

## Analysis Of the Impact in Phoneme Pronunciation Disorder and Lexicon Mastery Towards Autistic Children

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### Abstract

The autistic children have limitations in their linguistic development. Those limitations caused by the disorder of phoneme pronunciation and lexicon mastery towards the children. This disorder can have the impact in communication. This research aims to describe the form of phoneme pronunciation disorder and lexicon mastery towards autistic children in Autisma Yogasmara Special School and Griya Shada Semarang as the dorm for children in special needs. This is qualitative research with descriptive method. The data collection technique used in this research note are recording, observing, and taking note techniques. The source of this research is obtained from direct recording of the conversation between the autistic children and their therapist. The analysis method used in this research is direct element review with these several ways: 1) transcribing the data that has been obtained, 2) observing and taking note to the data card, 3) classifying and analyzing data, 4) summing up the result of the analysis. The result of the research shows that autistic children in Autisma Yogasmara Special School and Griya Shada Semarang have communication disorder as the effect from the disorder of phoneme pronunciation and lexicon mastery. The form of communication disorder in autistic children is echolalia which is the effect from disorder of phoneme pronunciation, one way communication, and difficulty in saying one word is the effect from low lexicon mastery.

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## INTRODUCTION

Children's linguistic ability can be obtained in several ways. They can learn from the languages they hear every day quickly. Generally, they can master the language basic rule at 3 – 4 years old. Children's ability in producing unlimited various languages, makes them able to produce sentences they have never been observed. This shows that in acquisition process, the children do not only imitate the statement they hear, but they also learn the abstract grammatical concept in combining words into sentence.

The linguistic development in one of the chains in children growth besides of other development such as rough motoric, visiomotor problem solving development which is the combination from sight function and soft motoric, and social development. However, autistic children have the disorder in soft motoric so that they need soft motoric therapy. Moreover, autistic children cannot be focused on learning and aggressive (Amalia & Windarti, 2018). Furthermore, the activity for the autistics needs to be based on the handling of individual autistic aspect (Septia & Mauliani, 2016). In linguistic development, one thing that should be more developed is the ability of speaking. When we are speaking surely, we produced sounds, and implied meaning that will be delivered. Linguistic ability in phonology acquisition step is the first stage and can be last longer or shorter. With the good phonology and lexicon ability, someone will be able to communicate well. Therefore, phonology and lexicon become the part of linguistic development chain, no exception for children with special needs.

The statement above is collateral with the opinion from Chomsky (1972:34) in which the linguistic development is one of the chains in children growth. The statement is also collateral with (Aprilia, 2014) in which the good and fluent communication pattern on the first language or mother language can give the good impact in the second language acceptance, third, or even fourth towards the children. The linguistic development often becomes the

benchmark of children's intelligence level although in essence that children's growth is one unified whole and completing each other. This means that a child cannot be said as smart if he is only able to solve visiomotor problem without being balanced with social ability. Every child in normal mind growth will learn their mother language in the first years of their life and this process lasts approximately at 5 years old.

When a child is gaining his first language of mother language, it happens two processes: competence and performance process. These two processes are different. Competence is a process grammar mastering that goes on unconsciously. This thing is same with Lanneberg's opinion (in Subyakto, 1992) when in the golden age which human brain is still so flexible, so it allows the children to gain the first language quickly and easily. Therefore, acquisition age is the best time for children to expand their linguistic development. This competence process becomes the requirement to get into the performance process which concerns to understanding process and statement producing process. The understanding process involves the ability of perceiving the sentence they heard. Meanwhile, the process of producing statement becomes the next linguistic ability. This process needs the extra parental control.

Someone's linguistic ability is surely different with others. As well as autistic children, their written and spoken linguistic ability is so much depends on the autistic level they suffer. The low level will be much different with medium and high level (Warung. 2020). The same sound comes from (Mahsa *et al*, *n.d.*) which claims that autistic children spoken linguistic ability depends on the autistic level they suffer. The main linguistic ability is defined by the perfection of speech tools that involves brain nerves system. A normal child with the perfection speech tool and good function of brain surely will not be troubled in communicating. This is going to be opposite with a child who has linguistic disorder especially autistic.

Autistic can be influenced by father's age, stress during pregnancy and premature birth

(Hernawan *et al.*, 2018). Moreover, the biggest risk of autism spectrum disorder in children is child delivery with action (Alfinna *et al.*, 2019). People also perceive differently between autistic children and other children because they need intensive companion by their family (Jiu & Rungreangkulkij, 2019). It may cause the high level of parenting stress, and the opinion is as same as (Kamerawati *et al.*, 2018) which says “*most of the hypertension respondent have high parenting stress level of 53,6% in fathers and 64,5% in mothers*”. The disorder in autistic children especially in linguistic mastering needs advanced research so that there will be more alternative handling for linguistic disorder towards autistic children.

The implementation of the research cannot be separated from the previous research, to find out the relevance of the research which has been done and the relevance which will be done. Therefore, this research does library study to find out the relation, difference, and similarity in the previous research.

Sumarti (2017) in the article entitled “Communicative Disorder in Autistic Children Speech” claims that first, echolalia is the repetition of word, phrase, or sentence from other people’s speech. Two, speech abnormality includes the abnormal in process, way, and action of speaking. The voice of autistic children tends to be stuttering with the low volume and shows peculiar intonation pattern. Third, language production disorder is the difficulty in producing words from auditory storage to deliver what they want.

The research done by (Sumarti, 2017) has the relevance with this research in the impact of the disorder of phoneme pronunciation and lexicon mastery towards autistic children called echolalia. Meanwhile, the article has some differences with this research. Sumarti’s research is focused on communicative disorder autistic children’s speech, while this research depicts to the disorder of phoneme pronunciation and lexicon mastery towards autistic children’s vocabulary.

Eigst (2011) examines autistic children language mastery, he reviews about knowledge

discrepancy which is gained by autistic children, and pragmatic deficit which becomes the characteristic of autistic spectrum disorder. Guaranteed by many, both doctors and researchers need to consider the difference between phonology and morphosyntax in producing language for autistic children.

Based on the research done by Eigst, it can be found out that this research has the same subject which is autistic children. Meanwhile, the difference between this research and Eigst’s is located on the study object. Eigst’s research focuses on language mastery, while this research focuses on the impact of the disorder of phoneme pronunciation and lexicon mastery towards autistic children.

Research done by Arunachalam (2017) which is about lexical acquisition on autistic children using research review, in his research is claimed that “*Lexical mastery—even if sufficient—may not be “normal”: individuals with ASD often does not show a marked advantage in receptive language over expressive language skills as TD children do*”. Based on the result of the review, it can be found out that autistic children type ASD suffer the disorder of lexical meaning process. The similarity between Arunachalam’s and this research is located on the research subject which is autistic children. The difference is located on the focus of research purpose, which is Arunachalam examines only lexical meaning development, while this research discusses the impact of the disorder of phoneme pronunciation and lexicon mastery towards autistic children. Based on the previous research, it needs advanced research to find out the impact of linguistic disorder towards autistic children. Therefore, this research aims to discover the impact of the disorder of phoneme pronunciation and lexicon mastery towards autistic children.

## METHOD

This research is qualitative research with descriptive approach. This research in descriptive way tries to explain the impact of the

disorder of phoneme pronunciation and lexicon mastery towards autistic children.

In research, the source of data is essential because it will be used as research material. The source of data is a subject where data is collected (Arikunto, 2006). The source of data of this research is autistic children's speech with their friends. This research uses observing, recording and taking notes methods. Observing method or observation is done by observing (Sudaryanto, 2015). This method is done by observing autistic children's speech with their friends.

The next one, their conversation is classified based on the impact of communication disorder which is adjusted with theory. The data is analyzed with direct element review method with these several ways: 1) transcribing the data that has been obtained, 2) observing and taking note to the data card, 3) classifying and analyzing data, 4) summing up the result of the analysis. The presentation technique is informal for the result of data analysis. Informal presentation method is the composition analysis result with common words arrangement but with technical terminology.

## RESULTS AND DISCUSSION

### The Impact of the Disorder of Phoneme Pronunciation and Lexicon Mastery Towards Autistic Children

Based on the data analysis, the following are forms of the impact of the disorder in phoneme pronunciation and lexicon mastery towards autistic children.

#### 1. Echolalia

Echolalia is the action of imitating words or speech. Echolalia can be word, phrase and sentence. However, it is only found words from the respondents of this research. Word is the smallest unit which can stand by it. Echolalia rarely happens if the information delivered can be understood. Several reasons which caused autistic tends to have echolalia in communicating is their misunderstood in comprehending pragmatic language concept in

communicating. The following is form of echolalia speech that mostly happens.

1. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN: "SMP yang namanya apa?"

PA: "upa saya"

PN: "Coba inget...inget..."

PA: "inget...inget...mas...emmm...."

Bingung" (PA/01/55)

2. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN: "Emir suka makan di warung steak ngak?"

PA: "buaanya"

PN: "Coba yang keras"

PA: "Keas"

PN: "Ini apa?"

PA: "Keas...keas" (PA/01/59,61)

3. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN: "Nama warung steaknya apa?"

PA: "Ada keju, ada"

PN: "Itukan jenisnya, nama tempatnya apa?"

PA: "Wau di ugu muda"

PN: "apa?"

PA: "apa...Wauuu, wauu," (PA/01/67)

The data (1) is the form of communicative disorder in autistic children speech which is echolalia. Autistic children do echolalia towards the questions and commands given by the interlocutors. It is done by the respondents because they don't understand or they don't know how to response the questions. Data (2) in autistic children speech can be said as communicative disorder or echolalia because the respondents repeating the commands from the interlocutors. The repetition word "keas" is done by the respondents spontaneously without knowing the meaning of the words said. The

next one on the data (3) is also found the repetition of question words by the respondents which show that it is form of echolalia.

Based on the data (1), (2), and (3), it can be identified that autistic children experience echolalia in the form of words. Echolalia in autistic children happens because they are affected by others' speech. It can be seen on the speech number (1), (2), and (3) when the respondents imitate interlocutors' speech. When normal children as the interlocutors say "ingat", "keras", and "apa" then the autistic children imitate them. This result is relevant with the research of Sumarti (2017) which claims that autistic children experience echolalia; the action of imitating words or speech from other people. Autistic children communication tends to be abnormal shown by peculiar language repeated over and over or stereotype (Prasetyono, 2008). Therefore, it needs patience and perseverance also presenting pictures as the medium to cope with linguistic disorder in autistic children by speech therapy through visual, auditory, and haptic for children in echolalia disorder (Zusfindhana, 2018).

Based on identifying result of the impact of the disorder in phoneme pronunciation and lexicon mastery towards autistic children, it can be proven that autistic children experience echolalia. The other finding of this research is echolalia in autistic children is caused by phoneme or articulation disorder, so that their syntax ability is extremely slow and children's communication process becomes disrupted.

## 2. One Way Communication

One way communication in this research happens several times between respondents and their interlocutors who are normal children. As said by Effendy in (Wulandari, 2018:78) the pattern of one way communication is the process of delivering message from communicator to communicant either with or without medium, without feedback from communicant, so the communicant is only as the listener. The following are the data of the impact of the disorder in phoneme

pronunciation and lexicon mastery towards autistic children in one way communication.

4. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN : "Biasanya kalau di mahesa diajarin sama siapa, bu Dewi apa bu Mirna?"

PA : "ama ininya" (sambil memainkan *playdoh*) (PA/01/17)

5. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN : "Nama warung steaknya apa?"

PA : "Ada keju, ada" (PA/01/63)

6. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PA : "emmm...pake sutik, pakai...jussss"

PN : "Sakit ga Mir?"

PA : "Engga pitpitt...phio" (Sibuk dengan mainannya)

PN : "Dibikin video?"

PA : "Engga, tadi maem paai gauom" (PA/01/90, 93)

Based on the data number (4), (5), and (6), it can be identified that autistic children cannot answer the questions given by the interlocutors. On the data number (4) respondents are asked about the teacher who teach them but the answer is "ininya" while pointing Playdoh they are playing. On the data number (5) when respondents are asked about steak restaurant they have ever visited and they answer "ada kejunya". The next one on the data number (6) when respondents are asked about how painful when they are injected but they imitate with meaningless words. Based on the data, it shows that one way communication because the respondents cannot understand the questions giving by the interlocutors. It is supported by the research result (Puspita et al., 2019) that the speech retardation can cause slow development on their motoric or sensory.

Moreover, it can affect the difficult of well communication which then makes them lack of social interaction and intelligence level on the children. As it claimed by (Setiawan et al., 2019), the speed reaction of normal children is better than children in special needs.

Based on the identification of the data (4), (5), and (6), it finds out that the children cannot understand the context of the questions given by the interlocutors so they don't able to answer correctly. It suits with the research by (Islam, 2013) that autistic children cannot express or understand the mental condition or cognitive term and they have communication disorder and fail to understand interlocutors' mental condition and how to face it. Same as the previous research, (Rahayu, 2014) explains that autistic children who are able to speak, read, and write but unable to communicate well because the response given is sometimes still unsuitable with the topic. As said by DSM-IV (Diagnostic and Statistic Manual Of Mental Disorder IV) (dalam Subyantoro 2013), autistic children have qualitative disorder in feedback of social interaction.

The form of one way communication experienced by autistic children needs exact handling. It can be done with several ways, one of them is using pictures as communication method especially for autistic children with the characteristic of attention center disorder and hyperactivity (Fatwikiningsih, 2014). It caused by the respondents on data (4), (5), and (6) is busy with their activity when answering the questions and there are not eye contacts with the interlocutors.

Based on the result of identification and discussion the impact of the disorder in phoneme pronunciation and lexicon mastery in linguistic vocabulary towards autistic children, it is proven that autistic children have one way communication. Another finding of this research is the weak of lexicon mastery to the children so they have disruption in communication.

### 3. Difficulty in Expressing Words

Difficulty in expressing a word is one form of communication disorder in autistic

children. When they do the conversation with normal children, respondents have difficulty in expressing the word. In their conversation, several times the autistic children have the difficulty to answer the questions given by the interlocutors. However, the respondents try to express the word related to the questions. It can be solved by doing light conversation with autistic children over and over again so that they can get various words. Practicing to speak words repeatedly with showing interesting pictures in various colors can help to solve the informants' inability of speaking (Susanto, 2012). The following are data of the impact of the disorder in phoneme pronunciation and lexicon mastery towards autistic children in the difficulty of expressing words.

7. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site with casual chats.

Conversation:

PN : "Itukan jenisnya, nama tempatnya apa?"

PA : "Wau di ugu muda" (PA/01/66)

PN : "apa?"

8. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN : "yang dulu Emir umur 5 tahun itu vaksin apa namanya?"

PA : "Emmmm...bingu..." (PA/01/87)

9. Context: autistic children are playing the normal one. They are playing Playdoh in the therapy site.

Conversation:

PN : "bingung, lah terus gimana, coba diinget-ingget lagi jenis vaksinnya"

PA : "emmm...pake sutik, pakai..jussss" (PA/01/89)

The data number (7), (8), and (9) identifies that respondents have difficulty in expressing words. On the data (7) and (9), respondents try to answer the questions by saying related things to the questions given. The

next one on the data number (8), respondents directly express their confusion to answer the questions. This is relevant with the research of Arunachalam (2017) which said that autistic children type ASD have lexical meaning process disorder. Lexical meaning disorder is the essential thing; concerns that every word has different lexical meaning. Strengthening previous research of Arunachalam (2018), it is implied that “lexical development in children with ASD suggests that innovative intervention approaches that take into account both the social communication and processing demand”. Therefore, innovation approach with considering communication demand and linguistic process is much beneficial in social learning situation for autistic children.

Communication disorder such as difficulty in expressing words needs exact handling. It can be done by presenting pictures as the medium, which can improve the ability of expressive language (Larasari et al., 2021). Based on the data (7), (8), and (9), it is proven that autistic children have difficulty in expressing words which can be caused by the lexicon limitation.

## CONCLUSION

The impact of the disorder in phoneme pronunciation and lexicon mastery towards autistic children is caused by communication disorder. Communication disorder (s) in autistic children are echolalia, one way communication and difficulty in expressing words. Because of all the disorder(s), autistic children need to get the exact action to handle the disorder.

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