesis. For example *John is eager/fun to bite*. Participants of mentally retarded person with mental age level (the age level of mental ability of a person by standard intelligence test) below 6.5 years consistently responded the sentence which consists of function word (to) with a very simple sentence by responding

with *John is biting*, consistent with the pattern of typically developing students in the elementary level.

In addition, Fowler (1998, p.294) explains that mentally retarded person could imitate sentences of almost any verbal complexity utterances, produced a low-frequency items in a verbal fluency task, and could detect and correct sentences containing grammatical violations. These results have been interpreted to suggest that "maturation of language processes may not always depend on the maturation of conceptual processes, since some children with defective conceptual systems have nonetheless acquired grammar. It means that even a mentally retarded people have been thought complex grammatical structure, they still have trouble to produce a complex structure since the Broca's area is impaired and thus, they only understand and produce a simple grammar.

2.1.2 Grammatical and Lexical Function in Person with Language

Impairment

Deacon, 1997 (cited in Christensen, 2001, p.45) says that principally the impairment of language process happens in cerebral area which contains Broca and Wernicke that deals with production or comprehension, and traditional linguistic distinctions, such as syntax and semantics. Broca's area concerns with syntactical, morphology, and also grammatical structure. While wernicke is seen as a speech sounds to produce word selection for possible use in utterance. But, there are some theories from some experts explaining the functions of those two areas. There are two theories explaining the region of grammatical and lexical

entries and its function in language impairment. Pinker, 1994 (cited in Christensen, 2001 p.44) views that a word's lexical entry includes both semantic content and phonological form. However, both Broca and Wernicke have a mutualism responsibility for producing a grammatical structure. Broca focuses more on managing grammatical structure and morphology and is relieved by Wernicke in producing the sound and choosing the adequate utterance. As Deacon, 1997 says (cited in Christensen 2001, p.44) that there is no language-specific in cerebral region. Rather, Wernicke's and Broca's areas are responsible for the computation of paradigmatic and syntagmatic relations respectively. He explains the two different kinds of relationships as follows:

In the most general sense, all words of the same part of speech are paradigmatic of each other to some degree since they can substitute for one another. [...] Syntagmatic operations are reflected in the complementary relationships between words from different parts of speech (e.g., nouns, verbs, adjectives, adverbs, or articles) and the way these different classes of words alternate in sequence in a sentence. (Deacon 1997: 305-306 cited in Christensen 2001, p.45).

In fact, as Broca's area is part of the region affected in autism one would predict that the capacity for syntagmatic computation should be severely impaired as well. For example, the cases of idiot savants (Christensen 2001, p.45) are an autistic geniuses of e.g. art, music, or mathematics. These abilities clearly involve syntagmatic computations as they cannot be described as mere skills of substitution, or in other words, as paradigmatic operations. However, Christopher (who Christensen argued is autistic), should not be able to learn language, and if so (as he actually has) he should only be able to compile lists of words in paradigmatic relation to each other (due to the sparing of Wernicke's area).

In detail, person with language impairment is easier in identifying paradigmatic operation by just substituting the words rather than syntagmatic.

Therefore, the impairment of Broca's function whose function as the identifier of syntax and grammar get affected. It effects the syntactical abilities. However, theories sometimes are not always the same as the facts. There are people with language impairment who are still able to identify the syntagmatic analysis.

2.2 Mental Lexicon

Mental Lexicon is the important part in brain which helps brain in accumulating words and then recalls words when needed. There are two important parts in Mental lexicon which help the working process of the words, which are lemma and lexeme which will be explained more later.

2.2.1 Definition of Mental Lexicon

Aitchison (1987) in her book *Words In the Mind* described mental lexicon as the place which contains far more information whereas the content is not fixed and people can add new words all the time as well as altering the pronunciation and meaning of existing ones. Humans, however, do not just add on words from time to time between utterances. They often create new words and new meanings for words from moment to moment, while speech is in progress. The same as

Aitchison's definition, Garnham (1985) proposed mental lexicon as the mental state of knowledge about words which contain some kinds of information. The

mental lexicon specifies how a word is spelled, pronounced, and meaning of part of speech.

Related to mental lexicon, there are two important parts in mental lexicon that help the working process of mental lexicon in accumulating words which are lemma and lexeme. According to Levelt (1993), lemma specifies the syntactic and inflectional properties, for example the words *book*. That word leads to associate with another word. The lemma representation which is *book* activates the form representation (lexeme) of its constituent morpheme, and associates with *reading*, then becomes *reading book*. While the definition of lexeme, according to Aitchison's (1987), is the word even a word which has multimorphemic inflections which is a separate entry in lexicons. The mental lexicon can also be described as metaphor for the complex organizational system of the mind that allows learners to access information in a variety of ways. In other words, human's mind can create many kinds of part of speech by the function of lemma and lexeme in mental lexicon.

2.2.2 Lexical Access

According to Levelt's (1993) theory, the production of words in mental lexicon involves some steps:

1. Conceptual preparation: which involves activating a lexical concept, given the attention. For example in picture naming, when students are given picture of "red car", then they will say "the car is glamour and good". This is because they have perception about the colour of red which means glamour and

luxurious. Here, there is no difficult link between the object depicted and the ultimate referential expression. The mediating process here is called perspective taking.

2. Lexical concept: means a concept for which there is a word in the speaker's mental lexicon, in the computational model, lexical concepts figure in a semantic to spread activation network.

3. Lexical selection: the lexical concept is input to a process called lexical selection. Lexical concepts spread their information to lemmas in the mental lexicon. The probability that a lemma is selected within a minimal time interval is its relative activation.

This brief theory of lexical access is intended to show that this is a basic concept of conceptual thinking in mental lexicon and besides actually the process of thinking a word is the same both in normal person and in person with mental dissabilities.

2.3 Word Association Test

Word Association Test (WAT) was introduced by Jung in 1937, where he proposed WAT as a psychological test given to identify the feeling-toned complexes of a subject. In addition, Winer (2005, p.1) stated that word association test reflects the feeling toned of someone which includes perception, way of thinking, and verbal comprehension. There are some aspects that need to be considered in word association test that are some complex indicators which describe every single thing of actions done by the subject which later is able to

determine the linguistic classification. Some aspects of complex indicators are incorrect or no reproduction, failures, mis-hearing or not understanding the stimulus-word, stuttering, and also meaningless reactions.

In doing the test, Jung used 100 items of words. In addition, he instructed subjects to respond the tested word and after that he asked them to repeat the response words that he first instructed to investigate the memory. Although the number of tested words are a lot, the test did not bring any effect such as fatigue factor to the subjects. However, the writer only used 60 words of the total words which were used by Jung in testing the subject. The tested words were selected in purposed from the pilot test by asking her the name of the object. This is because in this study the subject is a person with mental retardation that needs extra attention and she is worried to get fatigue if the number of tested words are too many.

2.3.1 Word Association Theories

In classifying word associations, different classification systems which have some common characteristics were applied by different researchers. Jung (1973) (cited in Winer 2006, p.3) classifies word association into four parts:

1. Internal associations

1. Coordination (cat-animal)
2. Predicates (mother-dear, snake-poisonous, ink-writing fluid)
3. Causal (pain-tears).

2. External associations

1. Co-existence (ink-pen)
2. Identity (squabble-quarrel)
3. Linguistic motor-forms (war-peace, sweet-sour).

3. Sound reaction

1. Word completion (wonder-full)
2. Sound (humility-humidity)
3. Rhyme (part-heart; cow-plough; rabbit-habit)

4. Miscellaneous

1. Indirect associations (repentanceblack via mourning)
2. Meaningless reactions (to sin-exercise book)
3. Failures (no reproduction)
4. Repetition of the stimulus-word (lake-lake).

Moreover, there are two theories of word association proposed by Kess (1992) and Coulthard (2006). Kess (1992) divides word associations into 3 types

as follows:

1. Members of the same part of speech class

- a) paradigmatic responses (responses which fall in the same syntactic category such as synonyms or antonyms such as thin-skinny, black-white)
- b) syntagmatic responses (responses which fall into other categories or in other word as collocation, such as salt/pepper)

2. Members of the same taxonomy

- a) Subordinate (the hierarchical relationship as the top of the taxonomy, such as dog-retriever)

- b) Superordinate (the hierarchical relationship as the branch of the taxonomy, such as dog-animal)

3. Ryming or clang responses (sister/blister, yellow/fellow)

Kess's (1992) classification is a bit different from Coulthard's (2006) classification. The differences between them are members of the classification.

Kess (1992) classified words into three members (same speech class, same taxonomy; and clang response) whereas hyponymy includes in members of same taxonomy. While Coulthard (2006) divided only two categories (Syntagmatic and Paradigmatic), where Paradigmatic consists of coordination, hyponymy, synonymy, and fixed expression. Besides, there is Fixed Expression in Coulthard theory which does not exist in Kess's theory. Here are the classifications:

1. **Syntagmatic**: a horizontal textual relationship that can be analyzed by what comes before or after a chosen word
 - a. Grammatical collocation: the result of syntactic dependencies
E.g. *I thought about...., you should....*
 - b. Lexical collocation: the consequence of certain lexical items co-occurring due to linguistic context (Carter, 1998, p.51)
E.g. *computer* collocates with *technology* and *science*
2. **Paradigmatic**: refers to words that might have been chosen instead of a vertical axis and are of the same grammatical class
 - a. Coordination: cluster together on a similar level of detail
E.g. *cashew* and *walnut*
 - b. Hyponymy: hierarchical relationship of inclusion through the construction and organization of taxonomies
E.g. *media* as the superordinate of *TV* and *newspaper*

c. Synonymy: the relation of sameness between lexical items

E.g. *watch/see, begin/start*

d. Fixed expression: is a multi-word item. Carter defines fixed expression as being fixed collocation, being of generally more than a single word and being semantically opaque (1998, p.66). Types of fixed expressions can include: idioms, proverbs, stock phrases, catchphrases, allusions/quotations, idiomatic similes and discursal expressions.

E.g. *Date night, solid as a rock and it's about time.*

After comprehending all classifications above, there are two theories which have the same terms such as coordination and lexical collocation that are stated in Kess's (1992) and Coulthard's (2006) theory. Meanwhile, there are some terms that do not belong to Kess's and Coulthard's, that is from Jung's, such as meaningless reaction. Therefore, to make a valid classification, the analysis of this study used the three theories which are from Jung, Kess, and Coulthard in order to get various types of the association which appear from the test.

2.5 Previous Studies

There are two previous studies which support the study of lexical access in person with mental retardation to be investigated:

There is a developmental case study entitled "*Language in Ageing Person with Down Syndrome*" by Rondal & Comblain (2002) from University of Liege.

This study was aimed to get information about the development of language function in ageing person with Down Syndrome. For seeking the development, the test and observation were conducted for four years given to seven adults aged

between 37-49 years with some related tests. The tests included receptive lexical task (picture designation), verbal task, and lexical labelling test (picture denomination). Verbal task is used to test productive language.

In receptive lexical task, the participants were requested to supply orally the greatest possible number of animals name during a period of one minute. The participants were given 127 items divided into five semantic categories (fruit, clothes, vegetables, kitchen tools and object, and animals). They were given 20 seconds for answering. After this time, phonemic help was given, and also syllabic help to avoid errors. The observation had finished for four years and it was suggested that there was no significant change that takes place in the language in individual with DS in the interval of time between late adolescents and fifty years of age.

The other study about word association is also found by Istifci (2010) entitled "*Playing With Words: A Study on Word Association Responses*". This study was aimed to investigate word associations of elementary and advanced level EFL learners through a 20-item Word Association Test in order to see whether there are differences or similarities between the results of the students in these groups.

This study was carried out in an EFL situation with 50 students in order to examine the word associations of EFL students in the first and the second levels.

It took two different levels in order to make comparisons between the students in two groups and to find if the proficiency level has an effect on associating words.

The test was using questionnaire includes 20 words; 10 words were abstract and 10 words were concrete nouns. In order to get an idea of EFL learners'

responses to the words, the questionnaire was written in English. They were just given 15 minutes to complete the questionnaire. The data were analysed with Kess's classification with one modification whereas coordinate term is counted in the third classification of Kess. All responses were counted and ranked according to their frequencies. The results were the students in elementary level preferred using simple adjectives such as love-necessary and harmful. While second level's students preferred using most complex and derived words such as mother-confidence. Another finding is that students in the first level made personal attributions in their responses more than the students in advanced level (e.g. love-Ezgi, death-my grandfather, home-my family). Both studies above described that Psycholinguistics has reached into psychological and mental disabilities. Unfortunately, a specific mental disability topic especially down syndrome which includes mental retardation only focuses on specific area such as the language production. The study of lexical access in mental retardation is almost hard to be found since the topic in mental retardation is mostly covered in medical field such as the relation between cerebral and cognitive ability person with mental retardation.

In fact, investigating lexical access in mentally retarded person is hardly to be done because the related literature reviews are hardly available. Therefore, as the best knowledge the writer knows, there are still limited studies which covered this area. Therefore, the study in investigating lexical access in person with MR is worthy to be done.

CHAPTER III

RESEARCH METHOD

This chapter covers the method conducted to do the study which includes the research design, types of data, the data sources, the data collection and the analysis.

3.1 Research Design

The type of data which is used in this study is Qualitative. Qualitative focuses more on interpreting data from reality, whether it aims to understand social reality of individuals, groups, and cultures. Ary et al. (2002) says “qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding, rather than a numeric analysis of data”.

In Psycholinguistics study there are many ways of doing study. One of which is case study. Case study is an in-depth study of a single unit, such as one individual, one group, one organization, one program and so on to achieve at a detailed description and understanding of the entity. Here, the writer used single case study because the subject only consists of one person.

3.2 Data Sources

The data of this study is documentary from Word Association Test (WAT) which was given to subject of this study named Damayanti, a thirty two year old

student from SLB "Dharma Pendidikan" Sidoarjo. This study worked on personal experimental since it only involves one subject. The focus only investigated Damayanti since as a mentally retarded person, she has a better communicative skills better than the other students. For example, the hearing and speaking ability, eventhough her motoric skill is lower than the others, but it does not affect her communicative skill. In addition, she is the only student who has joined formal class for more than ten years and is quite active in responding words and she can access words freely as creative as she think which are related to WAT.

3.2.1 Damayanti's Profile

Damayanti is a thirty two year old student of SLB Dharma Pendidikan located in Sidoarjo. It was reported from her teacher that her IQ is around 70 to 75. Eventhough she is categorized as mentally retarded person, she is talkative enough with people around her. However, a good ability of her cognitive knowledge is not supported by her motoric system that makes her low in doing activities. This fact is also proved with her lack of physical whereas her fingers are not arranged as normal people, her back which is a bit down, and her face appearance which is not symetric. She had taken the longest education period among the students at SLB Dharma Pendidikan which is almost 15 years.

Although her motoric system is slow, she always does an easy household activity, such as wrapping. That is why she understands the household tools and the things related to it

3.3 Data Collection

The data was collected by recording the responses during the test. Before doing the WAT, the writer conducted LDT as the pretest to know what words she knows. In doing LDT, the writer just asked whether she knew the words mentioned by the writer. To seek for the other words that she masters, the writer also had an interview with her as the stimulus in order to have more words to be become the tested words. The interview contained story about her last journey, her habitual activity in school and home, and her emotional feeling at that time.

Before testing the subject, the writer explained first that she was just required to respond to the words being tested. The test was conducted in three days. In this test, the writer mentioned the words and then was responded directly by the subject. In this case the subject was required to mention words that come up in her mind orally. Since a mentally retarded person is sometimes unstable in uttering opinion, thus, after testing, the writer asked some questions related to her answers.

This is to know what the reason beyond the given responses. Thus, it would make the test result valid.

Unlike some previous studies in relation to the numbers of words tested to normal person which is around 100 items of words, the test in this study only employed 60 items of L1 words and was conducted for three days. This is by the consideration of psychological aspect of mentally retarded person who is easy to get unfocused, tired, and has a limit capacity of memory and time efficiency.

Besides, it was assumed that the data was supposed to be adequate on three days.

In addition, individuals with mental retardation often have difficulty sustaining attention to learning tasks (Heward, 2006).

To make the test be applicable, the instrument which is involved in this study is the writer itself and also L1 words (Bahasa) as the main instrument. Bahasa is used as the tested words since this subject only got the basic of English (L2) such as making words and how to pronounce them. Therefore, it would be difficult if testing her with English words. To ease the classification of the words in data analysis, the writer adopted the words which were tested by Istifci 's(2010) word classification in the previous study which classified them into four parts of speech. Therefore, the writer put four parts of speech which were related to her knowledge in environment around her; (1) adjective, such as *panas, ramai, cantik*; (2) abstract noun such as *keluarga, pelajaran*, (3) concrete noun (*ibu*) and (4) verb such as *memasak, menyapu, tidur*.

3.4 Data Analysis

There are some steps which are involved:

1. Transcribing the data from recording to list the words test and the responses
2. Next, dividing the classified word class into columns which consist of the words and the responses

For example:

Tabel 3.4.2 Responses and Classified Words

Tested Words	Responded Words	Word Association
<i>Baik</i>	<i>Buruk</i>	Antonymy
<i>Keluarga</i>	<i>Ayah</i>	Subordinate
<i>Teman</i>	<i>Perempuan</i>	Grammatical collocation
<i>Dingin</i>	<i>Udara</i>	Lexical collocation

3. Then, classifying the words according to the same word class. This is to ease the writer in classifying word class. Since there are Jung, Kess, and Coulthard's theory which have different classification, the writer would combine the three in order to cover all results and make a detailed analysis. In this case, each responded word is analysed by comparing the definition of each taxonomy from Jung (1973), Kess's (1992), and Coulthard's (2006) theory to make the result valid and credible.

For example:

Tabel 3.4.3 Word Association's analysis

1. Members of the same part of speech class	<p data-bbox="963 450 1283 488"><i>Baik : Buruk (antonymy)</i></p> <p data-bbox="963 524 1177 595"><i>-Dingin : Udara (collocation)</i></p> <p data-bbox="963 600 1254 669"><i>- Teman : Perempuan (collocation)</i></p> <p data-bbox="963 674 1302 781"><i>-Mobil : Bapak berangkat ke kantor naik mobil (grammatical collocation)</i></p>
2. Members of the same taxonomy	-
a. Subordinate	<i>-Keluarga : Ayah</i>
3. Clang responses	-

4. After finding the result, relating the result with psychological aspect of MR sufferer to find the characteristic.
5. Making the conclusion.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the main findings and their discussion including interpretations of theoretical frameworks and comparison of previous studies.

4.1 Finding

The first question concerned about the types of word association responses produced by the subject of the study. The finding shows that word association types covers repetition, lexical and grammatical collocation, antonymy, synonymy, hyponymy, meaningless reaction, and fixed expression as shown in

Tabel 4.1

Tabel 4.1 Result of Word Association Type

Word Association Type	Items	Proportion (%)	Word Category
Lexical collocation	24	40 %	12 V, 9 Cn, 2 A, 1 An
Repetition	16	27 %	10 V, 5 A, 1 Cn, 1 An
Antonymy	10	17 %	9 A, 1 An
Grammatical Collocation	3	5%	2 A, 1 V
Synonymy	2	3%	1 Cn, 1 A
Hyponymy	2	3 %	1 An, 1 Cn
Fixed Expression	2	3 %	1 V, 1 A
Meaningless reaction	1	2 %	1 An
Total	60	100%	23 V, 20 A, 12 Cn, 5 An

Note: A (Adjective)
 An (Abstract noun)
 Cn (Concrete noun)
 V (Verb)

From the finding, it is found that there are three popular word associations among the eight types, which are lexical collocation, repetition, and antonymy.

The rests are grammatical collocation, synonymy, hyponymy, fixed expression, and meaningless reaction. The total numbers of lexical collocation are 24 items with 40%, repetition with 16 items (27%), and antonymy with 10 items (16%).

The later types are grammatical collocation with 3 items (5%), followed by synonymy with which both have the same percentage (5%) and the last popular association types are hyponymy, and fix expression 2 items (3%) and followed by meaningless reaction with 1 item (1,6%). Since there are many responses in the form of sentences, it needs extra attention to analyse the association. Thus, the type of association will base on the predicate and object of the sentences.

4.1.1 Analysis of Word Association Responses

The result of WAT which is given to the subject has various responses and particular characteristics as follows:

4.1.1.1. Analysis of Lexical collocation

Lexical collocation is a pair of word which is the consequence of certain lexical items due to linguistic context. Based on the finding, there are 23 items belong to this type. The explanation of each word is as follows:

1. *Rasa sayang* (love) → *Saya sayang kepada ibu* (I love mom)

In this case, the subject involved her emotional feeling about the word *rasa sayang* (love). Thus, she associated the word *sayang* (love) to her mother since her mother has been a single parent for her.

2. *Berita* (news) → *Saya mendengarkan berita* (I'm listening the news)

She seemed observing people watching and listening news. Thus, she correlated the activity with herself by using the subject "I".

3. *Pelajaran* (lesson) → *Saya menulis pelajaran* (I'm writing lesson)

In this case, she correlated the word *pelajaran* (lesson) with her daily activity in class which is learning writing. Thus, the association becomes *saya menulis pelajaran* (I'm writing lesson).

4. *Sekolah* (school) → *Saya naik sepeda ke sekolah* (I go to school by bike)

She associated the word *sekolah* (school) with her daily activity of going to school which shows that sometimes she rides a bike to school.

5. *Pertengkaran* (quarrel) → *Bertengkar* (quarrel)

The same as the previous association *permainan* (game) & *bermain* (play), this association belongs to steaming. It is because the common morphology that made her easier to get the association.

6. *Penghapus* (eraser) → *Saya menghapus papan* (I erase the blackboard)

In this case, *penghapus* (eraser) is associated with *papan* (blackboard) because the subject's concept about eraser is that eraser is commonly used to erase blackboard. Thus, she made the association into sentence by adding with subject *saya* (I) and *menghapus* (erase) as the verb.

7. *Kapur* (chalk) → *Saya menulis papan* (I write on the blackboard)

In this case, *kapur* (chalk) is associated with *papan* (blackboard) because the subject's concept about *kapur* (chalk) is as it is used to write on the blackboard.

Thus, she made the association into sentence by adding with subject *saya* (I) and *menulis* (write) as the verb.

8. *Lemari* (cupboard) → *Saya memasukkan baju di lemari* (I put clothes into cupboard)

As previously mentioned, there is only repetition of the tested word here. She associated the word *lemari* (cupboard) with its function as the place for hanging clothes. Thus, she just made it into sentence by adding the subject (I), *memasukkan* (put) as the verb, and *baju* (clothes) as the object.

9. *Permainan* (game) → *Bermain* (play)

This association is known as steeming, word pair having common morphology.

Therefore, the subject is easier to associate with a word which has a similar morphology.

10. *Musik* (music) → *Menyanyi* (singing)

The subject understands the word *musik* (music) and generally people sing it, but she does not think really like it. Thus, she made the association with the word *menyanyi* (singing).

11. *Perjanjian* (settlement) → *Persahabatan* (friendship)

In this case, the word pairs between the tested item and respons actually have a close relation. She has some promises to some family members that she supposed to be her friend, such as mother, brother, and father. Thus, she associates the word *perjanjian* (settlement) with *persahabatan* (friendship).

12. *TV* → *Nonton* (watch)

She usually watches TV with her brother and sister. Thus, she spontaneously answered with the word *nonton* (watch).

13. *Tempat tidur* (bed) → *Tidur* (sleep)

The subject associated the word by knowing the function of the word *tempat tidur* (bed) which functions for sleeping.

14. *Ibu* (mother) → *Papa* (father)

This is a common association that usually appears in WAT. In this case, the subject associated the word mother with her father.

15. *Senam* (gymnastic) → *Sehat* (healthy)

The subject knows that gymnastic belongs to sport which can make people healthy. Thus, she associated *senam* (gymnastic) with the word *sehat* (health).

16. *Pramuka* → *Gembira* (happy)

Pramuka is one of student's activities which provides many kinds of games.

One of the games she likes is *saputangan* (handkerchief game) that makes her happy to do it. Thus, the subject correlated her feeling when she involves in

Pramuka activity.

17. *Tenis meja* (tennis table) → *Senam* (gymnastic)

Tenis meja (tennis table) is one of the sport activities as the subject's school in spite of gymnastic. Thus, she thinks that every sport also belongs to gymnastic. Therefore, she associated it with gymnastic.

18. *Badminton* → *Bermain* (to play)

The subject is also familiar with badminton sport in spite of gymnastic and table tennis that she usually watches her friend playing it. Therefore, she associated it with sport activity done by her friend where badminton is associated with playing.

19. *Bermain* (to play) → *Saya bermain bersama teman* (I played with friends)

The same as the previous association of making word into sentence, in this case she associated the word play as her most activity in school which is playing with friends.

20. *Membaca* (to read) → *Saya membaca buku* (I'm reading a book)

The subject made the association into sentence which represents her habitual activity in school.

21. *Lari* (to run) → *Saya lari bersama guru* (I run with teacher)

The subject associated the word *lari* (run) with one of sport activities in school which is running. However, she does not run meanwhile just watch other friends do this sport with the teacher.

22. *Menyapu* (to sweep) → *Mengepel* (to brush)

The subject associated the word by the consideration of habitual activity that after sweeping the floor as her mother cleans up the floor with the wet cloth.

23. *Memasak* (to cook) → *menyuci* (to wash)

The way how the subject associated the word above is still the same as the previous association that is by looking at the habitual activity at home. In this context, generally after her mother cooks, she washes the dishes.

24. *Lilin* (candle) → *Saya menyalakan lilin* (I switch the candle)

In this case, the subject did not have any association about the word *lilin* (candle). Therefore she just responded spontaneously by making into sentence.

4.1.1.2. Analysis of Repetition

Repetition is a response produced by repeating the tested words. Based on the finding, there are 17 items belong to this type. The explanation of each word is as follows:

1. *Indah* (beautiful) → *pemandangan itu indah* (the view is beautiful)

The response is like a characteristic pattern of sentence which is usually uttered by students as in primary school, since the teacher always gives example like that sentence. As the subject's mental age is same as fifth grade level students, she also has the same perception about the word *indah* (beautiful) having association with a view (*pemandangan*). Thus, she automatically associates it with sentence expression *pemandangan itu indah* (the view is beautiful).

2. *Senang* (happy) → *Saya senang* (I am happy)

This association is not more than a repetition which repeats the adjective word as the predicate and she just adds with subject "I". More detail, the utterance just comes up spontaneously without any emotional feeling involved.

3. *Sakit* (sick) → *Ibu saya sakit* (My mother is sick)

The same as the previous association showing that the repetition response is always used in form of sentence. The question is why she use word her mother

as the subject is because her mother is the only family member who is very closed to her. Thus, she just substitutes the subject “I” into “mother”.

4. *Bodoh* (stupid) → *Saya bodoh* (I’m stupid)

The response seems like showing the subject’s psychological aspect about the low expectation of her intelligence itself since she knows her limited physical condition.

5. *Nakal* (naughty) → *Saya nakal* (I am naughty)

The same as the previous association showing the subject’s psychological aspect that the teacher always warns other students, including herself, not to be naughty in class. Therefore, she associated the word naughty with herself by making in sentences.

6. *Prestasi* (winner) → *Saya prestasi* (I am the winner)

In this case, she did not understand enough the meaning of the word *prestasi* (winner). However, she is familiar with the word *juara* (winner) from her teacher telling her that she is in the first level in the class. Thus, she just understood it as the similar meaning and then made it into repetition by making into sentence.

7. *Tas* (bag) → *Saya membawa tas* (I bring bag)

The same as the previous association, it was just a spontaneous response in associating the word *tas* (bag).

8. *Belajar* (to study) → *Saya belajar* (I studied)

The word *belajar* (study) has been a familiar word as she is a student. Therefore, she just made it into sentence.

9. *Bersepeda* (to ride bike) → *Saya bersepeda* (I'm riding bike)

The subject associated the word *bersepeda* (to ride bike) from her habitual activity of going to school that she sometimes goes to school by bike.

10. *Mandi* (take a bath) → *Saya mandi* (I take a bath)

The same as the previous association, she thought that after taking a bath, she prepared going to school. Thus, she made it into sentence to show her activity after taking a bath.

11. *Berpakaian* (to dress up) → *Saya berpakaian* (I get dressed up)

It can be seen from the previous association that dressing up is done after taking a bath. Thus, she tried to show the activity by making it into sentence.

12. *Menulis* (to write) → *Saya menulis* (I write)

The association just repeated the tested word by making it into sentence and adding subject "I".

13. *Menari* (to dance) → *Saya menari* (I dance)

Dancing is one of school's activity in her school although she could not dance. She just watches her teacher teach other students learning dance. Thus, she just repeated the tested word by adding the subject "I".

14. *Mengontrak* (to rent) → *Saya mengontrak* (I rent)

The subject experienced renting house to live with her family, and therefore she spontaneously responded by making into a sentence showing that she rented a house several years ago.

15. *Jalan-jalan* (take a walk) → *Saya berjalan-jalan* (I take a walk)

The subject just repeated the tested word by making it into sentence and adding with subject "I".

16. *Berdoa* (to pray) → *Saya berdoa* (I pray)

The subject just repeated the tested word by making it into sentence and adding with subject "I".

4.1.1.3. Analysis of Antonymy

Antonymy is the opposite of the tested word. Based on the finding, there are 10 items belong to this type. The explanation of each word is as follows:

1. *Gelap* (dark) → *Padang* (light)

The response represented the opposite of the tested word showing the opposition of condition. Thus, in her concept, if there is a word *gelap* (dark), so there will be word *terang/padang* (bright). Since she kept the concept like this, she automatically responded it with *terang/padang* (bright).

2. *Dingin* (cold) → *Panas* (hot)

The response above is a common association pair about *panas* (hot) and *dingin* (cold). Automatically, if she was given the word *dingin* (cold), she must responded with *panas* (hot).

3. *Berat* (heavy) → *Ringan* (light)

The response showing the same characteristic with the previous association where she thought that *berat* (heavy) must be correlated with *ringan* (light).

4. *Ngantuk* (sleepy) → *Ngga ngantuk* (not sleepy)

In this case, she thought that the writer asked whether she was feeling sleepy or not. Therefore, she might want to say that she was not feeling sleepy. Thus, she responded it with the opposite word *nggak ngantuk* (not sleepy). The other assumption is she considered that *ngantuk* (sleepy) must associate with *nggak ngantuk* (unsleppy), and thus she responded with the phrase *nggak ngantuk* (unsleppy).

5. *Hitam* (black) → *Putih* (white)

This association belongs to antonymy because she had another perception about the degree of color such as brown when asking her the skin's color of person.

6. *Takut* (scare) → *Tenang* (calm)

The response represents the antonymy association. However, the association was not quite adequate since it should be *berani* (brave) if it was answered using antonymy. She might want to show that in scary condition, someone should be calm. Therefore, she responded with the word *tenang* (calm).

7. *Demam* (fever) → *Segar* (fresh)

In this association, she had a concept that someone with fever must look like tired and untidy. While healthy was correlated with fresh body. Therefore, she responded with *segar* (fresh) to represent the opposite of *demam* (fever).

8. *Cepat* (fast) → *Lambat* (slow)

As shown before that in this association, she responded with antonymy as well since the concept of *cepat* (fast) associated with the opposite of that word which is *lambat* (slow).

9. *Pahit* (bitter) → *Manis* (sweet)

Concept of *pahit* (bitter) was associated with the opposite of the word which is *manis* (sweet).

10. *Perdamaian* (peace) → *Pertengkarán* (chaos)

In fact, she did not really know about the word *perdamaian* (peace). However, she knew the word *damai* (peace) which can make people avoiding quarrel or chaos. Thus, it can be categorized as antonymy.

4.1.1.4. Analysis of Grammatical collocation

Grammatical collocation is the result of syntactic dependencies. Based on the finding, there are 3 items belong to this type. The explanation of each word is as follows:

1. *Kompór* (stove) → *Menyala* (switch)

The response was affected from her daily life knowledge about household stuff, such as stove. Thus, she answered easily the association of stove which is associated with *menyala* (switch on).

2. *Agama* (religion) → *Islam*

In this case, the subject might assumpt that the writer asked her religion.

Therefore, she spontaneously answered the word *agama* (religion) with Islam.

3. *Kamar tidur* (bedroom) → *Depan* (in front)

In this case, she correlated with the position of her bedroom which is located in the front inside the house.

4.1.1.5. Analysis of Synonymy

Synonymy is the relation of similar or same meaning between lexical items.

Based on the finding, there are 2 items belong to this type. The explanation of each word is as follows:

1. *Enak* (delicious) → *Sedap* (delicious)

In this case, the response was different from the previous association showing antonymy association. If she wanted, she could response with the opposite of *enak* (delicious) with *ngga enak* (not delicious) for example, but the word *enak* (spicy) has more closed relation with *sedap* (delicious) rather than *ngga enak* (not delicious).

2. *Andong* (pedicab) → *Dokar* (pedicab)

This association came when she remembered her last holiday riding *andong* in Yogyakarta. Thus, she associated the word *andong* with its synonymy.

4.1.1.6. Analysis of Hyponymy

Hyponymy is a hierarchical relationship of inclusion through the construction and organization of taxonomies. Based on the finding, there are 2 items belong to this type. The explanation of each word is as follows:

1. *Persahabatan* (friendship) → *Teman* (friend)

She knew that *persahabatan* (friendship) correlates with *teman* (friend). Therefore, she associated it as a hyponymy.

2. *Perasaan* (feeling) → *Kejiwaan* (psychology)

Surprisingly, the subject was able to response spontaneously the abstract noun which was responded with abstract noun as well. However, it could be recognized that it was an unconscious answer from the subject since from the previous abstract noun, she was difficult to identify and associate the words.

4.1.1.7. Analysis of Fixed expression

Fixed expression is a multi-word item which is defined as fixed collocation.

Based on the finding, there are 2 items belong to this type. The explanation of each is as follows:

1. *Bangun* (to wake) → *Tidur* (sleep)

She correlated the word by looking at the regular activities she usually do after waking up from sleeping, such as clean up the bed. Thus, she got the association from the concept before she clean up the bed, she must be awake from sleeping.

2. *Mimpi* (dream) → *Indah* (sweet)

In this case, she is familiar with the idiom *mimpi indah* (sweet dream) since her teacher often asks students to pray before going to sleep in order to get a sweet dream.

4.1.1.8. Analysis of Meaningless reaction

Meaningless reaction are responses which do not have any association with the tested words. Based on the finding, there is only one item belongs to this type.

The explanation is as follows:

1. *Kepercayaan* (trust) → *Perdamaian* (peace)

Between association of *perjanjian* (settlement) & *persahabatan* (friendship) laid meaningless association which was caused by the misunderstanding in auditory ability of the suffix *-an*.

From the eight types of word association that appeared, there are three popular types, first is lexical collocation, repetition, and antonymy. Lexical collocation as the most popular types (40%) can be concluded as the easy association to get in. This because the subject does not merely understand the words, but also some information related to the words as the supporting association. The association found in lexical collocation particularly are the associations which have the similar context. Although the associations are sometimes inadequate associated, the association still carries meaning but it needs extra observation from her background of information. For example, the word *perjanjian* and *persahabatan*, they did not seem to be adequate association, but actually the words carried meaning that she has some settlements to her relatives that she thought as friendship. Thus, lexical collocation is a pair of word which is the consequence of certain lexical items due to linguistic context. For example, *TV* is responded with *nonton*, and *menyapu* is responded with *mengepel*. From the

examples, it could be identified that the response of lexical collocation are conceptual association which is used in specific context. The other example of lexical collocation which is unique is the association between table tennis and gymnastic. In a glance, it seems no correlation, but looking in a detail, there is a tied correlation between *tenis meja* and *senam*, where the subject has a similar perception between the two that is sport in her school.

The second popular type of association is repetition. There are many repetition words found as the response in the form of sentence. In detail, there are 16 items of repetition (27%) as the response of word association test. Repetition type in the form of sentences occurs more may be affected from the drilling culture from her teacher that drills her to introduce the way in making sentences which contains subject, predicate, and object that makes her always respond with sentences.

Moreover, it happened eventhough the writer has clearly instructed her to response as quickly as possible what words comes up as the example given. But, almost the repetition responses are answered in the form of sentences. The responses show that basically, the subject has a good syntactical structure of sentence eventhough the result is not adequate with the expectation before because she keeps using response word as sentence like what she learned everyday. In this case, the subject does not understand enough about the instruction given since it may be because the new test setting she experienced and the slow way of thinking.

In associating repetition, she repeated the word by adding subject, predicate, and object. In addition, she responded all the words in day 1 in the form of sentence, but the following days, the responses had been in the various form, that are in words and phrase. It may be because she felt new in the model of the conversation test that made her a bit nervous. Some of the examples of repetition are *Indah : Pemandangan itu indah* and *Mandi : Saya mandi*. The examples show that she formed the responses into the form of sentences since this is the way she transmitted the association. We can take example of the sentence *Pemandangan itu indah*. In this case, she has lexical concept in her mental lexicon that *indah* is usually used to describe *pemandangan*.

The next association's type in the responses is antonymy (16%). Since the tested words belong to adjective, most of the responses are answered with adjective as well, although there is also another possibility that the response is from abstract noun. After antonymy, there are grammatical collocation (5%), synonymy (3%), hyponymy (3%), fixed expression (3%), and the last meaningless reaction (1,6%) becomes the next types of association which have a minority responses. Grammatical collocation is the result of syntactical pair of words. For example, *Agama Islam, tempat tidur depan, and kompor menyala*. Looking for the result, it is known that the noun reflects the situation in her life and environment.

For example, *kamar tidur* is associated with the word *depan* (in front) which means the position of the bedroom in her home is in the front. It can be concluded like that since she tried to remember something when she heard the words *agama* and *kamar tidur*. Fortunately, the subject was able to answer the abstract noun by

using a hierarchical relationship (hyponymy) for answering abstract noun *perasaan* (feeling) which tends to be difficult for mental impairment categorized person. However, the answer actually did not really reflect the emotional feeling of the subject at that time since she just spontaneously answered and the answer might differ every time.

Considering the response of fixed expression and grammatical collocation, there seemed no difference between fixed expression and grammatical collocation since both of them have the same criteria of syntactic dependencies and therefore can form a phrase. But, the difference is that fixed expression is categorized into idiom which becomes a common expression that is usually used, for example *mimpi* is responded with *indah*, and *bangun* is responded with *tidur*.

Related to theories of word association in Chapter II, the result shows that the word association produced by the subject is supported by theories from Jung (1973), Kess (1992), and Coulthard (2006), but not all the result of word association match with the terms proposed by each theory. Some terms which match with Jung's (1973) theory are repetition as the response of the same tested words and meaningless reaction as no correlation response. The other association such as lexical and grammatical collocation and also fixed expression match with Coulthard's theory followed by antonymy, synonymy, and hyponymy which are available in Kess' and Coulthard's theories. Fixed expression as proposed by Coulthard is actually a multi-word item which also defines as fixed expression as being fixed collocation. Meanwhile, this term will not be categorized into grammatical nor lexical collocation. But, there is no clang response which is

actually proposed by Kess. Related to Kess's theory about word association, there are only two terms which match with the result which are members of the same part of speech class and members of the same taxonomy.

4.1.2 Patterns of the Responses

The analysis of word categories as follows only focuses on the word categories which have a significant numbers of items, so that it will be more visible to look for the differences between each popular word association type.

From the result, it is found that there are three popular word association types from the eight types, which are lexical collocation, repetition, and antonymy.

Thus, the three popular association types also affect the number of word category that mostly appear.

In terms of lexical collocation, the popular word category is verb with 11 items (18%), for example *TV* is associated with *nonton*, *memasak* is associated with *mencuci*, and *permainan* is associated with *bermain*. However, there are some associations in the form of sentences that should be analyzed in detail since the association is not directly stated in the predicate or object position of the sentences, but rather seeking it first from the background the subject answers it.

For example, the word *berita* is associated with *saya mendengarkan berita* and *pelajaran* is associated with *saya menulis pelajaran*. At a glance, there do not seem any association which appear, but they can be looked from how she connects the words with the other information stated in the sentences. The information is the word *mendengarkan* (to listen) and *menulis* (to write). Those

information then become the association of the words. In other words, the predicate or object position are intended to seek the correlation between the tested words and the answers. The second word category in lexical collocation is concrete noun with 9 items. For example, *Ibu* is associated with *papa* and *penghapus* is associated with *papan* from the sentence *saya menghapus papan*. It means that the subject's understanding about concrete noun category is good as well as the verb one. It is possible since the knowledge of mentally retarded person is limited rather than non retarded one especially for abstract noun. Since mentally retarded person only understands and knows what shows around them as reality.

The second is repetition. There are two popular word categories in this type which are verb and adjective. Verb with 9 items and adjective with 5 items. Likewise the similar reason as in lexical collocation, verb category becomes the most popular response in terms of repetition because of the learning factor she has in school. Her teacher always drills the students to make and read fixed sentences from the reading book containing sentences of subject, predicate, and object that makes her always responses with sentences when is given verb category. The examples of repetition exist in verb category are *belajar* becomes *saya belajar*, *bersepeda* becomes *saya bersepeda*, and *berpakaian* becomes *saya berpakaian*.

But, there was no specific reason why repetition of adjective word appeared especially in day 1. It might because she still felt nervous since the adjective words were first given in the test.

The next popular word category in terms of antonymy is adjective with 8 items and the rest is abstract which only has 1 item. The examples are *gelap* is associated with *padang*, *dingin* is associated with *panas*, and *ngantuk* is associated with *ngga ngantuk*. There is a reason why adjective becomes the popular word category. This is because adjective has a strong opposite that makes people automatically respond to the opposite meaning of the tested word, such as *hot-cold*, *bad-beautiful*. However, adjective does not only exist in antonymy but also in repetition. In addition, before doing WAT, the writer gave a pilot test to the subject about words she knew including adjectives. And it was found that she tended to respond contrary for the tested word, that is antonymy. Besides, it can be seen that the adjective words belong to easy words and the words are familiar enough in daily life. Therefore, it eases her to associate the words with the other words that she usually uses. For example, *gelap* is responded with *padang*, and *dingin* is responded with *panas*.

The next is grammatical collocation as the fourth popular type with only 2 types of word category which are not too significant to be analysed. First is adjective category with 2 items and verb with only 1 item. The next type after grammatical collocation is synonymy with 1 concrete noun and 1 adjective (1,6%), followed by hyponymy with 1 abstract noun and 1 concrete noun (1,6%), fixed expression with 1 verb and 1 adjective (1,6%), and the last is meaningless reaction which also has the same number with 1 abstract noun (1,6%).

Therefore, it can be concluded that there are three popular word categories which are mostly used, first is verb, concrete noun, and adjective. Verb becomes

the popular responses of word category with 23 items (38%) because the subject is affected by the way of teaching from her teacher that drills the students to make fixed sentences pattern such as *Ibu Budi membeli sayuran, Aku pergi bersama Ani*. Therefore, it must affect the way she answers the association especially from verb category to ease her in delivering the meaning that she intends to. The second word category appears in all types is adjective with 20 items (33%) as adjective often appears as the opposite words. The third popular word category is concrete noun with total 12 items (20%). Concrete noun becomes the third popular word category because this word category is easy to be recognized. It becomes the evidence that mentally retarded person is more familiar with concrete noun rather than abstract such as *persahabatan* (friendship) and *perasaan* (feeling) as the least popular word category with only 5 items (8%). As it was said before that the subject has quick response to concrete noun since mentally retarded person knows it better rather than the abstract noun.

4.2 Discussion

Before going into deeper analysis, the discussion of lexical access in relation with mentally retarded person is not much exposed compared with previous study from Rondal and Comblain. The discussion involves previous study from Ilknur Istifci (2010) to investigate the difference of lexical access between mentally retarded person and normal person. Indeed, there are differences and similarity about the word category of responses and the way of thinking which appeared from the test between this study and the previous study of Istifci. In this study the

popular word category which appeared is verb, while the study of Istifci produced more adjective rather than the other word category. In addition, the way of responding the association in this subject is by making into sentences, while EFL students just responded the association by using words. However, both studies showed that even a normal students of EFL and student with mental retardation tended to think syntagmatically rather than paradigmatically to show the association of their psychological tone.

The result of word association test in this study was different from the result of Christensen (2001) in his experiment to an autistic boy named Christopher, that he should not be able to learn language, and if so (as he actually has) he should only be able to compile lists of words in paradigmatic relation to each other (due to the sparing of Wernicke's area). As it has been said before, wernicke's area just responsible in speech sound of word production that does not play much role in processing language rather than broca's area. The result of this study covered that the subject thought syntagmatically more rather than paradigmatically. This was a contrary from theory of language impairment stating that actually person with mental retardation has the language impairment in the broca's area which is used to identify words syntagmatically and also its morphological form. In this case, although there is an impairment in broca's area, the ability of this part of language still can work on managing the syntagtic utterance.

Principally, the responsibility between broca's and wernicke's area is different, whereas broca focuses more for grammatical and syntagmatic structure, while wernicke's for speech sound. It means that there is a chance for broca's area

to handle the speech production of word production as the minor responsibility.

As Deacon (1997) says that actually there is no language specific in cerebral region, there will be no different responsibility for the computation of paradigmatic and syntagmatic relation, whereas paradigmatic and syntagmatic are the two different kind of lexical access. "In the most general sense, all words of the same part of speech are paradigmatic of each other to some degree since they can substitute for one another. Syntagmatic operations are reflected in the complementary relationship between words from different parts of speech". Thus, this subject who belongs to mentally retarded person still can master syntamatic as well as paradigmatic way of thinking.

In this case, the subject did not only use lexical collocation to response them into words but also made them into sentences. The example of lexical collocation word response is the association between the word *tenis meja* and *senam*. Related to Levelt's (1993) theory, she has a lexical concept about *tenis meja*. She remembered that *tenis meja* is one of her sport activities in school. From this stage, she had a perspective that *tenis meja* is a sport. Since the sport that she usually does in school is gymnastic , then she selected it as the lexical collocation with table tennis. The other example is the word *penghapus* which was responded with *Saya menghapus papan*. The response that indicated the association was in the object position that was *papan*. It was so because the subject had used the noun of *penghapus* into verb, and it means she associated that eraser that she knows in class is used to erase the blackboard. The second reason why the subject answered the tested word in the form of sentence was the way of teaching from

the teacher that teaches the students to make a fixed sentences, means that making sentences into subject, predicate, and object position, like the example above.

Besides, the handout books of the students that contain the writings having the same traditional pattern of sentences. Automatically, the model of study applied in her school gave a big influence to the way she is thinking. It means that the theory which was proposed by Christensen is not totally true applied to this subject, since the subject still can produce syntacmatic response.

The analysis of the responses showed that there was one characteristic of the responses which were produced. In terms of repetition and lexical collocation, the usage of subject in the form of sentences use subject "I" in spite of subject "*Ibu saya*", and "*Pemandangan itu*". From this result, it could be known that the usage of those subjects were more applicable and easy in making the association. Thus, in this case, she got the association of the word by applicating that words into herself. Therefore, the association of the tested word can be investigated by correlating the object from that sentence with the tested words.

Based on the finding, it was known that the subject seemed repeating all the tested words by marking them on the form of sentences. But, looking in detail, not all the sentences responses are all repetition, but rather lexical collocation. Both lexical collocation and repetition were made into sentences. However, they could be differed from the correlation between the tested word and the predicate and object position of the sentences and relating them with the context she associated them. Therefore, the result showed that the subject produced lexical collocation more rather than repetition and the other word association types.

Lexical collocation type almost appeared along the test for three days. It was so because she had already known the background concept of the words which were tested and thus, she tried to answer them in the easy way that is by sentence.

While repetition particularly appeared in the first and the last day especially in terms of adjective and verb category. This was a specific result remembering that on the first day all the adjective words were responded with repetition. First, it might be because she was supposed making a words into sentences like what she learns everyday in class that is learning words then made them into sentences.

Rondal & Perera (2006, p.162) say that Down syndrome children could therefore experience some difficulties in understanding instructions pronounced orally or introduced in an oral way and would benefit when they are assisted by a practical demonstration. It means mentally retarded person has lack attention and difficult to process the instruction which can be called a new instruction, and this happens to the subject of this study. The second reason was she might be confused and nervous about the way the test was conducted since that was the first time she had the kind of test like this. She looked like nervous when she was inserting question what she should answer in the middle of test. However, this interruption did not affect the validity of the result since the test had been well done which was adequate with the way in answering the test.

While in the following two days, the form of responses were various not only sentences, but in the form of words, and phrase as well. It might be because she had understood the instruction of the test in spite of the instruction repetition from the writer. Moreover, the answers were more natural differed from the first day,

which means she felt more comfort. Although a half responses were sentences, it did not mean that she just put the same words then repeated it without thinking the reason why she chose that words. However, she also involved her emotional feeling and recalled the past experience to associate the words. For example when asking the word *andong*, she seemed recalled her past experience in Yogya when she rode *andong* and thus, she associated it with the similar meaning which is *dokar*.

The way she gets the lesson from the teacher also affects the way she thinks. It was proved from the way she responded the association by using sentences. At the beginning of the analysis it seemed impossible that mentally retarded person can form grammatical sentences for her limited ability to think syntagmatically. However, since the teacher seems like drilling in making and reading sentences to the subject, it should affect the subject's way of thinking. Thus, the subject only knows sentences but not the concept of words and sentences. In fact, it is good to train the subject in order to be used to think syntagmatically, but it became difficult to differ whether the association was just a repetition of the tested words or it contained the other associations. Therefore, to investigate the association containing in sentences, each speech of class of the sentences should be analysed one by one.

On the second day, the responses were more various such as antonymy. Antonymy appeared as the result of adjective word which was given. John Deese (cited in Spiteri 2002, p.30) says that because opposites are so strongly associated, if a person is given one member of an antonym pair and asked to give another

word in response, they are highly likely to respond with the antonym. If most people responded with *hot* when they were given the stimulus term *cold*, and if most responded with *cold* when they were given the stimulus term *hot*, then *hot* and *cold* would be identified as a reciprocal contrasting pair, i.e., as antonyms.

In fact, defining the type of Mental retardation to someone should be based on its behavioral symptom and *intra-syndrome variability* or genetic syndrome. But, it was difficult if the observation included her result of genetic syndrome.

Therefore, it would be easier to determine the type from her behavioral and characteristic symptom. Since there are many types of mental retardation and it is a bit difficult to define on what category the subject is, the writer should identify the subject's characteristic matched with the symptom of each as informed in the theory. But, as the observation done for a couple of days, the subject could be categorized as Down syndrome person. It could be identified from the interview made by the writer for asking her telling story about her last holiday. By the conversation, surprisingly, the subject could remember and describe the situation.

Therefore, the characteristic of the subject is similar with characteristics proposed by Devenny in Rondal & Perera (2006, p.85) which lead into some characteristics as follows: (1) Implicit memory (do not need effortful cognitive process in recalling procedures and memory of experiences), (2) Semantic memory (word's meaning and knowledge).

The subject of this study, namely Damayanti, is very proactive, although she is categorised as mentally retarded person. As the mild mentally retarded person, she can interact with others, understand verbal communication, and do practical

activities. As the quotation from Heward (2006) that most students with mild mental retardation master academic skills up to about the sixth-grade level and are able to learn job skills well enough to support them independently or semi-independently. It is proved by Damayanti that she is now in the same level of fifth grade mental age normal student.

In addition, according to Szymanski et al., 1999 from AACAP (American Academy of Child and Adolescent Psychiatry), Damayanti is categorised as Pervasive Developmental Disorders (PDD). It is the categorize for those who suffer from mental retardation which do not have significant impairments in reciprocal social interaction and can engage in social communication, verbal or nonverbal (such as gestures and eye contact), appropriate to their developmental level. This can be proved from the conversation between the writer and the subject. While asking her telling her activities in school, home, and her vacation, she talked a lot but with very simple and short utterances but still grammatically correct. Like Burrack (1998, p.292) states that the person with MR will have a simple structure in understanding sentence. But, there is also a hypothesis from Burrack that mentally retarded person also have a specific linguistic deficit which happens in production, pragmatic and syntactical as well. If it is compared to the fact of Damayanti, it is not totally true since Damayanti is still able to make grammatical and syntactical utterances.

This is also supported by Fowler in Burrack (1998, p.290) who states that "variability in language skill cannot be fully explained by general cognitive factors; and some components within language are themselves separable.

Although full linguistic mastery necessarily involves a combination of lexical, morphosyntactic, phonological, and pragmatic skills, it is becoming increasingly evident that these components may be differentially impaired or spared in persons with MR, especially beyond the earliest stages of development". This means that each person with mental retardation has different linguistic cognitive language and the result of the data can both be generalized. Besides, there are many types of mentally retarded person whereas language ability covers different part in brain.

Thus, there are some factors affecting the subject in responding the words.

First, a half of the associations were made into sentences with repetition. This was because she was influenced by the pattern of uttering sentence she got in school.

The teacher drills the students to make a fixed sentence containing subject, predicate, and object. The second, in some cases, there are responses which were responded based on the subject's consideration meaning that she responded it not just repeating or unconsciously saying the words, but first, by recalling the event.

For example, when she was asked the word tempat tidur (bed), she paused for a seconds as remembering the position of her bed in home, then answered it the location (in front). In fact, she had been familiar with the word mengontrak (to rent) because she experienced to rent house for a couple of years. Thus, hearing that word, she spontaneously answered by using sentence saya mengontrak which she intended to tell it as the true to the writer.

The third, is by involving her emotional feeling to associate the words. For example, when she was asked the word *Pramuka*, without taking a longer pause to associate, she spontaneously answered with the word *gembira* (happy). This

because *Pramuka* is one of the activity in school that she familiar with which learning game, training, and outbond which makes her happy.

The fourth, is by reflecting to her habit in school and home. For example, the word *lari* (to run), and *tenis meja* (table tennis). Basically, the words were put as the tested words by asking her in conversation to stimulate and produce more words that she knows. The response of the word *lari* (run) came from the reflection of her sport activity where she run with the teacher. The next unique response is the word *senam* (gymnastic) as the response from *tenis meja* (table tennis). This association is reflected from the gymnastic sport which is done in her school. She asupposed that sport the she familiar with belongs to gymnastic activity. In conclusion, almost repetition in the form of sentences are the association reflecting the the event or activity in her life that she usually does. It is so, because the way to remember what have been done and what usually does are the easier way to get the association.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion for all research problems which had been discussed in Chapter IV and suggestion for the next researcher in doing similar study.

5.1 Conclusion

In general, there are two ways of thinking, syntagmatic and paradigmatic. Syntagmatic is thinking based on the difference of syntactical and grammatical structure. While paradigmatic, is thinking based on the same syntactic category. In general, research found that most mentally retarded people think paradigmatically better than syntagmatically. But, it is found in this study that the subject is able to think syntagmatically as well as paradigmatically. The ability to think syntagmatically is adopted from her teacher's way of teaching sentences who always teaches her in making a fixed expression of sentences. The unique term in making sentence responses is that the subject employs the subject "I" to support her expression. Thus, she associates the words directly, meaning that not associating the words with other words related to them, but rather relate them to some things backgrounded the words.

5.2 Suggestions

The suggestions will be provided for English Study Program of Faculty of Culture Studies and the next researchers.

1. English Study Program

First, literature is the crucial thing in doing research as the foundation. Related to the study about mental retardation, there is no adequate literature found that cover it in Self Access Center. Therefore, it is important for English Study Program of Faculty of Culture Studies to enrich references or literatures about language impairment in people with mental disabilities. The second, related to the finding showing the ability of mentally retarded person to think syntagmatically, it is hoped for the lecturers to be able to relieve the way of learning for mentally retarded people in order to develop their way of thinking.

2. The Next Researchers

By the end of this study, it is hoped for the next researchers to conduct a more detail and complete research about word association test in mentally retarded person especially finding its factor affecting the subject in associating the words which is not only based on interpretation, but theoretically as well in order to get a more valid result.

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APPENDICES

Appendix 1. List of 60 Tested Words

Adjective	Abstract Noun	Concrete Noun	Verb
<i>Indah</i>	<i>Rasa saying</i>	<i>Penghapus</i>	<i>Belajar</i>
<i>Senang</i>	<i>Prestasi</i>	<i>Kapur</i>	<i>Bermain</i>
<i>Sakit</i>	<i>Berita</i>	<i>Lilin</i>	<i>Membaca</i>
<i>Bodoh</i>	<i>Pelajaran</i>	<i>Lemari</i>	<i>Lari</i>
<i>Nakal</i>	<i>Sekolah</i>	<i>Tas</i>	<i>Bersepeda</i>
<i>Gelap</i>	<i>Persahabatan</i>	<i>TV</i>	<i>Menyapu</i>
<i>Dingin</i>	<i>Mimpi</i>	<i>Kompot</i>	<i>Memasak</i>
<i>Berat</i>	<i>Permainan</i>	<i>Tempat tidur</i>	<i>Bangun</i>
<i>Ngantuk</i>	<i>Musik</i>	<i>Ibu</i>	<i>Mandi</i>
<i>Hitam</i>	<i>Agama</i>	<i>Kamar tidur</i>	<i>Berpakaian</i>
<i>Enak</i>	<i>Perjanjian</i>	<i>Senam</i>	<i>Menulis</i>
<i>Takut</i>	<i>Perdamaian</i>	<i>Pramuka</i>	<i>Menari</i>
<i>Demam</i>	<i>Perasaan</i>	<i>Tenis meja</i>	<i>Mengontrak</i>
<i>Cepat</i>	<i>Kepercayaan</i>	<i>Badminton</i>	<i>Jalan-jalan</i>
<i>Pahit</i>	<i>Pertengkaran</i>	<i>Andong</i>	<i>Berdoa</i>

Appendix 2. List of responded words and the word association type

	Tested Words	Responded Words	Word Association Type
Adjective	<i>Indah</i>	<i>Pemandangan itu indah</i>	Repetition
	<i>Senang</i>	<i>Saya senang</i>	Repetition
	<i>Sakit</i>	<i>Ibu saya sakit</i>	Repetition
	<i>Bodoh</i>	<i>Saya bodoh</i>	Repetition
	<i>Nakal</i>	<i>Saya nakal</i>	Repetition
	<i>Gelap</i>	<i>Padang</i>	Antonymy
	<i>Dingin</i>	<i>Panas</i>	Antonymy
	<i>Berat</i>	<i>Ringan</i>	Antonymy
	<i>Ngantuk</i>	<i>Nggak ngantuk</i>	Antonymy
	<i>Hitam</i>	<i>Putih</i>	Antonymy
	<i>Enak</i>	<i>Sedap</i>	Synonymy
	<i>Takut</i>	<i>Tenang</i>	Antonymy
	<i>Demam</i>	<i>Segar</i>	Antonymy
	<i>Cepat</i>	<i>Lambat</i>	Antonymy
	<i>Pahit</i>	<i>Manis</i>	Antonymy
Abstract Noun	<i>Rasa sayang</i>	<i>Saya sayang kepada ibu</i>	Lexical collocation
	<i>Prestasi</i>	<i>Saya prestasi</i>	Repetition
	<i>Berita</i>	<i>Saya mendengarkan berita</i>	Lexical collocation
	<i>Pelajaran</i>	<i>Saya menulis pelajaran</i>	Lexical collocation
	<i>Sekolah</i>	<i>Saya naik sepeda ke sekolah</i>	Lexical collocation
	<i>Persahabatan</i>	<i>Teman</i>	Subordination
	<i>Mimpi</i>	<i>Indah</i>	Fixed expression
	<i>Permainan</i>	<i>Bermain</i>	Lexical collocation
	<i>Musik</i>	<i>Menyanyi</i>	Lexical collocation
	<i>Agama</i>	<i>Islam</i>	Grammatical collocation
	<i>Perjanjian</i>	<i>Persahabatan</i>	Lexical collocation
	<i>Perdamaian</i>	<i>Pertengkaran</i>	Antonymy
	<i>Perasaan</i>	<i>Kejiwaan</i>	Superordinate
	<i>Kepercayaan</i>	<i>Perdamaian</i>	Meaningless reaction
	<i>Pertengkaran</i>	<i>Bertengkar</i>	Lexical collocation
Concrete Noun	<i>Penghapus</i>	<i>Saya menghapus papan</i>	Lexical collocation
	<i>Kapur</i>	<i>Saya menulis papan</i>	Lexical collocation
	<i>Lilin</i>	<i>Saya menyalakan lilin</i>	Lexical collocation
	<i>Lemari</i>	<i>Saya memasukkan baju di lemari</i>	Lexical collocation
	<i>Tas</i>	<i>Saya membawa tas</i>	Repetition
	<i>TV</i>	<i>Nonton</i>	Lexical collocation
	<i>Kompas</i>	<i>Menyalakan</i>	Grammatical collocation

	<i>Tempat tidur</i>	<i>Tidur</i>	Lexical collocation
	<i>Ibu</i>	<i>Papa</i>	Lexical collocation
	<i>Kamar tidur</i>	<i>Depan</i>	Grammatical collocation
	<i>Senam</i>	<i>Sehat</i>	Lexical collocation
	<i>Pramuka</i>	<i>Gembira</i>	Lexical collocation
	<i>Tenis meja</i>	<i>Senam</i>	Lexical collocation
	<i>Badminton</i>	<i>Bermain</i>	Lexical collocation
	<i>Andong</i>	<i>Dokar</i>	Synonymy
Verb	<i>Belajar</i>	<i>Saya belajar</i>	Repetition
	<i>Bermain</i>	<i>Saya bermain bersama teman</i>	Lexical collocation
	<i>Membaca</i>	<i>Saya membaca buku</i>	Lexical collocation
	<i>Lari</i>	<i>Saya lari bersama guru</i>	Lexical collocation
	<i>Bersepeda</i>	<i>Saya bersepeda</i>	Repetition
	<i>Menyapu</i>	<i>Mengepel</i>	Lexical collocation
	<i>Memasak</i>	<i>Menyuci</i>	Lexical collocation
	<i>Bangun</i>	<i>Tidur</i>	Fixed expression
	<i>Mandi</i>	<i>Saya mandi</i>	Repetition
	<i>Berpakaian</i>	<i>Saya berpakaian</i>	Repetition
	<i>Menulis</i>	<i>Saya menulis</i>	Repetition
	<i>Menari</i>	<i>Saya menari</i>	Repetition
	<i>Mengontrak</i>	<i>Saya mengontrak</i>	Repetition
	<i>Jalan-jalan</i>	<i>Saya berjalan-jalan</i>	Repetition
	<i>Berdoa</i>	<i>Saya berdoa</i>	Repetition

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3	22 / 3 / 2010	Revisi Bab I & Pengajuan Bab II		
4	31 / 3 / 2010	Revisi Bab II & Pengajuan Bab III		
5	15 / 4 / 2010	Revisi Bab III		
6	5 / 5 / 2010	Seminar Proposal		
7	12 / 5 / 2010	Revisi Seminar Proposal		
8	20 / 5 / 2010	Pengajuan Bab IV		
9	24 / 5 / 2010	Revisi Bab IV		
10	30 / 7 / 2010	Seminar Hasil Skripsi		
11	1 / 8 / 2010	Revisi Seminar Hasil		
12	11 / 8 / 2010	Ujian Skripsi		
13	16 / 8 / 2010	Revisi Ujian Skripsi		
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10. Telah dievaluasi dan diuji dengan nilai:



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