

ANALYSIS OF PHONOLOGICAL DISORDERS IN 5 YEARS OLD CHILDREN

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ABSTRAK

Pada dasarnya, secara alamiah setiap individu dapat berbicara, hal ini bukan sesuatu yang diturunkan secara turun temurun. Keterampilan berbicara akan terus berkembang seiring dengan bertambahnya usia anak. Akan tetapi, dalam masa perkembangan berbicara pada anak, ada beberapa orang tua yang tidak memperhatikan pentingnya memberikan stimulus, bahkan acuh dalam hal pelafalan vokal maupun konsonan secara tepat, sehingga kemungkinan besar anak akan mengalami gangguan fonologis atau gangguan pada artikulasinya. Gangguan ini berupa ketidakjelasan atas apa yang dibicarakan anak sehingga sulit untuk dipahami. Penelitian ini bertujuan untuk mendeskripsikan gangguan fonologis pada anak yang berusia 5 tahun di Desa Wonorejo. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data menggunakan observasi dan wawancara. Hasil penelitian ini menunjukkan, bahwa gangguan fonologis pada anak dilatarbelakangi adanya kesalahan dari orang tuanya. Kemudian, strategi yang dilakukan ibu tunggal dalam mengatasi gangguan ini adalah mengajak berbicara anak secara intens, aktif bertanya, mengulang-ulang kata secara benar, hingga membelikan buku cerita. Dengan strategi ini, gangguan fonologis pada anak sudah cukup berkurang.

Kata kunci: Berbicara, Gangguan Fonologis

ABSTRACT

Basically, every individual can speak naturally, this is not something that is passed down from generation to generation. Speaking skills will continue to develop as the child gets older. However, during the development of children's speech, there are some parents who do not pay attention to the importance of providing stimulus, and are even indifferent to pronouncing vowels and consonants correctly, so it is very likely that children will experience phonological disorders or problems with their articulation. This disorder is in the form of unclearness of what the child is talking about, making it difficult to understand. This study aims to describe phonological disorders in 5 year old children in Wonorejo Village. This research uses a qualitative descriptive method, with data collection techniques using observation and interviews. The results of this study show that phonological disorders in children are caused by mistakes from their parents. Then, the strategy used by single mothers to overcome this disorder is to encourage their children to talk intensely, actively ask questions, repeat words correctly, and even buy story books. With this strategy, phonological disorders in children are quite reduced.

INTRODUCTION

Language is a means of communication between humans and each other. In communicating, individuals use language as a tool to express their hearts and minds to other people (Putri, 2020). In language, there are four types of skills, one of which is speaking skills. Basically, every individual can speak naturally, this is not something that is passed down from generation to generation. Children's speaking skills will continue to develop as they get older (Masitoh, 2017). In this case, providing stimulus or encouragement from an early age is very important so that the child's speech development can develop and be achieved optimally.

Reporting from the Halodoc website, according to Dr. Rizal Fadli, speaking stimulus given to children can be done by inviting children to communicate as often as possible. Even though children don't know how to respond to what their parents say, children can understand their parents' words by listening to their intonation. Inviting this communication can be done since the child is still in the womb, this also aims to increase the

sense of closeness between parents and children. Then, the stimulus that can be given can also be done through reading fairy tales or stories. By reading stories, children's communication and imagination can also develop well. Furthermore, parents can stimulate their child's speech development by listening to music. By listening to music, children's speaking skills can be trained because the lyrics of children's songs are easy to memorize and imitate. Apart from that, parents can also do simple questions and answers with their children by asking about objects or the names of animals and plants around them (Fadli, 2021).

However, nowadays there are still many parents and caregivers who are reluctant to provide good stimuli for their children. This is due to busy work factors or parents' lack of understanding of this matter. As a result, apart from the child's development being delayed, the child will also experience language problems. One of the disorders that is often experienced in early childhood is phonological disorders or articulation disorders. Phonological disorders are disorders related to

speech sounds. This disorder consists of a person's inability to produce sounds from their mouth correctly and clearly (Afifah et al, 2021). Typically, phonological disorders consist of articulation disorders, speech disfluencies, and voice disorders. This phonological disorder generally only occurs in childhood. However, if there is no therapy or treatment, the phonological disorder will continue until they reach adulthood.

Children who experience this disorder can be seen from the following symptoms. Firstly, children often add sounds or syllables to words that should not be in them, for example saying the word *bohla*, which should be a "*bola*". Second, the child always changes sounds like he has a lisp. For example, pronouncing the word "*susu*" becomes "*thuthu*". Third, when children speak they often omit certain sounds in their speech, for example saying "*Assalamualaikum*" to just "*Akikum*". Fourth, when pronouncing words, children always change the sound to another sound, for example, saying the word "*susu*" to "*cucu*" (Cleveland Clinic, 2022).

Phonological disorders in children are generally caused by several factors, namely that young children still have difficulty pronouncing sounds according to their phonemes. Then, the influence of the child's surrounding environment also has a big impact on his speech development. The occurrence of this disorder can also be caused by parents or the environment around the child saying words by imitating the child's speaking style as a sign of affection, for example the pronunciation of the word "*lari*" becomes "*yayi*". In fact, this has a big impact on the correctness of children's utterances in the future (Maharany, 2016).

Based on previous research written by Nyayu Lulu Nadya and Hirma Kirana (2020), it shows that the children studied experienced phonological disorders influenced by the possibility of pressure from their father who was unable to pronounce certain sounds correctly and clearly. However, this disorder is not entirely caused by hereditary factors, because if it is addressed and treated early on, this disorder can disappear by itself. Apart from family, phonological disorders in children are also

influenced by peers, because some of their friends still have difficulty pronouncing words according to their phonemes. To overcome this disorder, the child's family applies small methods such as singing and pointing to objects around them (Nadya & Hirma, 2020).

The novelty of the research conducted with previous research is that there are differences in the causal factors and treatment strategies. Then, the living conditions or backgrounds of the informants are also different, which can influence differences in how to deal with phonological disorders in children. In this article, we discuss the problem of phonological disorders in 5 year old children. The purpose of this paper is to describe phonological disorders in children and find out the strategies used by their parents to overcome these disorders.

The research method used is descriptive qualitative, namely describing the phenomenon being studied. The object of this research is a 5 year old boy with phonological disorders, named Zikri, the second child of a single mother named Mrs. Bibah. In collecting data, researchers

used observation and interview techniques. The observations carried out were to observe and find out directly about the child's speaking style. Then interviews were conducted to carry out simple questions and answers with parents regarding the causal factors and strategies for dealing with phonological disorders in children. To analyze the data, researchers used the Miles and Huberman model technique, namely collecting data, reducing data, presenting data, and drawing conclusions (Lutfiyani & Dona, 2023).

DISCUSSION

Phonological disorders are language disorders that occur in children in the form of language produced that is not very clear and difficult to understand (Mulyani & Irwan, 2023). In this regard, observations were made in Wonorejo Village, Wonopringgo District, on Sunday, April 14 2024. Researchers found that one of the children in the village was 5 years old. Have phonological disorders. Incidentally, the child was only raised by his mother because his father had died when he was 2 years old. The child

was named Zikri, the second child of Mrs. Bibah. In her daily life, Mrs. Bibah works as a clothing sewing worker.

Currently, child is studying at the Muslimat NU Wonorejo Kindergarten, Wonopringgo District, Pekalongan Regency. According to parent, the phonological disorder that occurred in child was only felt when child was 3.5 years old. parent's mother felt quite regretful because she always tolerated child speaking like a 1-2 years old, for example pronouncing the word "susu" as "cucu", saying the word for a "jalan-jalan" as "ayan-ayan", and not being able to pronounce the letter "r" clearly. A 5 years old child should have developed speaking skills fluently, clearly and correctly. Then, even at this age, the child's speaking skills should have increased in level of development from the age of 3 years, that is, he has mastered a lot of vocabulary and actively asks his parents about whatever he encounters using the words that come out of his mouth. (Putri & Nur, 2023)..

At that time, parent didn't understand that this was a disturbance, so she went about her

daily life without paying attention and thought that nothing had happened to child. Apart from that, parent also rarely actively invites child to talk, because she is busy earning a living, so there is quite little interaction.

When child started school, his kindergarten class teacher also had difficulty understanding what was being said, because the sentences he spoke were not very clear and fluent. Researchers also conducted interviews with NU Muslimat Kindergarten teachers Wonorejo on the same day at his residence. The teacher's name is Mrs. Luluk, who is child's class teacher. According to the interview results, for example, when saying hello, child said "Akikum bu yuyuk", this sentence should be "Assalamualaikum Bu Luluk". Apart from that, he pronounces his own name as just "Iki" without the "Z" and "r". This is in line with what was conveyed by the Siloam Hospital Medical Team, that one of the symptoms of phonological disorders in children is Substitution, where the child always changes one sound to another and Ommission, where the child often omits certain sounds. (Siloam Hospital Medical Team,

2023). According to teacher's next statement, her classmates also had difficulty interacting, whether doing activities or playing. However, when, mentioning something, or answering a question from the teacher, child always says it in a loud voice even though his articulation is not as clear as his friends. For this reason, teacher advised parent to provide a simple stimulus at home so that child's phonological disorders could be overcome.

Before asking about the strategies used by parent in dealing with child's phonological disorders, researchers delved deeper into the factors that caused child to experience these disorders. Parent explained that in the past, when child could only make sounds from his mouth, she and her husband often invited interactions using deliberately slurred language. According to him, this was done to make it look cute and adorable. parent's mother also thinks that slurring herself when communicating with her child will not have any impact in the future. In an article from the Indonesian University of Education, this causal factor is called a functional causal factor, namely the

presence of errors in speaking models in the environment where children live (Gunawan, 2012). Until child was 2 years old, parent encouraged child to communicate by eliminating sounds or changing sounds, for example when saying "*Adek, ayo minum susu*", it was changed to "*Adek, ayo mik cucu*." Then, when child's father died, she had to earn a living to meet the needs of her two children, so the time between parent and child to communicate became limited. Apart from that, parent doesn't have a problem with child's way of speaking and the sentences he utters in his daily life.

Then, parent tried to consult with the local village midwife regarding the disturbances experienced by child. For the first strategy, parent carries out a routine of having intense face-to-face conversations with child for 10-15 minutes every day, whether in the morning, afternoon or when going to bed. When chatting, parent invited child to communicate like an adult, for example saying "*besok pergi ke sekolah*", parent said the word repeatedly with correct and clear pronunciation. Then, parent was asked to imitate what parent said

repeatedly until the pronunciation what child said was correct. Apart from that, parent asked child to tell about his activities this morning at school and when he was playing with his friends. When child's sentences contained errors, parent corrected them and asked child to repeat the sentences correct. This strategy is carried out every day when parent has finished work, but is often carried out when child is about to sleep.

Apart from that, parent also actively asks child the names of objects around him so that he is able to name objects with the correct and clear names. For example, when parent is sewing, she occasionally asks "*ini namanya benda apa, nak?*", if child answers "*mecin*", she confirms it is "*mesin*", and asks child to repeat the answer until the word "*mesin*" comes out clearly. Then, when parent took the time to invite child to play, she also introduced her toys to child, for example "*ini bola*", then child followed suit saying "*ini bola*". In fact, after the words had been introduced or justified, child said them repeatedly. Like "*bola*" said, child repeated it to himself several times say the word "*bola*".

The next strategy, parent also bought a story book for child and the initial goal was for child to often hear the stories in the book. However, parent rarely uses this third strategy due to time constraints. For this reason, parent actively invites child to communicate and ask simple questions as often as possible. Then parent also sometimes plays children's songs so that child also wants to sing along and follow the sentences in the songs.

It took a long time to provide stimulus to child. However, the efforts made by parent were not in vain. Currently, child's speaking ability is getting better than before. He also often pronounces words correctly without omitting letters or changing sounds, for example when he says the word "*susu*", he pronounces it correctly and clearly, not "*cucu*" anymore. Even though the disturbance has not completely disappeared, at least the articulation in child has progressed. According to teacher, child's pronunciation is now clearer and more understandable, so her friends don't have too much difficulty when interacting with her play. Even though child's

phonological problems have reduced, parent still implements this strategy regularly. The goal is for child's articulation to improve and he can communicate like adults in general. Even at school, teacher took part in correcting the mistakes child said and asked him to repeat them correctly.

It is important to know that phonological disorders in children can certainly be prevented. Parents can do this prevention independently at home with simple methods. Firstly, parents can get used to maintaining intense communication with their children, which is even highly recommended when the child is still in the womb. By getting used to communicating, apart from maintaining closeness with the child, the child will also understand what the parents are saying even though he does not yet understand the meaning of the words. Through intense communication, the child's mouth organs will also be trained, so that the muscles will not become stiff when the child starts learning to talk like an adult. Apart from that, parents must know the stages of speaking that occur in early childhood, so that if a disorder is detected, it can be

addressed as soon as possible. Then, parents must also be as active as possible in asking questions and answers to their children about asking about names of objects, today's activities, the atmosphere when playing with friends, or other things. By doing questions and answers, apart from improving speaking development and preventing phonological disorders, this can also increase their curiosity regarding what is being asked. They will try to find answers by exploring. Parents must also pay attention to speaking style when communicating with children. This must be said according to the actual words and sounds without being engineered or changed, because parents' speaking style has a big impact on language development, especially speaking in children. Apart from that, one of the characteristics of children is that they easily imitate what they see and hear. So, when speaking, you should say the words correctly and clearly so that the child can also imitate the words well. With this, phonological disorders in children can be minimized or prevented.

CONCLUSION

Phonological disorders are disorders in the form of a child's lack of clarity and fluency when speaking. This disorder can be caused by factors such as the speaking style used by parents towards their children and the lack of interaction and knowledge of parents regarding the child's speech development. This phonological disorder generally occurs in early childhood, but if it is not addressed or treated seriously, the disorder can continue into adulthood. In dealing with this, parents can invite children to interact as often as possible, even though time is limited because they are busy working. In interacting, parents can invite children to tell stories about what they have encountered today or other things. Then, parents should also invite their children to interact as often as possible every day with simple questions and answers, for example asking the names of objects around them. Parents also have to repeat words correctly so that children can follow them. Furthermore, parents can provide stimulus by reading books which can be done when relaxing or before bed. And finally, parents can provide stimulus through

singing. Children can listen to simple and cheerful songs so that children follow along in singing and saying the words in the song.

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