

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the data analysis phonology production of the consonant words done by three two-year-old Indonesian children in a form of phonetic transcription. She then analyzes all words are arranged and classified based on the theory of phonological process by Ingram in Fletcher and Garman (1997: 223-231). Thus there will be three research findings based on substitution, assimilatory, and syllable structure process. These processes are explained in a table to help the writer analyzes easily.

4.1 Research Findings

The data presentation and the analysis of the process which occurred in the consonant words production of three children are shown below with using of slashes // around phonetic symbols indicate that everything between them is a phonetic transcription.

4.1.1. Substitution Process

The process of substitution in Ingram's theory is divided into five sub processes that are stopping, fronting, gliding, vowel neutralization, and vocalization but this research only shows three sub processes that occur to three two-year-old children's consonant words production. So that the sub processes are stopping, fronting, and gliding.

Table 4.1. Table of Substitution Process-Stopping

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The second subject			
/tɪpi/	/tɪvi/	television	/p/ sound substitutes /v/ sound
/pi:pi/	/Fifi/	One's name	/p/ sound substitutes /f/ sound
/mat/	/mas/	brother	/t/ sound substitutes /s/ sound
/pait/	/Faiz/	One's name	/p/ sound substitutes /f/ sound /t/ sound substitutes /z/ sound
/dendoʔ/	/sendoʔ/	spoon	/d/ sound substitutes /s/ sound

Stopping is the process of substitution of fricatives /f/, /v/, /s/, /z/, /ʃ/, /x/, /h/ or affricatives sounds /tʃ/, /dʒ/ are substituted by a stop consonant /p/, /t/, /k/, /b/, /d/, /g/. In analysis, the writer only finds stopping processes which is occurred to a child of three children in producing consonant word, she is the second subject (see table 4.1). There are the substitutions of fricative sound /v/ into /p/ which occur in the word /tɪvi/ and when she pronounces her writer's name, 'Fifi', the subject replaces /f/ with /p/.

The other is the substitution /s/ into /t/ which occurred in the pronunciation of the word /mas/. Then, the process which occurred is the replacement of /f/ with /p/ and /z/ with /t/ in the word /faiz/. The last process is the word /sendoʔ/ is pronounced by /dendoʔ/. The second subject is difficult to bring her lower lip and upper front teeth and she cannot get the air stream moves over a comparatively long surface but she tends to articulate by stopping the flow of air with the two

lips pressed together. Another process of substitution can be shown by the table below:

Table 4.2. Substitution Process-Fronting

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The first subject			
/bʌdat/ /tu:tʃɪŋ/	/bʌdak/ /ku:tʃɪŋ/	rhinoceros cat	velar /k/ replaced by /t/
/unu:/	/uŋu/	purple	velar /ŋ/ replaced by /n/
/doi:jʌ/	/gorila/	gorilla	velar /g/ replaced by /d/

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The second subject			
/kunin/	/kuniŋ/	yellow	velar /ŋ/ replaced by /n/

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The third subject			
/tolan/ /tula/ /tue/ /ʌtu/	/koran/ /kura/ /kue/ /ʌku/	newspaper turtle cake I	velar /k/ replaced by /t/

Fronting is the process shown above, it is the substitution of velar /k/, /g/, and /ŋ/ consonants or palatal /tʃ/, /dʒ/, /j/ with alveolar /t/, /d/, /s/, /z/, /n/, /r/ and /l/. The writer found nine processes that occur to all of subjects' word productions. The substitution processes are /k/ sound replaced by /t/ sound. They are occurred to the first subject's words /bʌdak/ in final position, and /ku:tʃɪŋ/ in

initial position that she pronounces /bʌdat/ and /tu:tʃɪŋ/. Next is the substitution of /ŋ/ sound with alveolar one /n/ in the word /uŋu/ that is pronounced as /unu/. The last is the process where alveolar /d/ sound substitutes /g/ and she pronounces /gorila/ to become /doi:jʌ/.

For the second subject, the writer finds that she replaces alveolar /n/ into velar /ŋ/ like sound /kuniŋ/ is produced by sound /kunin/. Meanwhile, the third subject substitutes velar /k/ with alveolar /t/. She pronounces /koran/, /kura/, /kue/ which is in initial position become /tolan/, /tula/, /tue/ and /ʌku/ in medial position becomes /ʌtu/.

It shows that the subjects cannot produce the sound /k/, /ŋ/, /g/ and replace into /t/, /n/, /d/. They put their tip tongue into the alveolar ridge before the air from the lung comes out. This process is articulated by subjects who have a difference of position in their speech.

Table 4.3. Substitution Process-Gliding

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The first subject			
/tɛjʊs/	/tɛrʊs/	continue	sound /j/ is replacing liquid /r/
/bəjʌŋ/	/bɛrʊaŋ/	bear	
/u:jʊŋ/	/bu:rʊŋ/	bird	
/ɔjʌŋ/	/kɔrʌn/	newspaper	

/ejɔŋ/	/tɔlʊr/	egg	sound /j/ is replacing liquid /l/
/doi:ja/	/gorila/	gorilla	
/uwi:ŋ/	/guli:ŋ/	pillow	sound /w/ is replacing liquid /l/
/u:wʌŋ/	/u:lʌr/	snake	

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The second subject			
/kojeʔ/	/koreʔ/	match	sound /j/ is replacing liquid /r/
/bu:juŋ/	/bu:ruŋ/	bird	

Gliding is the substitution process when /r/, /w/, or /l/ are replaced into /w/ or /j/. The table above are the gliding of the first and second subjects. They replace liquid /r/ into sound /j/ for the words /tərus/, /bəruaŋ/, /koreʔ/, and /bu:ruŋ/ are pronounced by /təjus/, /bəjaŋ/, /kojeʔ/, and /bu:juŋ/. Then, the other words of the first subject are /gorila/ and /təlur/ changed into /doi:ja/ and /ejuŋ/. She replaces the liquid /l/ into /j/ while /guli:ŋ/ and /u:lar/ words which she pronounces it become /uwi:ŋ/ and /u:wəŋ/. The sound /w/ is replacing liquid /l/.

After classifying the data into substitution process, the writer finds other words which are not suitable with the theory of phonological process. However, the writer is going to show and mention the other substitution processes that are happened to three two-year-old Indonesian children. They are:

4.1.1.1 The Substitution of Alveolar

The children change the alveolar consonant /s/ into palatal consonant /tʃ/. These processes are opposite of fronting process in which the palatal consonants are substituted with alveolar consonants. The change of the sound /s/ into sound /tʃ/ that is produced by the second and third subjects below (see table 4.4) shows that they articulate the same substitution processes of alveolar. It can be seen that

they cannot produce the sound /s/ and change to sound /tʃ/ because their back tongue is brought to the hard palate then released it away immediately. They are so difficult to pronounce the alveolar consonant which is occurred in final position while she is easy to product /s/ clearly without changing to palatal consonant /tʃ/.

Table 4.4. Substitution Process of Alveolar

Actual Word (Subject Words)	Intended Word	English Translation
The second subject		
/bətʃal/	/bəsar/	big
/itʃaʔ/	/nisaʔ/	Nisa'
/pʌtʃal/	/pʌsar/	market
/tʃutʃu/	/susu/	milk
/patʃaŋ/	/pasan/	install
/pətʃawat/	/pəsawat/	plane
/kultʃi/	/kursi/	chair
/tʃama/	/sama/	same
/tʃədikit/	/sədikit/	little
/tʃapi/	/sapi/	cow
/tʃəmot/	/səmut/	ant

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The third subject			
/matʃaʔ/	/masaʔ/	to cook	velar /tʃ/ is replacing alveolar /s/
/pətʃawat/	/pəsawat/	plane	
/tʃendoʔ/	/sendoʔ/	spoon	
/pitʃaŋ/	/pisan/	banana	
/tʃepeda/	/sepeda/	bicycle	
/pʌtʃal/	/pʌsar/	market	
/metʃin/	/mesin/	machine	
/tʃalapan/	/sarapan/	breakfast	
/tʃakit/	/sa:kit/	sick	
/tʃini/	/sini/	here	

4.1.1.2 The Substitution of Stop

This substitution is opposite of stopping process that is based on the theory. It is a process when the subject changes the stop consonants /p/, /b/, /t/, /d/, /k/, or /g/ with fricative /f/, /v/, /s/, /z/, /h/ or affricative /tʃ/, /dʒ/. It is done by three children.

Table 4.5. Substitution Process of Stop

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The first subject			
/dʒidʒi/	/gigi/	tooth	Stop consonant /g/ is substituted by affricative /dʒ/

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The third subject			
/təntʃolaʔ/	/təŋkoraʔ/	skull	Stop consonant /k/ is substituted by affricative /tʃ/

The intended word of stop consonant /g/ into /dʒ/ and /k/ into /tʃ/ is only found two words to the first and second subjects who bring their back of tongue to stop the air stream at the velum and let it flow through the side of their tongue so that they change the position between the back tongue with their hard palate is touched each other.

4.1.1.3 The Substitution of Retroflex

The subjects pronounce the retroflex /r/ in which replaced into the lateral consonant /l/. It is often acquired in initial, medial or final positions. They produce the words below:

Table 4.6. Substitution Process of Retroflex

Actual Word (the second subject)	Intended Word	English	Actual Word (the second subject)	Intended Word	English
/motol/	/motor/	motor	/bətʃal/	/bəsar/	big
/balu/	/baru/	new	/kələta/	/kəreta/	train
/dʒələpa/	/dʒərəpa/	giraffe	/u:lal/	/ular/	snake
/dambal/	/gambar/	picture	/pelas/	/pəras/	to press
/patʃal/	/pasar/	market	/keltas/	/kərtas/	paper
/dɔktəl/	/dɔktər/	doctor	/bilu/	/biru/	blue
/kəbakalan/	/kəbakaran/	fire	/kultʃi/	/kursi/	chair
/lambot/	/rambut/	hair	/tidul/	/tidur/	to sleep
/mondol/	/mundur/	go back	/pintal/	/pintar/	clever
/bəlajal/	/bəlajar/	to study	/bubul/	/bubur/	porridge
/olalaga	/olahraga/	sport			

Actual Word (the third subject)	Intended Word	English	Actual Word (the third subject)	Intended Word	English
/tələmpet/	/terompet/	market	/patʃal/	/pasar/	market
/nelaka/	/neraka/	doctor	/dɔktəl/	/dɔktər/	doctor
/kelbu/	/kerbau/	buffalo	/lame/	/ramai/	noisy
/solga/	/surga/	heaven	/tʃelita/	/cerita/	story
/telbaŋ/	/terbaŋ/	to fly	/bətʃal/	/bəsar/	big
/kelopoʔ/	/kerupuk/	crackers	/lali/	/lari/	to run
/tʃalapan/	/sarapan/	breakfast	/mala/	/marah/	angry
/pəlahu/	/perahu/	canoe	/buluŋ/	/buruŋ/	bird

There are many examples above of retroflex consonant which is articulated by the second and third subjects such as sound /pasar/, /dɔktər/, /bətʃar/

change to sound /pʌtʃal/, /dɔktəl/, /bətʃal/ in final position, /rʌmbʊt/, /ramai/ to /ʌmbot/, /lame/ in initial position, and sound /buluŋ/ to /buruŋ/ in medial position. They do not produce to vibrate the front part of tongue to produce the retroflex consonant /ɾ/ at that time. Their tongue tip is not curled backward in the mouth yet.

4.1.2. Assimilatory Process

Assimilatory process is consists of three sub processes: voicing, consonant harmony that are velar assimilation, labial assimilation, denasalization, and also progressive vowel assimilation but the writer only wants to find the subjects' voicing and consonant harmony which are related by her analysis.

The writer's subjects don't make a consonant voiced when it precedes a vowel or devoiced at the end of the syllable such as voiceless consonant /p/ is assimilated /b/ or /t/. Thus, velar assimilation is alveolar consonants to assimilate to a neighbouring velar consonant.

Table 4.7. Assimilatory Process-Consonant Harmony-Velar Assimilation

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The first subject			
/apəŋ/ /botəŋ/	/apəl/ /botəl/	apple bottle	velar /ŋ/ is replacing alveolar /l/
/alaŋ/ /əmponŋ/ /ɔjaŋ/ /utaŋ/	/dʒalan/ /telepon/ /koran/ /hutan/	street phone newspaper jungle	velar /ŋ/ is replacing alveolar /n/
/motoŋ/ /uwaŋ/	/motor/ /u:lar/	motor snake	velar /ŋ/ is replacing alveolar /ɾ/

The table above explains that apical consonants /l/, /n/, /r/ assimilates into neighboring velar consonant /ŋ/. The first subject often pronounces the velar sounds /l/ to assimilate sound /ŋ/. However, she does not only articulate /apəŋ/ and /botəŋ/ of the words /apəl/ and /botəl/ but also has the assimilation happened like the other examples /dʒalan/, /telepon/, /koran/, /hutan/, /motor/, /u:lar/ are the assimilation of apical consonant /n/ is influenced by its neighboring velar consonant /ŋ/ with her words that is produced /alaŋ/, /əmpəŋ/, /ɔjaŋ/, /utaŋ/, /motəŋ/, and /uwaŋ/.

In labial assimilation process that is apical/alveolar consonant tends to assimilate to a neighbouring labial consonant, the writer cannot find to her subjects' consonant words. Thus, and labial assimilation is alveolar consonants tend to assimilate to a neighbouring labial consonant. Yet, the consonant harmony-denasalization that is a process when a nasal consonant denasalizes in the neighborhood of nonnasal consonant is found five words of the first subject. It can be seen in the table below.

Table 4.8. Assimilatory Process-Consonant Harmony- Denasalization

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The first subject			
/padʒa/	/pandʒaŋ/	long	nasal /n/ and /ŋ/ is denasalized
/adʒi:ŋ/	/andʒi:ŋ/	dog	nasal /n/ is denasalized
/ʌplop/	/ʌmplop/	envelope	nasal /m/ is denasalized
/sʌpa/	/sʌmpa/	rubbish	
/ʌbut/	/rambut/	hair	

Nasal /n/ and /ŋ/ are produced by lowering the velum and letting the air escape both through the mouth and nasal cavity. The first subject denasalizes the words /pandʒaŋ/ and /andʒi:ŋ/ by dropping the nasal /n/ in the middle position while others subject can produce nasal /n/ or /ŋ/ in the middle position while the words /ʌplop/ and /sʌpa/ are denasalized by dropping the nasal /m/. Her lower and upper lips cannot touch and press each other which in middle position for the consonant /m/ neighboring with the bilabial consonant do simultaneously.

4.1.3. Syllable Structure Process

Syllable structure process is sound changes that cause sounds or syllables to be reduced in number, deleted, or repeated while it has not been explicitly mentioned, it is clear that the notion of syllable is quite important in understanding all the processes discussed so far. In this process is divided to be four sub-processes, they are cluster reduction, deletion of final consonant, deletion of unstressed syllables, and reduplication.

Cluster reduction is reduced to a single consonant or is the deletion of one or more consonants from a two or three consonant cluster. The first subject tends to delete a one of consonant cluster that is initial position when she pronounces it. Below is example of cluster reduction that is articulated by the first subject.

Table 4.9. Syllable Structure Process-Cluster Reduction

Actual Word (the first subject)	Intended Word	English Translation	Explanation
/tɔp/	/stɔp/	stop	/st/ reduced into /t/

/wæba/	/zebra/	zebra	/br/ reduced into /r/
/tʃo:lat/	/tʃoklat/	chocolate	/kl/ reduced into /l/

The second process of syllable structure is deletion of final consonant. It is only happened to the third subject who deletes some of certain final consonant.

Table 4.10. Syllable Structure Process-Deletion of Final Consonant

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The third subject			
/balɔ/	/balɔn/	ball	deletion of final consonant /n/
/monje/	/monjet/	monkey	deletion of final consonant /t/
/pʌna/	/pʌnas/	hot	deletion of final consonant /s/
/nole/	/nu:lis/	write	

From the data above that the writer analyzes, deletion of final consonant occurred only four words in the pronunciation of a subject. When the third subject says /balɔ/, /monje/, /pʌna/, and /nole/ instead of /balɔn/, /monjet/, /pʌnas/, /nu:lis/, the subject deletes liquid consonant /n/, /t/, /s/. She cannot move her tongue yet to produce alveolar consonant in which final position.

The other syllable structure process is deletion of unstressed syllables is sometimes occurred process in word pronunciation of the subjects who are analyzed. The writer finds many words that the first subject deletes the unstressed syllables and she finds a word to the second subject. The examples of the deletion of unstressed syllables done by the subject are shown in the table below.

Table 4.11. Syllable Structure Process-Deletion of Unstressed Syllables

Actual Word (the 1 st subject)	Intended Word	English	Actual Word	Intended Word	English
/puwu/	/səpuluh/	ten	/əmpoŋ/	/telepon/	phone
/ʌpan/	/dələpan/	eight	/ojen/	/ɔranje/	orange
/sæŋka/	/sæmʌŋka/	watermelon	/ɔwaʔ/	/ketʃɔwaʔ/	cockroach
/əboŋ/	/kəceboŋ/	tadpole			

Actual Word (Subject Words)	Intended Word	English Translation	Explanation
The 2 nd subject			
/bæka/	/boneka/	doll	/on/ syllable is deleted

The last process of syllable structure is reduplication. It is in a multisyllabic word; the initial CV syllable is repeated. Actually, the writer just finds two words articulated by first and third subjects. They change the consonant words with repeating them.

Table 4.12. Syllable Structure Process-Deletion of Reduplication

Actual Word (1 st Subject)	Intended Word	English	Actual Word (3 rd Subject)	Intended Word	English
/pu:pu/	/ku:pu/	butterfly	/dʒadʒa/	/gadʒa/	elephant

After analyzing the syllable structure process, the writer finds another process that a consonant word is deleted in the initial sound. In the tables below, the writer shows the syllable structure process which is deletion of initial consonant.

Table 4.13. Syllable Structure Process-Deletion of Initial Consonant

Actual Word 1 st subject	Intended Word	English	Actual Word 1 st subject	Intended Word	English
/abuʔ/	/sʌbuʔ/	belt	/ita/	/pita/	ribbon
/ənduŋ/	/mənduŋ/	cloud	/o:njet/	/mo:njet/	monkey
/ɔpi/	/tɔpi/	cap	/ʌtu/	/sʌtu/	one
/ɔti/	/rɔti/	bread	/u:wa/	/du:wa/	two
/u:piŋ/	/ku:piŋ/	ear	/u:niŋ/	/ku:niŋ/	yellow
/umbaŋ/	/kumbaŋ/	bettle	/adza/	/gadza/	elephant
/ʌkit/	/sʌkit/	sick	/ʌta/	/mʌta/	eye
/utaŋ/	/hutaŋ/	jungle	/edza/	/kedza/	work
/injaʔ/	/minjaʔ/	oil	/ʌntal/	/bʌntal/	pillow

Actual Word 2 nd subject	Intended Word	English	Explanation
/ɔti/	/rɔti/	bread	the initial consonants of /r/, /l/, /d/ syllables are omitted
/ʌjaŋ-ajaŋ/	/lʌjaŋ-lajaŋ/	kite	
/u:wa/	/du:wa/	two	

The writer explains that the first subject's words above are the initial consonants of /b/, /s/, /m/, /t/, /r/, /k/, /p/, /m/, /d/, /g/, and /h/ syllables which are omitted by the first subject whereas the second subject who pronounces the words tends seldom to omit her initial syllable and only deletes the initial /r/, /l/, /d/ syllable.

4.2 Discussion

In this sub chapter, the writer wants to discuss about the findings she found after analyzing her subjects' phonological processes. The result of the analysis shows that there are phonological processes which are occurred to three two-year-old children in acquiring the Indonesian consonant words based on

Ingram's theory. However, the writer also includes her findings which are not based on this theory in children phonological acquisition.

4.2.1. Substitution Processes

From analyzing and finding in the previous chapter, the writer has found the process of substitution done by all subjects. The first process is stopping, the writer finds five processes of stopping which are only occurred by the second subject. The substitution of /f/, /v/, /s/, and /z/. The fricatives sounds are changed into stop sounds. These processes are /f/ or /v/ sound is replaced by /p/ instead of /tivi/, /fifi/, and /s/ or /z/ sound is replaced by /t/ or /d/ sound instead of /mas/, /sendo?/, /faiz/ .

Thus, all subjects pronounce the substitution process of fronting. Their velar consonants /k/, /g/, /ŋ/ commonly is substituted by /t/, /n/, /d/. Meanwhile, the substitution process of gliding is just found to the first and second subjects. They replace liquid consonant /r/, or /l/ with sound /j/ or /w/ such as when they pronounce /bu:juŋ/, /ejuŋ/, and /u:waj/ instead of /bu:ruŋ/, /təlur/, and /u:lar/.

Beside those substitution processes which reflect Ingram's theory, the writer also has find three substitution processes which is not based on Ingram's theory, the first and the third subjects substitute affricative /dʒ/ with stop consonant /g/ such as in the word /dʒidʒi/ instead of /gigi/, it is called substitution process of stop. Meanwhile, the second and the third subject replace alveolar /s/ with velar /tʃ/ as like words /bətʃal/, /tʃutʃu/ or /pʌtʃal/ instead of /bəsar/, /susu/, or /pasar/, it is called substitution process of alveolar and the substitution process of

retroflex or lateralization is also occurred by them that they pronounce the retroflex /r/ in which replaced into the lateral consonant /l/. It is often acquired in initial, medial or final positions. Both of them say /lʌmbot/, /telbʌŋ/ or /bəlʌjal/ instead of /rʌmbut/, /terbʌŋ/ or /bəlʌjar/.

4.2.2. Assimilatory Processes

In assimilatory process, the writer just finds two processes which reflect Ingram's phonological process theory. Those processes are consonant harmony-velar assimilation and denasalization. Yet, in assimilation process of voicing which is voiced consonant at the end of syllable tend to be devoiced because of the influence of its neighbouring sound such as a voiced consonant /b/ is changed into a voiceless consonant /p/ since it follows the vowel and its position at the end of syllable is not found while labial assimilation process which is alveolar consonant tends to assimilate to a neighbouring labial consonant, the writer cannot find too to her all subjects' consonant words.

As the explanation of the theory, consonant harmony of velar assimilation is alveolar consonant to assimilate to a neighbouring velar consonant. The writer finds to the first subject's words that apical consonants /l/, /n/, /r/ assimilates into neighboring velar consonant /ŋ/ such as /apəŋ/ and /botəŋ/ instead of /apəl/, /botəl/. She pronounces the velar sounds /l/ to assimilate sound /ŋ/ in final position. Meanwhile, the assimilation process of denasalization is only acquired by the first subject's words. As a result, she denasalizes her words and pronounces them without any nasal consonants because she seems hard to produce a

consonant directly followed by other consonant in the next syllable while the others subjects are not so difficult to articulate them.

4.2.3. Syllable Structure Processes

The writer finds that all of the sub processes of syllable structure are found in the some of subjects' word productions. Those sub processes involve cluster reduction, deletion of final consonant, deletion of unstressed syllable, and reduplication.

In the cluster reduction, the writer finds that the first subject is still not able to say a cluster consonant which occurs in a word. Thus, the subject tends to eliminate one consonant in a cluster and makes it into a single consonant to overcome it. For instance, in the word /stɒp/, there is a consonant cluster of /st/ in which the subject gets difficulty to pronounce it altogether. So, she eliminates consonant /s/ and makes a single consonant /t/ in that word. Then, she pronounces it as /tɒp/ instead of /stɒp/. For the consonant that is eliminated, the writer finds a pattern that the first consonant in the consonants cluster tends to be reduced.

The second process is the deletion of final consonant occurred by the third subject who deletes some of certain final consonant. This process occurs in the words /mɒnjet/, /pʌnas/, /bəlɒn/. Those words are divided into two syllables; they are mon-jet, pʌ-na, ba-lɒ. The last syllable in that word is /jet/, /nas/, /lɒn/ which patterns are CVC syllables. Then, those are simplified by the third subject by deleting the final consonant /t/, /s/, and /n/ in the last syllable. Therefore, it makes

the pronunciation of the word /monje/, /pʌna/, /balɔ/ without producing the final consonant.

The next process of syllable structure is the deletion of unstressed syllable. This process occurs in the first subject's word production. She tends to delete unstressed syllables which occurs within a word and deletes the first syllable which is unstressed and pronounces it becomes /səpuluh/ instead of /puwu/. She is deleting the first unstressed syllable /sə/. Then, the second subject also pronounces a word, /bæka/ instead of /boneka/. Therefore the writer assumes that the first syllables of a word tend to be eliminated.

The last process is reduplication that is a tendency for young children to simplify their word by repeating the syllable. It occurs in a multisyllabic word in which for children they still have a difficulty in pronouncing the word correctly. It can be seen in the pronunciation of a multisyllabic word /ku:pu-ku:pu/ or /gadʒa/. The first and second subjects tend to simplify it by taking just the last syllable and then repeat it becomes /pu:pu/ instead of /ku:pu/ and /dʒadʒa/ instead of /gadʒa/. In the pattern of this process of reduplication, subjects do not articulate initial of a word, but the final syllable of it.

Beside those four processes based on to Ingram's theory, the writer also finds another process of syllable structure of deletion in initial sound. For the first process, there is a tendency to eliminate all consonants which occur at the beginning of a word. The writer finds that bilabial sounds /p/, /b/, /m/; alveolar /t/, /d/ /s/, /l/, /r/; velar /k/, /g/, and glottal /h/. Thus the first and second subjects' pronunciation becomes /ɔti/ and /u:wa/ instead of /rɔti/ and /du:wa/.