

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Naturally, new born babies can not communicate verbally nor master the complexity of a structured language. They need some period of time to be able to speak proficiently. Based on Clark (2009, p.101), children must pass through some phases to acquire words and phrases, before eventually trying to make sounds and conducting it slowly and gradually into a proper language. Nonetheless, each child spend different amount of time to learn the basic of a verbal communication.

Every child develops their verbal communication through stages or phases in average specified sequences. Clark (2009, pp. 101-105) claimed that “children normally take the first six or seven years in passing four stages. Those four stages are passed by children until three years old, such as babbling (6-8 months), one word stages (9-18 months), two words stages (18-24 months), telegraphic stages (24-30 months), later multiword stages (30+months) then children also acquire the logical structure around four to seven years old.” However, in some special cases, children may progress differently.

Normally, children can start to speak fluently around the age of five- years old. According to Gillion (2005, p. 7), at that age, children supposedly have completed the greater part of the basic language acquisition process. He also stated that they will be able to say something, understand words and lexicons, distinguish their meanings, discover the rules for recombining sounds into words,

as well as adopt those words into meaningful sentences. Thus, they can talk and know when to take turn in a dialogue.

The problem is that there are some children that must have spent longer time to pass those stages. They are usually still not able to talk by the time normal children start to speak. It is allegedly because of the lower ability to complete those stages, resulting from a developmental delay in their language acquisition process as well as cognitive development.

Children with those kind of problems can be classified as those who are suffering “special needs” symptoms. Children with special needs are usually influenced by the symptoms of delayed speech and delayed development. According to Leung & Kao (1999, para. 1), those “delayed speech” children commonly have symptoms, which include “mental retardation, hearing loss, expressive language disorder, psychosocial deprivation, autism, elective mutism, receptive aphasia and cerebral palsy.” Their verbal skills are acquired in a normal sequence but slower than normal rate.

Therefore, it comes to the writer’s mind to discuss more about a child who has been undergoing ‘special needs’. Regarding that matter, the writer uses one of her students, as her participant. The participant is experiencing slow development since he was in the playgroup. Even after the participant entered the kindergarten-A level he could do only babbling and he still could not produce bahasa Indonesiasounds properly. While attending his study in Kindergarten-B level for 2 years until now, he has been showing a good development in producing sounds, although some of his words are not well pronounced. For instance he may

substitute (sagu with ta:gu), (Id with hijau), delete the phonemes (telur with telu), (hitamm with ta:m), assimilate (kakii with tati?), etc. Then, according to his medical record, Wira is experiencing “special need” specifically delayed speech.

Leung & Kao (1999, para. 2) stated speech delay refers to children who do not start talking at the expected age. A child with speech delay has speech development that is typical of a normally developing child of a younger chronologic age. In addition, speech delay is typically categorized as either phonetic delay, such as immaturities in how consonants or vowels are articulated in particular contexts or phonological delay, and immaturities in the organization and systematic use of speech sounds to produce meaningful words.

Basically, in their language development a delayed speech child may show differences signs development. Nelson (2010) stated that a delayed speech child may be able to pronounce words well but be unable to put more than two words together. Others signs that shown by a delayed speech child such as a child may got difficulties in using gestures, for instance pointing or waving his or her hands, prefers to use gestures over vocalizations to communicate, has difficulty understanding verbal instructions, has trouble imitating sounds by three years old. In addition, Leung & Kao (1999, para. 3) also argued that children with speech delayed, tend to exhibit articulation deficits.

Regarding to the phenomenon above, the writer is interested in conducting study to analyse phonological alternations that occur in a seven -year old child with delayed speech. Davenport & Hannahs (2005, p.150) stated that phonological comes in many shapes and sizes and the process behind them are equally varied,

as are the kinds of factor which condition them. Then, the type of alternations involved can vary or the factors conditioning the alternation may vary. Hence, there are 3 types of alternations: (a) Phonetically conditioned alternations, (b) Phonetically & morphologically conditioned alternations, (c) Phonetically & morphologically & lexically conditioned alternations.

Since the participant is undergoing delayed speech, thus, the writer also wants to analyse how he expresses the articulation disorder. For example, a special needs child may substitute (ti: for sea), (fi for tea), (ess for nest), etc. According to Bishop, Norbury and Thomblin (2008, p. 158) phonemes discriminations errors may occur in comprehension of consonants, consonant blends, and vowels. In the learning of consonant blends, the child may also have difficulty with difficult consonant sounds, including: /pr/, /fr/, /kr/ are confused with /pl/, /fl/, /kl/, /tr/ and /dr/ are confused with /tw/ and /dw/. /pr/, /tr/, /kr/, /dr/, /gr/, /fr/ are confused with each other. /sp/, /st/, /sk/, /sm/, /sn/, /sl/, /sw/ confused with each other. Besides, in learning the vowels; the problems centre on differentiating the front vowel of short /e/, /i/, and /a/.

For the references in this study, the writer used two related studies. First is thesis that was written by Anggari (2004), a student of English Department Airlangga University. She discussed about Phonological Alterations Occurring in Some Children with Cerebral Palsy at YPAC Cabang Surabaya. Then, the second related study is the thesis written by Juliwati (2007) taken from Journal of Petra Christian University. Her thesis analyzed what kind of phonemes that are acquired by twelve years old retarded children. Then, the differences of Juliwati's study

with Angari's study are from the participant and the object of the participant. Thus, it can give input for the writer to use a seven-year-old child with delayed speech as her participant. Regarding on the background above, the writer intends to make a study about phonological alternations that occurs in a seven- year-old child with delayed speech by focusing on the Indonesian phoneme.

### **1.2 Statement of the Problem**

In doing her research, the writer of this thesis formulates basic research questions as follows:

1. What phonological alternations that occur in the speech of a seven-year-old child with delayed speech?
2. What phonological processes that happen because of the alternation?

### **1.3 Objective of the Study**

The purpose of this case study is to identify the central phenomenon of phonological alternations that occur in a seven-year-old child with delayed speech at Pelita Jaya School Surabaya. Since the writer focuses on the child's utterances, the writer aims to find out any phonemes that are altered by a child with delayed speech.

### **1.4 Significance of the Study**

In theoretical contribution, this study is expected to enrich knowledge and expand the field of research in psycholinguistic, first language acquisition as well phonology as linguistics field. It is also expected to be useful information about how the theories of psycholinguistic, phonology and first language acquisition are useful for linguistic observers, teachers or other researchers.

Then, in practical contribution, this study expected to help the readers to know how the way of delayed speech child speaking and understanding what the child is trying to say. Furthermore, this study aimsto give clearer ideas to parents, teachers and readers how a child with delayed speecharticulate sounds, especially about a child with delayed speech in acquiring their language especially what the phonological alternations that occurs in a child with delayed speech.