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The Analysis of Speech Sounds Produced by Children Using Praat Software: A Case Study of Late Talkers at Way Kandis Village Tanjung Senang in Bandar Lampung

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Abstract

Language is something that humans have from birth, both verbal and nonverbal. Every child's language development is different. In the early stages, children will use simple words to express what they want to say. Late talker refers to delays the development of spoken language in children, including delays in understanding language, pronouncing words correctly, and the ability to speaking fluently. This study aims to: 1. Explore the phonological processes produced by late talkers; and 2. Explore the dominant sound errors that occur in late talkers. The samples were 15 late talkers aged 3-5 years. The method used qualitative, the data was collected by observation and using the PRAAT software to analyze the pronunciation errors. PRAAT is software written and maintained by Paul Boersma and David Weenink from the University of Amsterdam. The findings show that there are 26 processes, namely lateral substitution, flap substitution, palatal fronting, onset deletion, velarization, cluster reduction, velar fronting, approximats substitution, affricates substitution, devoicing, favorite sound, voicing, nasalization, consonant vowel interaction, nasal simplification, vowel lowring, other harmony patterns (labial targeting coronal, labial targeting dorsal, coronal targeting dorsal), /s/-clusters, harmony targeting coronal, positional variation, syllable deletion, fricativization, final consonant deletion, reduplication, coda cluster simplification, and vowel raising. Late talkers employ velar fronting (41%), lateral substitution (40%), and cluster reduction (19%). The conclusion from this research is that late talkers employ 26 different processes and the process preferred by late talkers is changing velar consonants (k, g, ŋ) into alveolar consonants (t, d, s, z, n, l, r).

Keywords: Late Talkers, Phonological Processes, Language Development

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INTRODUCTION

Language is a complex communication system that involves the use of words or symbols to convey meaning when communicating between individuals or groups. With language, humans can compose and articulate messages, which can be used by someone to express ideas, feelings, and concepts. Language is something that humans have from birth, both verbal and nonverbal. Since birth, children have been exposed to language. A baby can usually imitate the people around him when speaking or learning a language. They listen and then try to speak; this is the first step in learning the language so that it can be used in everyday life. According to Christianti (2015, p. 531) said that "babies learn language by hearing speech sounds from people around them. They learn to hear sounds that are similar but have different meanings".

At toddler age, the language acquired will continue to develop. They will start following simple instructions from their parents. In the early stages, children will use simple words to express something they want to express. It is not uncommon for adults who hear them speak to have a little difficulty interpreting the meaning of the words they say. Children's speech when speaking is sometimes wrong; this can also happen from what they learn from their parents. Parents often even teach children to speak according to what they think is easy for the child to say, according to Suardi, Syahrul, and Yasnur (2019, p. 269) said that "When a baby says something, the child will generally imitate what the mother says, which is then associated with objects or characteristics."

Every child's language development is different. Children who are late in speaking will have an impact on the continuity of their communication with other people. Accordingly, Muslimat, et al (2020) explained that: Late talker disorder is when a child has difficulty expressing their feelings or desires to others. This can be seen from difficulty speaking clearly and obstructed communication patterns with others, different from children of the same age due to a lack of vocabulary. (Muslimat, et al, 2020, p. 3)

Language can be modified by children through their environment, they naturally tend to imitate what they hear around them. According to Darmawati, (2022, p. 1) a theory of empiricism said that "children acquire a language through the experience that they get from various environments, it is called environmentalism. The more exposure from the environment, the better the acquisition process is".

Children's interactions with peers and adults also play an important role in children's language development. Children learn a lot from talking and interacting with other people. Playing with peers that involves conversation between them is one of the factors for children to modify their language. Apart from interaction, age is also a basic factor in their language. Apart from

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interaction, age is also a basic factor in their language development. Children's ability to imitate sounds or words spoken by other people will increase as they get older. According to Meylyarni, (2019, p. 1) said that “language development in children occurs through several environmental factors, such as the family environment, school environment or community environment”.

Initially, a child learns their first language through the people around them, especially through the child's parents. Children will listen to sounds or speech from people around them, and then they will imitate the words they have heard before. According to Alfin and Pangastusi (2020, p. 77) said that “Children first learn language from their family environment; they begin to hear and know their family's first language and even learn to speak it. The family is an external factor for the child in determining the process of acquiring language skills and how the family encourages the child's language skills, especially during their growing years”. When families do not optimally stimulate their children's language development, it will result in the child's abilities being delayed and communication skills being hampered.

Language learning starts with pre-production babies. At this time, babies aged 0–12 months usually make crying sounds from their mouths. This usually happens when the baby feels hungry, thirsty, and uncomfortable. They can also make babbling sounds, even though the babbling does not have the same meaning as normal words. At the age of 12–18 months, children begin to be able to make their sounds, such as repeating the sounds "mama" or "dada" (Indonesia), even though the sounds they produce are not completely the same as adult language. Then, when children are 18–24 months old, this is the age where they can say their first words better than before. Furthermore, when children are 2–5 years old, they begin to develop their vocabulary quickly and can produce more varied and long sentences. They also begin to overcome simple sound errors that they made before.

According to Solihin (2021, p. 98) said that “Most kids can make almost all consonant and vowel sounds by the time they are three years old. That doesn't mean, though, that pronunciation can always be perfect; some consonant words still have incorrect pronunciations, but at least some of them have the right sound. Children who are four or five years old can also make mistakes”. Children's language development will be different for children who are late talkers compared to children who develop normally. For children who are late talkers, their language development will usually experience delays, including when they produce an utterance or the words they say. Late talkers use simplified words more often, indicating that they have phonological processes. The vocabulary they have is also very limited for them to use in everyday life; this is sometimes the reason why children's words are not understood by other people.

Researchers found a phenomenon in the surrounding environment where there were

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children aged 4.5, even 6 years who still found it very difficult to speak using the correct words, even when they spoke it was still difficult for adults who were unfamiliar with hearing the words the children said. This happens in the early childhood environment. They pronounce the word “tidur” as "bobok" which means “sleep”, this is also one of the children's habits that parents have taught their children. Accordingly Yuliafarhah & Irwan (2023) explained that: if the child's speech development is comparable to that of other children of the same age and fulfills the developmental tasks, then the child's development is said to be normal. However, if the child's speech development is not comparable or cannot fulfill the developmental tasks of speech at that age, the child can be said to have a speech developmental barrier. (Yuliafarhah & Irwan, 2023, p. 707)

Late Talkers refers to delays in the development of spoken language in children, including to delays in understanding language, pronouncing words correctly, and the ability to speak fluently when communicating with other people. According to Widya, (2018, p. 186) a theory from Lowry, that a late talker is a toddler (between 18-30 months) who has a good understanding of language, typically developing play skills, motor skills, thinking skills, and social skills, but has a limited spoken vocabulary for his or her age. The difficulty late talking children have specifically with spoken or expressive language.

Based on the description that the researcher outlined above, the researcher is interested in analyzing the speech sounds produced by children in a case study of late talkers, so that by observing directly and then interviewing children aged 3-5 years who are late talkers, it is hoped that they can change the way parents provide examples of better language to their children and in this research will analyze the dominant phonological processes produced by children who are late talkers. This includes pronunciation errors, word repetition, deletion of syllables, and so on.

METHODS

In this study, the researcher used a descriptive-qualitative method because the research conducted aims to analyze more deeply and collect useful information to find out what strategies are produced when speaking by children who are late in speaking. This problem is in accordance with existing phenomena that can be analyzed using qualitative methods. According to Ugwu, Chinyere, and Eze (2023: 20), qualitative research involves feelings, concepts, or experiences used to understand how individuals perceive their environment. This study used a saturated sampling technique. According to Sugiono (2011:85), saturated sampling is a sampling technique when all member of the population are used as samples. Besides that Sukmawati Salmia, and Sudarmin have a statement that satyration sampling is the population are used as samples because the

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population is not large. In this research, a population of 15 late-talking children aged 3-5 years was used as a sample. In this study, researchers obtained data from observation and recording. The data analysis techniques used in this study are data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Result Finding

Data collection for this research was carried out from January 18, 2024, until February 8, 2024. Researchers used 15 late talkers, consisting of 7 girls and 8 boys, who lived in Way Kandis. The diagram below shows the sample size of boys and girls and their ages when they were sampled by researchers in this study.

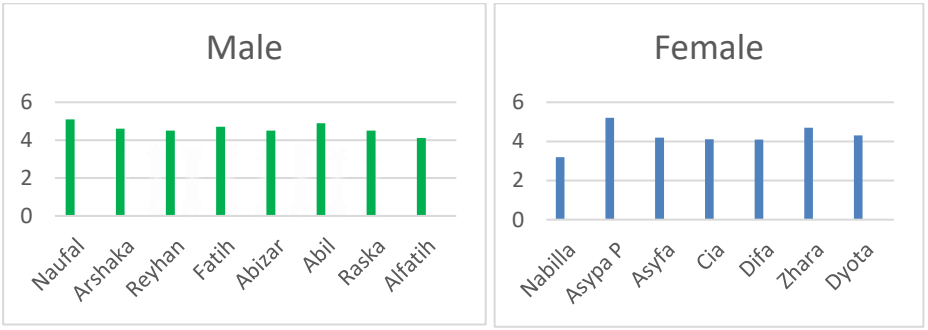


Figure 1. The Research Sample

Table 1. Phonological Processes

Name	Phonological Processes					
	Onset deletion	Cluster reduction	Velar fronting	Lateral substitution	Vowel raising	Coda cluster simplification
Nabilla	See Lihat [Ihat]	Sticker Stiker [siten]	Purple Ungu [Unu]	Blue Biru [Bilu]	Lots Banyak [Banet]	-
Naufal	Shiver Gemetar [Emetal]	-	And Dan [Tan]	Motorcycle Motor [Motol]	-	-
Arshaka		-	-	Dinosaur Dinosaurus [Dinosaulus]	Maintain Pelihara [Piyaya]	-
Asypa P	Five Lima [Ima]	Broccoli Brokoli [Botoli]	Hand Tangan [Tanan]	Swimming Berenan [Belenang]	-	-

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Reyhan	Green Hijau [Ijau]	Wolf Srigala [Sigala]	Bird Burung [Bunun]	Run Lari [Lali]	-	-
Fatih	Grilled Bakar [Atal]	Zebra Zebra [Zepa]	Morning Pagi [Padi]	Grilled Bakar [Atal]	-	-
Asyfa	Forest Hutan [Utang]	Carrot Wortel {Wortel]	Know Kenal [Tenal]	Orange Oren [Olen]		Relax Santai [Satai]
Abizar	Sea Laut [Aut]	Running Berlari [Belali]	Banana Pisang [Pisan]	Day Hari [Hali]	-	-
Abil	Calling Memanggil [Eangging]	Color Warna [Walna]	-	Grass Rumput [Lumpuk]	-	-
Cia	Is lost Hilang [Iyang]	-	Sunday Minggu [Mingtu]	Intend Berniat [Belniat]	-	-
Raska	Like Suka [Uta]	There Disana [Diana]	Brocoli Brokoli [Blotoli}	Tiger Harimau [Halima]	-	
Alfatih		Tiger Harimau [Aimau]	Tail Ekor [Etol]	Creep Merayap [Melayap]		
Difa	Not yet Belum [Iyum]	Go Pergi [Migi]	So Begitu [Tiditu]	Area Daerah [Daelah]	Not yet Belum [Iyum]	
Zhara	Life Hidup [Indu]	Go Pegi [Pergi]	You Kamu [Tamu]	Give Beri [Beli]	Idea Ide [Edi]	Led Dipimpin [Dipipi]
Dyota	Run Lari [Ali]	Fangs Taring [Taing]		Run Lari [Ali]	Giraffe Jerapah [Juapa]	

From table 1. It can be seen that the onset deletion process is spoken by 13 late talkers. This process occurs by removing the first alphabet of a word or syllable, so it is called onset deletion. The second process is cluster reduction. In this process, there are 12 late talkers who use it. Cluster reduction is removing the consonant “r” in a word or syllable. The third process is velar fronting. This process occurs in 13 late talkers. Velar fronting occurs when the velar consonants “k, g, ng” located at the back of the mouth are replaced by consonants produced at

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the front of the mouth, “t, d." The fourth process is lateral substitution; in this process, all samples can pronounce it. Lateral substitution is the change of the alveolar consonant “R” into the lateral alveolar consonant “L”. The fifth process is Vowel raising, in this process, only 5 late talkers do it. Vowel raising is a process that occurs when low vowels and medium vowels change to high. The last process is Coda cluster simplification; this process is only done by 2 late talkers. Coda cluster simplification is the removal of consonants or vowels at the end of syllables.

Table 2. Phonological Processes

Name	Phonological Processes					
	Other Harmony Pattern	Reduplication	Final Consonant Deletion	Syllable Deletion	Nasalization	Approximats substitution
Nabilla			Mix Campur [Campu]		Fresh Seger [Seden]	Buy Beli [Beyi]
Naufal		Strong Gagah [Haha]	No Tidak [Tida]	Enmity Perseteruan [Pelsetuan	Limping Pincang [Mintang]	
Arshaka		Maintain Pelihara [Piyaya]	Strong Kuat [Kua]	Trunk Belalay [Belay]		Formerly Dulu [Duyu]
Asypa P	Eat Makan [Macan]		Fish Ikan [Ita]		Neta Rapi [Napi]	
Reyhan			Catch Tangkap [Tangka]		Tiger Harimau [Hanimau]	
Fatih	Far Jauh [Wau]		White Putih [Puti]	Exciting Seru [Ru]	Vegetable Sayur [Ayun]	Sun Matahari [Atahayi]
Asyfa			Tiger Harimau [Haliwa]	Surprised Terkejud [Tecud]	Carrot Wortel [Woten]	
Abizar	Animal Binatang [Diginata ng]	Sick Sakit [Atiatit]	Snake Ular [Ula]	Grass Rumput [Put]	Eggs Telor [Telon]	
Abil				Bear Beruang	Snake Ular	

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				[Uang]	[Ulan]	
Cia			Edge Pinggir [Pinti]		Monkey Monyet [Monet]	Day Hari [Hayi]
Raska			Tiger Harimau [Halima]	Entire Seluruh [Luruh]	One Seekor [Nekol]	
Alfatih						
Difa	Forest Hutan [Teytan]	Carrot Wortel [Teytey]		Monkey Monyet [Nyet]	Go Pergi [Migi]	They Mereka [Teyeka]
Zhara	Wise Bijak [Kitak]	Rabbit Kelinci [Cici]	Life Hidup [Indu]	Broccoli Brokoli [Akoli]	Island Pulau [Pulang]	
Dyota			Mouse dear Kancil [Kakci]	Rabbit Kelinci [Kici]	Purple Ungu [Umu]	

From table 2 it can be seen that the other harmony pattern process was produced by 5 late talkers. The other harmony pattern is a process that has types such as labial, targeting coronal, labial targeting dorsal, and coronal targeting dorsal. The second process is reduplication; this process can be produced by 5 late talkers. Reduplication is the target form is repeated twice; this is the main, fundamental step of linguistic children. The next process is final consonant deletion; in this process, almost all late talkers produced it. This process is the removal of consonants from the end of a word. In the syllable deletion process, 10 late talkers used this process. Syllable deletion is the deletion of syllables with weak emphasis and placement. Nasalization was produced by almost all late talkers; this process is the change from another consonant to a nasal consonant. The last process is approximate substitution, which is another consonant such as an alveolar consonant that is changed into approximate consonant.

Table 3. Phonological Processes

Name	**Phonological Processes**					
	Velarization	Palatal fronting	Nasal Simplification	Harmony Targeting Coronal	Positional Variation	Favorite Sound
Nabilla		Lots Banyak [Banet]				

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Naufal		Mold Jamur [Damul]				
Arshaka				Syahadat Sahadat [Cahadat]		
Asypa P				Finger Jari [Cali]		
Reyhan				Forest Hutan [utang]		
Fatih			Sign Tanda [Ada]	Broccoli Brokoli [Bokoki]		
Asyfa			Grass Rumput [Luput]	Wine Anggur [Anggung]	Voice Suara [Tuala]	
Abizar			For Untuk [Utuk]			Chicken Ayam [Ayap]
Abil			For Untuk [Utuk]			Sunday Minggu [Binggu]
Cia		Green Hijau [Hitau]			Banana Pisang [Pitang]	
Raska					Like Suka [Uta]	
Alfatih						
Difa			Submit Tunduk [Tuduk]			
Zhara	Zebras Zebra [Tingba]	Elephant Gajah [Gadah]				Banana Pisang [Bitang]
Dyota			Sunday Minggu [Igu]	Grass Rumput [Ngupuk]		

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From table 3, we can see that the first process is velarization; this process is only produced by 1 late talker; this is another consonant that turns into a velar consonant; this process is very rare in this study. The second process is palatal fronting, produced by 4 late talkers. Palatal fronting is a change from a palatal consonant that turns into the consonant in front of it, which is an alveolar consonant. The third process is nasal simplification. This process is the simplification of a nasal consonant in a word so that the consonant is lost or removed. The next process is Harmony Targeting Coronal, which is a coronal consonant that is the initial target but the result is a velar consonant. Furthermore, positional variation is the process of difficulty in articulating fricatives, in addition to the difficulty of articulating fricatives resulting in words that are lost or replaced sometimes with lateral "l". The last process is the favorite sound. Always use the letters "p, b, f, f," this process can be produced by 3 late talkers.

Table 4. Phonological Processes

Name	Phonological Processes					
	Consonant Vowel Interaction	Fricativization	/S/-Cluster	Vowel Lowring	Devoicing	Voicing
Nabilla						
Naufal		Morning Pagi [Pahi]			Servant Hamba [Hampa]	
Arshaka					Appeal Banding [Panding]	
Asypa P			Brush Sikat [Cicat]			
Reyhan						
Fatih	Tomato Tomat [Tumat]					Banana Pisang [Bisan]
Asyfa	Form Bentuk [Putuk]					
Abizar	Riding a motorcycle Naik motor [Nek moton]					

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Abil				Rainbow Pelangi [Pangi]		
Cia					Gray Abu-abu [Apu-apu]	
Raska	Rabbit Kelinci [Iti]					
Alfatih						
Difa					Nose Hidung [Hitung]	
Zhara	They Mereka [Miyika]					
Dyota						

From table 4, it can be seen that in the first process, consonant vowel interaction is only produced by the final five speakers; this process is high front vowel i after a consonant is a change from the medium front vowel e; this process can be called consonant vowel interaction. The second process is fricativization; this process occurs when another consonant changes to a glottal fricative consonant “h." These two consonants fall into the dorsal category, so there is no change from labial and coronal to dorsal; this process remains in the dorsal. This was produced by one of the late speakers. The third process is S/Cluster in the process produced by the child. Alveolar “S” as an onset changes to Palatal “C.”. The fourth process is Vowel Lowring. In this process, consonants and vowels are simplified, the vowel “E” is changed to the vowel "A,” and the lateral “L” is removed. The next process is devoicing; this process occurs by blocking the airflow when it comes out. In the word “Hamba” changed to "Hampa,” it can be seen that “b” (voiced) is changed to “p” (voiceless), which are both stop consonants. Lastly, Voicing, this process occurs by blocking the airflow as it exits; in the word “Pisang” changing to "Bisan,” it can be seen that “p” (voiceless) is changed to “b” (voiced), both of which are inhibited consonants. Translated with DeepL.com (free version)

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Table 5 Phonological Processes

Name	Phonological	Processes
	Affricates	Flap Substitution
Nabilla		
Naufal		
Arshaka		
Asypa P	Pat Tepuk [Cepuk]	
Reyhan		Blue Biru [Bidu]
Fatih		
Asyfa	Cruel Kejam [Kecang]	
Abizar		
Abil		
Cia		
Raska		
Alfatih		Bird Burung [Pudun]
Difa		
Zhara		
Dyota	Mold Jamur [Cambu]	

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From table 5, it can be seen that the first process is affricates. This process is replacing alveolar consonants with palatal consonants. Then the last process is flap substitution. This process replaces the alveolar consonant “R” with the inhibited consonant "D," both of which are coronal consonants.

Dominant Phonological Process in Late Talkers at Way Kandis Village Tanjung Senang Bandar Lampung

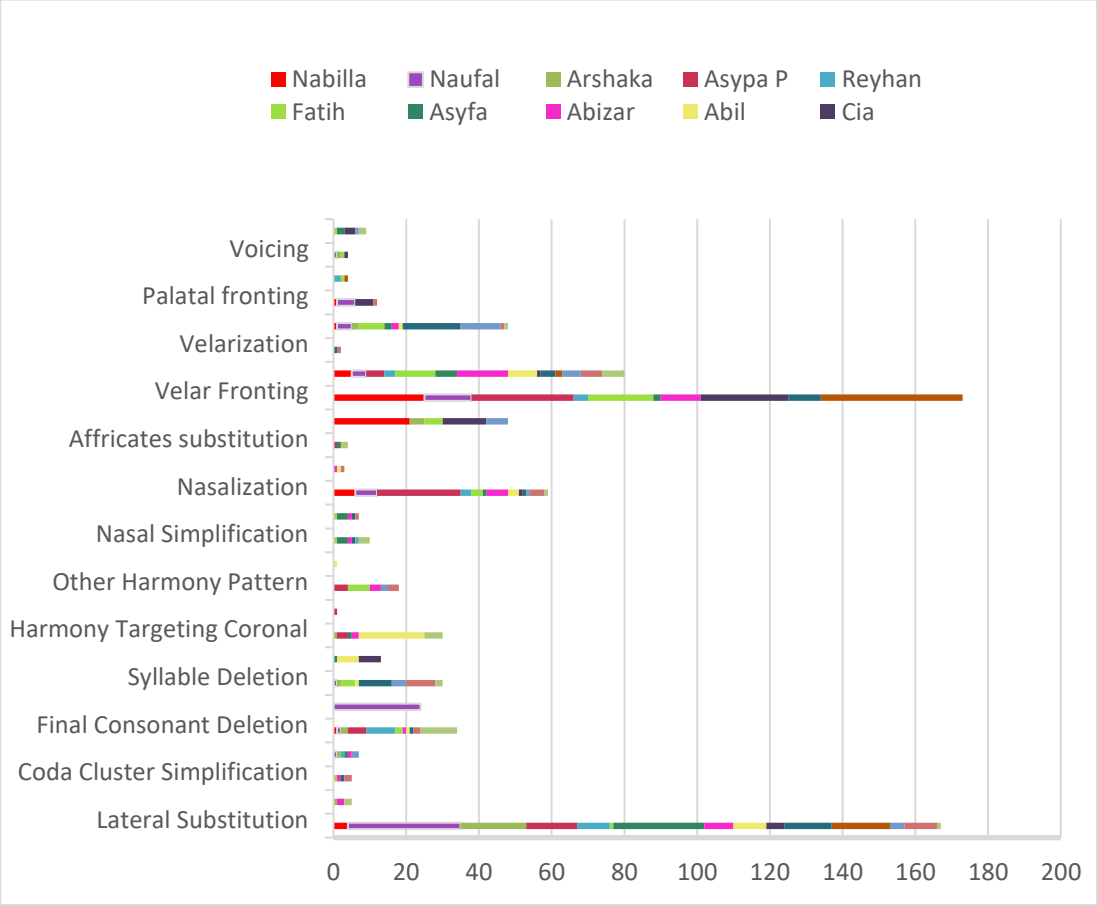


Figure 2. Phonological Proccess in Late Talkers

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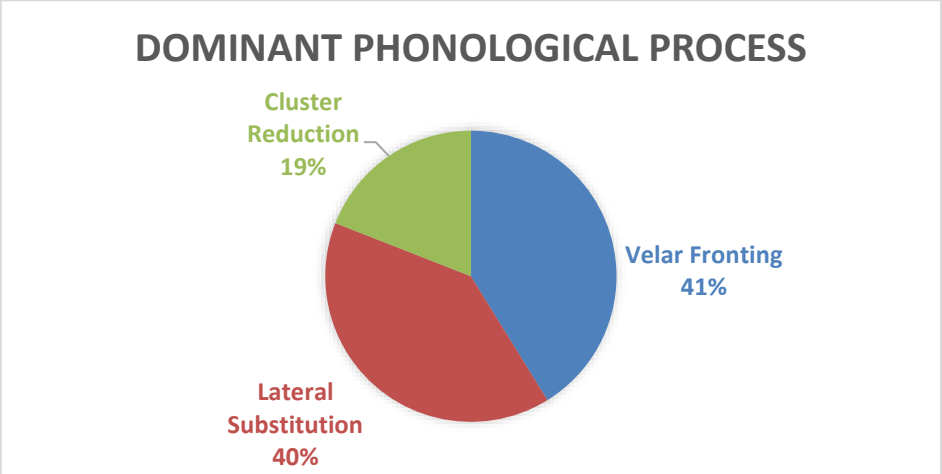


Figure 3. Dominant Sound in Percentages

DISCUSSION

This research was conducted to explore the sounds produced by late talkers children aged 3-5 years who live in way kandis village. As can be seen in figure 2, there are 26 sound processes produced by late talkers children, consisting of: namely lateral substitution, flap substitution, palatal fronting, onset deletion, velarization, cluster reduction, velar fronting, approximats substitution, affricates substitution, devoicing , favorite sound, voicing, nasalization, consonant vowel interaction, nasal simplification, vowel lowring, other harmony patterns (labial targeting coronal, labial targeting dorsal, coronal targeting dorsal), /s/-clusters, harmony targeting coronal, positional variation, syllable deletion, fricativization, final consonant deletion, reduplication, coda cluster simplification, and vowel raising.

During the research, it could be concluded that late talkers are children who tend to produce sounds by changing the consonants and vowels in a word, so that the words produced do not match the words that should be said or match the words spoken by adults. Late-talkers are also a little more difficult to communicate. In this research, the researcher got a unique sample from one of the schools researcher visited. The child did not want to communicate if he was not at home with his parents. When the researchers came to do research on the child at home, this was in accordance with what was expected. Researcher be able to communicate and listen to the speech sounds produced by the sample.

It can be concluded that late talkers really need to interact with people at home and not only rely on schools to teach children to interact; therefore, it is highly recommended for every

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parent not to always let their children have no interaction at home because sometimes parents prefer to let children get lost in playing on cellphones or watching television. Finally, based on this research, late talkers often occur in children aged 4 years, and more boys experience late talkers, but you need to remember that each child has a different development. The environment where children live is one of the factors in how children develop because this is the first place they interact before interacting with people outside.

CONCLUSION

The findings in this research are related to the speech processes produced by late talkers. There are various kinds of processes that researchers obtained, namely lateral substitution, flap substitution, palatal fronting, onset deletion, velarization, cluster reduction, velar fronting, approximats substitution, affricates substitution, devoicing , favorite sound, voicing, nasalization, consonant vowel interaction, nasal simplification, vowel lowring, other harmony patterns (labial targeting coronal, labial targeting dorsal, coronal targeting dorsal), /s/-clusters, harmony targeting coronal, positional variation, syllable deletion, fricativization, final consonant deletion, reduplication, coda cluster simplification, and vowel raising.

The data generated from this research came from children aged 4-5 years. The dominant process that occurred was produced by children who were late talkers, which the researchers found was velar fronting. From the data the researchers obtained, there were 173 velar fronting processes. This process occurred when velar consonants changed to alveolar consonants. The second dominant process that occurs is the lateral substation process, namely the replacement of the alveolar letter "R" with the lateral "L," accounting for 167 lateral substitution processes and the last is cluster reduction 80. Based on observation findings, participants gave unique answers or feedback. The way children produce sounds is in accordance with what was stated by Yuliafarhah & Irwan (2023: 707) that one of the criteria for being a late talker is inaccurate pronunciation of a word.

In this research, researchers have several suggestion for the next researchers, namely

a. For future researchers, my advice is to look for more theories to continue the research being carried out, because in this research, the Late Talkers process theory from Wyn Johnson and Paula R. (2010) is still limited to the categories presented, which requires researchers to provide terms separately but still provides information in accordance with the theory used.
b. Make sure that the sample that will be used has a large population, because in this research, Way Kandis has a population that is not too large, so the limited sample that has criteria

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such as late talkers certainly makes it a little difficult for researchers to always be consistent in finding samples that suit the population. Used

c. Learn to be a professional person because Late Talkers are children; therefore, as researchers, you must be able to build interactions between the children who will be used as samples. Difficulties occur due to various factors, including children being afraid to interact with researchers as new people they meet and children feeling embarrassed when talking, which is basically a child who doesn't often interact with their friends in class.
d. Limited study hours at school cause researchers to only be able to observe 2–3 late talkers in one day because pre-school and kindergarten only study until 10.30 a.m. The researcher suggests that future researchers should be punctual and arrive before study time starts.
e. The child only wants to talk to his parents; this requires the researcher to make direct observations at the child's house by bringing snacks, but sometimes this effort still doesn't make the child want to talk to the researcher. My suggestion for future researchers is to prepare financial funds to anticipate that matter.

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