
Pronunciation of Morphemes Containing Phoneme /r/ by Slurred Student in Universitas Klabat

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Abstract

Building communication between fellow humans was one of the ways to express one's identity. Built interactions can appear in various forms. One of the most commonly used forms of communication was conversation. In conversation, each person had different abilities. This ability was greatly influenced by several things, such as educational background, level of familiarity, purpose of conversation, and physical abilities of the parties involved. Regarding physical abilities, each person had advantages and disadvantages in interacting. One of the deficiencies that we often find was a person's inability to pronounce morphemes containing the phoneme /r/ so that sometimes the message to be conveyed cannot be understood properly by the person to whom the message was sent. This research was aimed at examining the problems faced by Klabat University students who suffer from slurred in pronouncing morphemes with the phoneme /r/, and what factors caused someone to suffer from slurred. The results of this study showed that people with slurred usually have experienced this problem since they were at an early age. Various efforts made to improve the ability of slurred sufferers to pronounce morphemes with the /r/ phoneme in them are known to have little effect in improving the sufferer's ability to pronounce this. Persecution which ultimately results in a decrease in learning achievement at school was also experienced by people with slurred.

Keywords

Slurred, Phonemes, Pronunciation



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INTRODUCTION

Talking is a way that humans use to communicate with other people. In general, every human being wants to convey something to other people by using language to express feelings, thoughts or words, either directly or indirectly. "Language is a sound that is used by society to collaborate, interact and identify themselves".¹ According to Trudgill (1974) "the use of language in social life varies greatly". This very varied use of language is due to differences in needs when someone builds communication with other people. Some people speak with the intention of conveying information, but there are also those who start a conversation with the intention of asking

¹ Harimurti Kridalaksana (1982:123). *Kamus Linguistik*, PT Gramedia Pustaka Utama. Jakarta. <https://onsearch.id/Record/IOS2862.UNMAL000000000028202>

for information about what they want to know. Kimball, Y, and Raymond, W. M (1965) proposed that "social interaction is a social relationship between individuals or social groups that dynamically occurs on a regular basis". According to them, social interactions between one person and another occurred dynamically in a social environment that is built for their own interests.

Humans have acquired language since they were children, the first language is their mother tongue. According to Puspitasari, R. N (2021), mother tongue is "the language that a person first understands and speaks naturally since childhood."² As time passes by, humans will begin to express their feelings both directly and indirectly, both in spoken and written language. According to Kridalaksana (1982:123), humans must go through several stages of language development in the form of a process of learning and using language from time to time before reaching the stage of maximum fluency and understanding in language acquisition.³ Pronunciation with full fluency makes it easier for a person to interact with society and involve himself in social activities. To communicate fluently with language, a person must use their speech organs. According to Roji, A. F (2021), speech organs are "a set of human organs that are involved in the process of sound production." The sound sources are divided into three, namely the mouth cavity, throat and body cavity.⁴

Children who are in the process of acquiring language at an early age have speaking abilities that are not yet completely perfect, so that when they produce the sound, it was not perfect and require effort to understand them. This condition is considered normal for children because they are still at the development stage and moreover their speech organs are not yet perfect. This imperfection in speaking is still considered a child's phonetic disorder. As time passes by, slowly the phonetic disturbance will disappear.

Adults who have reached maturity with the perfect ability to speak should perform well because all their speech organs are perfectly formed. However, adults may experience phonetic disorders as happens to children, and this condition is, of course, intolerable considering that adults should no longer face obstacles when they have to say something. Conditions that give rise to speech

² Puspitasari, R. N (2021). Definisi Bahasa Ibu dan Identitas Budaya Yang Melekat. <https://www.viva.co.id/vstory/opini-vstory/1356191-definisi-bahasa-ibu-dan-identitas-budaya-yang-melekat>

³ Harimurti Kridalaksana (1982:123). *Kamus Linguistik*, PT Gramedia Pustaka Utama. Jakarta. <https://onesearch.id/Record/IOS2862.UNMAL00000000028202>

⁴ Pentury, H. J. (2018). Pengembangan Literasi Guru PAUD Melalui Bahan Ajar Membaca, Menulis dan Berhitung di Kecamatan Limo dan Cinere.

disorders in adults are often found in our daily speaking interactions. One of the problems that certain people face in speaking is the inability to pronounce the /r/ sound correctly.⁵ This issue is not influenced by certain social conditions, but purely arises from a person's physical inability, which in this case is related to his or her speech organs, to produce the correct sounds produced by other people.

This research focuses on a person's inability to transmit information accurately because they suffer from a slurred. A slurred is a condition when a person experiences difficulty in pronouncing, especially morphemes that have the phoneme /r/. This developmental disorder is also known as ankyloglossia. According to Pratama, O. I (2023), what is meant by ankyloglossia is "a condition where there is tissue located in the midline between the front tip of the tongue and/or at the bottom of the tongue.⁶ The tissue in the Lip Tie can cause disruption of the range of motion of the lips. when doing activities that require lip movement such as sucking, pursing the lips, blowing, smiling and so on. The tissue in the Tongue Tie can disrupt the range of motion of the tongue when carrying out activities that require tongue movement such as sucking, chewing, speaking and so on." Based on this explanation, it can be seen that the sufferer cannot carry out many normal activities, including not being able to speak normally for several morphemes with certain sounds. Langlais and Miller (2001: 45) added that "ankyloglossia causes the tongue to be unable to produce the correct phonemes due to the genetic causes of the congenital anatomy of people with slurred speech."

METHOD

This research is a qualitative descriptive study involving students with slurred speech at Klabat University. Descriptive research method is a method that describes the characteristics of the population or phenomenon under study.⁷ Qualitative descriptive research is also naturalistic in nature, where data is collected through observation of actual situations without being influenced intentionally or unintentionally by other parties or the researcher themselves.⁸ Data collection techniques used include observation, interviews, and documentation, employing a triangulation approach. The researcher will observe the mouth/lip movements of individuals with slurred speech

⁵ Morris, W., *The American Heritage Dictionary of English Language*, Boston: Houghton Mifflin, 1973.

⁶ Pratama, O. I (2023). *Pengaruh Lip Tie dan Tongue Tie (Angkyloglossia) Terhadap Kemampuan Feeding Bayi*.

⁷ Moleong, L. J. (2018) *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.

⁸ Sugiyono. (2014). *Metedologi Penelitian Kuantatif, Kualitatif, dan Kombinasi*. Alfabeta. Bandung.

and carefully listen to morphemes containing the /r/ phoneme to identify the types of errors made by respondents. Additionally, structured interviews will be conducted to directly obtain information from respondents. The collected data will be analyzed using the data analysis model proposed by Miles and Huberman, comprising collection, reduction, display, and conclusion steps. Consequently, this research will provide an in-depth understanding of the conditions experienced by respondents in pronouncing morphemes containing the /r/ phoneme.

RESULTS AND DISCUSSION

The results of research conducted through direct and open interviews between researchers and respondents regarding the problem of pronunciation of morphemes containing the phoneme /r/ were based on the following conversations:

Researcher : Do you know what causes you to suffer slurred?

Respondent : I don't know what caused it and why I have it.

Researcher : What do you feel about your speech organs?

Respondent : I feel that my tongue does not reach the roof of my mouth.

Researcher : What do you mean by the tongue not reaching the roof of Your mouth?

Respondent : My tongue feels short so I cannot reach the top or roof of my mouth to produce a good /r/ sound.

Researcher : Have you tried harder to produce the /r/ sound?

Respondent : Sometimes my tongue can reach the ceiling but when it comes to pronounce /r/ my tongue cannot vibrate.

Researcher : Can you hold your tongue so it vibrates?

Respondent : No. I cannot. It was difficult produce the maximum /r/ sound.

Researcher : What things have you done to improve your ability to pronounce the phoneme /r/?

Respondent : I have done various methods and efforts to improve my ability to pronounce morphemes with the /r/ phoneme, including following suggestions and input from several people, but this has not had much effect on my ability to pronounce morphemes with the /r/ phoneme.

Researcher : Are there any special methods that you have done?

Respondent : I once made an extreme effort, namely by pulling my tongue to make it longer, but this method didn't help much.

Researcher : What do your friends respond to this condition?

Respondent : There are several of my friends persecuted me by bullying me when I talk to them.

The following tables are the description of the results of the researcher's interviews with respondent to determine the errors when pronouncing morphemes containing the phoneme /r/.

Table 1. Morphemes start with phoneme /r/

No	Ortography	Phonetic	Phonemic
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1	Rasa	[rhA'sa]	/r(h)A'sa/
2	Rusuh	[rhs'Uh]	/r(h)s'Uh/
3	Rakyat	[rhak'Yat]	/r(h)ak'yat/
4	Runtuh	[rhun'Tuh]	/r(h)U'ntuh/
5	Renovasi	[rhE'novasi]	/r(h)eno'Vasi/
6	Ribuan	[rhibu'An]	/r(h)ibu'An/
7	Ringan	[rhing'An]	/r(h)ing'An/
8	Rayuan	[rha'yuan]	/r(h)a' yuan/
9	Remuk	[rh em'Uk]	/r(h)erm'Uk/
10	Rindu	[rhI'ndUh]	/r(h)Ind'Uh/
11	Ranting	[rhAn'tIng]	/r(h)A'Nting/
12	Romantis	[rhO'mantis]	/r(h)O'mahtIs/
13	Robot	[rhO'bɔt]	/r(h)O'b(ɔ)t/
14	Rupa	[rhU'pa]	/r(h)UP(a)/
15	Ratu	[rhA'tu]	/r(h)A'tu/

Table 2. Phoneme /r/ in the middle of Morphemes

No	Ortography	Phonetic	Phonemic
1	Cari	[Carh'i]	/Car(h) ' i/
2	Turun	[Turh'un]	/Tur(h) 'un/
3	Tirai	[Tirh'ai]	/Tir(h) ' ai/
4	Stres	[Strh'əs]	/s(ə)tr(h) ' (ə)s/
5	Kertas	[Kərh'tas]	/k(ə)r(h) ' tas/
6	Deras	[Dərrh'as]	/dər(h) ' as/
7	Taring	[Tarh'ing]	/tar(h) ' ing/
8	Gorengan	[G(O)rh' (ə)ngan]	/g(o)r(h) ' engan/
9	Kardus	[karh dus]	/kar(h) ' dus/
10	Kurma	[Kurh'ma]	/kur(h) ' ma/
11	Koran	[K(O)rh'an]	/k(o)r(h) ' an/
12	Tirus	[tirh'us]	/tir(h) ' us/
13	Perut	[p(ə)rh'ut]	/p(ə)r(h) ' ut/
14	Permata	[p(ə)rh'mata]	/p(ə)r(h) ' mata/
15	Perisai	[P(ə)rh'isai]	/p(ə)r(h) ' isai/

Table 3. Phoneme /r/ at the end of Morphemes

No	Ortography	Phonetic	Phonemic
1	Solar	[sO ' larh]	/S(ɔ)l 'Ar(h)/
2	Air	[AI'rh]	/ai'r(h)/
3	Kantor	[k'An'tɔrh]	/k'an't(ɔ)r(h)/

4	Alur	[Al'urh]	/al'ur(h)/
5	Gitar	[Gi'tarh]	/gi't(a)r(h)/
6	Telur	[t(ə)'lurh]	/t(ə)'lur(h)/
7	Nalar	[na'larh]	/Na'lar(h)/
8	Dadar	[Da'darh]	/da'dar(h)/
9	Latar	[la't'Arh]	/la't(a)r(h)/
10	Dapur	[Da'purh]	/da'pur(h)/
11	Pasar	[pa'sarh]	/pa'sar(h)/
12	Banjir	[b'An'jirh]	/b'an'jir(h)/
13	Dengar	[d'(ə)'ngarh]	/d'(ə)'ngar(h)/
14	Pudar	[pu'darh]	/pu'dar(h)/
15	Melar	[m(ə)'larh]	/m(ə)'lar(h)/

From the results of the questions and answers conducted above, it was found that the pronunciation of phoneme /r/ was affected by aspiration so that the pronunciation of /r/ was mixed with loud exhalations that caused it to sound like mixed with /h/. Phoneme /r/ was still unclear because it does not vibrate.

CONCLUSION

The conclusion that can be drawn from this research is that the disturbance in the pronunciation of phoneme /r/ in people with slurred is greatly influenced by the disorder of the articulator or speech organs of the person with slurred issue, resulting in interference. The results of the research also clearly showed that the inability to produce the appropriate sound of /r/ phoneme occurred in all settings, including morphemes that begin with /r/, morphemes that have the /r/ phoneme in the middle, and morphemes that ended with a phoneme /r/. In certain situations, people with slurred are able to push their tongue until it reaches the roof of their mouth, but because it requires a lot of effort to do that, in the end the phoneme sound /r/ cannot be produced optimally. This condition has occurred since the slurred sufferer was still a child. There have been several efforts made to improve the physical condition of the tongue of slurred sufferers, but all of them did not result in a significant contribution to their ability to produce good /r/ phoneme sounds. Persecution is also experienced the respondent with slurred, so that this directly affects his learning achievement at school.

Suggestions that can be given after carrying out this research are: 1). For children who have been known to suffer from a slurred since early age, they should receive special attention from their parents by training them to try their best to pronounce the phoneme /r/ correctly. It is hoped that after continuous practice the child will progress little by little. 2). Further research related to this topic needs to be carried out considering that the number of respondents in this study is still very limited, so further research with a large number of respondents is needed to carry out.

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