

## **Chapter III**

### **METHOD OF THE STUDY**

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

In this study, the writer uses a qualitative approach because the writer is interested in studying what phonological alternations that occur in a seven-year-old child with delayed speech. According to Creswell (2008, p.23) Qualitative approach is ethnographic design, and observation of behavior. In this situation the researcher seeks to establish the meaning of a phenomenon from the view of participants. It also cues strategies of inquiry like a case study. Stake (1995) as cited in Creswell (2008, p.17) asserted that case study in which the researcher explores in depth an activity, a process, or one or more individuals. The case (s) is bounded by the time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. One of the key elements of collecting data is to observe participants' behaviors by participating in their activities.

#### **3.2 Participant**

The participant of the writer's study is a seven-year-old child with delayed speech symptoms. The child is one of the writer's students at Pelita Jaya School in Surabaya. His name is Wirasana Satya Liangga Wisesa (Wira). He is attending in Kindergarten-B2 as long as two years. He has been suspected of delayed speech symptoms since four years ago. Since he was in Play Group level he showed slow developmental. Then, he entered to Kindergarten- A class until now in

Kindergarten- B class he has been showing good improvement. His parents are from middle up class. So, his parents could afford to send the participant to the therapist, who is handling the problems of children with special needs, to be trained periodically.

According to his therapist, the participant has several symptoms such as Autism in ADHD (Attention Deficit Hyperactivity Disorder), delayed speech, and delay development. For those symptoms, he has been undergoing delayed speech symptoms. Besides, the participant has less impairment in adaptive functioning. Adaptive functioning refers to how effectively individuals deal with common life demands and how well they meet the standards of personal independence expected of someone in their particular age group, sociocultural background and community setting. (NYU Child Study Center, 2011, para. 1).

Other symptoms that appeared in the participant early childhood years, was his inability to acquire full communicative speech. The participant showed the limited ability in academic such as; he is familiar with alphabets and simple counting. For example, he is able to read Indonesian or English passages and counting the numbers from one to twenty in sequence by himself. However, he could not pronounce words well and could not understand the concept of the passages as well as the meaning. It is difficult for other people to comprehend his sentences. As to counting number, he could not count number randomly. It has to be in sequence. Other symptoms are his lack of curiosity, difficulty in solving problem, trouble in learning, and adversity in thinking logically. In his social life, sometimes it is kind of hard for the participant to get along with his peers, teachers

and other people. The participant prefers to play by himself. When other speakers talk to him, his eye gazes unfocused, therefore teachers keep guiding him in turn-taking dialogues with others. In addition, the writer could not get the medical record due to the participant's secret data and ethical consideration of the research.

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

In this study the writer focused on phonological alternations in a seven-year old child with delayed speech. In collecting the data, the writer used some techniques. These techniques were important to collect the data in order to lead the writer to obtain adequate and appropriate data for her research. The writer used observation techniques by recording data. Thus, the writer needed to record the participant's utterances. The instrument used in collecting the data is a tape recorder.

First of all, since the writer wanted to examine phonological alternations that occur in a seven-year-old delayed speech child, the writer needed words that were going to be said and the sample of utterances of the child. Based on his symptoms and backgrounds as mentioned above the writer applied two steps in collecting data in order to get a lot of data to be analyzed. On the first step, the participant was asked by the writer to read some passages and mentioned the words that knew by using flash card. These steps are going to be drawn as follows:

1. The participant was asked by the writer to read some passages

This step was used because the participant would not initiative to speak. He only speaks when other people ask him to. On the other hand, although the participant is able to read the texts or passages yet he still could not understand the concept of texts or passages.

2. On the second step the writer showed him some pictures and asked him to mention the name of object in pictures that he knew.

Basically, the participant's therapist asserted that the participant is also undergoing ADHD (Attention Deficit Hyperactivity Disorder). It was hard for the writer to take the participant's utterances by using naturalistic conversation because he has difficulty in focusing instructions. For the instance, when the speaker wanted to invite him to make conversation, the speaker had to hold the participant, spoke slowly, stared at his face and focusing the eyes toward the participant's eyes to get his attention. For instance; *batu, sisir, bunga, yoyo, bola, ikan, roti, etc.* The aim of this step is to help the writer in completing some words such as; vowels, diphthongs or consonant sounds because the participant only had little and limited knowledge about nouns.

All materials were taken from the materials that the participant learned in the school and included in the school curriculum. Since the writer only focused on his first language acquisition, Bahasa Indonesia, thus the writer chose the materials from Bahasa Indonesia lesson, especially taken from the book of *Bahasa Indonesia untuk Anak TK* and some flash cards which were been provided in the school. Beside Bahasa Indonesia book and flash card, the writer also used

worksheets as the material for the participant. In addition, the writer chose those words based on these criteria:

- The selected words must be consisted of any Indonesian sounds, either vowels, diphthongs, or consonant sounds
- Each sounds target must occur at least once either in initial, medial, or final position of the words
- Thus, one word may be consisted of two or more sound targets

Based on those criteria, the writer listed about thirty to forty selected words of Indonesian language which are considered as in words among children vocabulary. The details of the thirty to forty selected words and their places of articulation will be described in the Appendix.

Since the participant is one of the writer's students in the class and the writer needs a period of time in taking the data, the writer recorded the participant's utterances in the class or in the library. For every meeting, the writer needed fifteen to twenty minutes. The writer took two to three times a week to record the participant's utterances. The data were taken from 2<sup>nd</sup> April to 2<sup>nd</sup> May 2012. When the participant pronounced those words the writer recorded his pronunciations. In order to keep the originality of the data the writer took his utterances one time without repetition. After that, the writer took the clearest and loudest utterances of the participant as a main data.

### **3.4 Data Analysis**

First, after recording all the participant's utterances the writer transcribed all participants' speech orthographically. Then, the writer also transcribed the

child's speech phonetically by using phonetic transcription from Marsono (1999). The words that were not well listened due to internal factors (from external or even internal factors) will be ignored and the writer also see the note to make sure the transcription. Since the voice of this child is very soft, so the words that become data were all participants' utterances which have clearest and loudest sounds.

Second, the writer analyzed all speech sounds produced by participant based on the phonological alternations and process. Third, the writer classified those phonemes based on their position of the words (initial, medial and final) and the three main categories of phonological alternations by Hannahs and Davenport as well as phonological process by Ingram's theory. Finally, the data that were transcribed and classified based on Ingram's theory and phonological alternations will be interpreted by the writer and related the finding into delayed speech theory.