

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1. Research Approach**

This study focused on the phonological alternation that a 5-year-old autistic child produced. The writer will analyze the data with qualitative approach because the data are in the words-form. The writer uses qualitative method because this study is purposed and aimed to give description of phonemes altered by an autistic child aged five years old.

In this study, the writer uses a single-case study because a single case study is a detail study which can use any methodology (Punch, 1998). The purpose of case study is to understand the case in depth, and in its natural setting, recognizing its complexity and its context (Punch, 1998).

#### **3.2. Participant**

The participant in this study was a five-year old autistic child who was taken care at Cakra House Autism Theraphy. The writer uses a five-year old autistic child because in normal children after the age of 3 to 4 years old, they have increased some vocabularies and learned an average new words a day (Elkin and Weiner, 1978) while

in autistic children, the linguistic skill of them at the age of two is delayed and develops slowly until the age of 5 and worse autistic children will stop talking at all if they are not taught to learn new vocabularies and have communicative routines (Zhao, 2006)).

The participant is Fikri who is five years old and he is the only child in his family. He lives on North Surabaya area; he is a Javanese child who lives together with his parents and grandmother; his family is in the middle class condition. Both of his parents are laborer. He comes to cakra every Monday, Wednesday and Friday from nine o'clock in the morning to one o'clock in the afternoon.

### **3.3. Technique of Data Collection**

In this study, the writer took and recorded some conversation between an autistic child with his therapist in the class when the therapist taught him about some words and asked several question to Fikri, the autistic child. The reason why the writer uses conversation is because a child or an individual with autism has deficits relating to social interaction (Krantz and Mc Clannanhan, 1993) and to avoid utterances which are done intentionally rather than ask the child to read, considering that the phonological production may occur and damage in spontaneous speech (Lord and Paul, 1997).

Because this study focused on the phonological production, the writer used audiotape recording in collecting the data. The media that the writer used in

collecting the data was a video recorder from a digital camera. In collecting the data, the step was listening and recording some conversations between the therapist and the autistic child. The conversation was taken every once a week for at least five minutes and the total for the whole conversations are sixty minutes. Remembering that child with autism is not easy meeting someone new around him or her. In addition, at Cakra House of Autism Therapy, all of the students do not come every day, but only several days in a week depend on their necessity.

### **3.4. Technique of Data Analysis**

After collecting the data, the writer transcribed the child's speech phonetically by using Indonesian phonetic transcription from Alwi et.al. (2000). The words that were not well recorded because of internal factors from the participant or external factors like location of the conversation taken were ignored. The writer then identified the phonemes produced by the autistic child based on their place of articulation and manner of articulation then classified those phonemes based on the types of phonological alternations by Giegerich (1992), i.e. into three main groups: insertion, deletion and metathesis also phonological processes by Ingram (1979), i.e. substitution process, assimilatory process and syllable structure; and, After transcribing and classifying the data, the writer would be able to find out which phonemes were altered by the child by characterizing into phonological rules.