

# The Deficit Deixis of the Children with Speech Delay

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**Abstract**—This article aims to describe the deficit of deixis of the children with speech delay. The approach used in this article is qualitative with descriptive method. The data of this article are words that can give a description of deixis deficits. Data collection techniques used in this article are (a) observations, (b) fishing, (c) recording, and (d) recording. The data collection instruments used in articles are verbal and visual media. The data collection procedure of the research is (a) determining the pattern used to collect the data, (b) observing participation and non-participation, (c) recording the speech, (d) transcribing the field records, and (e) entering the data in the table. Data analysis techniques used are (a) dividing technique, (b) reverse technique, (c) the connection technique. The data analysis tool in this research is a table. The data analysis procedure used are (a) reducing data, (b) classifying data, (c) encoding data, (d) presenting data, (e) interpreting data, and (f) summarizing. Based on data analysis, it can be concluded that the deficit deixis of the children with speech delay is in (1) spatial deixis and (2) temporal deixis.

**Keyword**— *utterance, deixis, the children with speech delay*

## I. INTRODUCTION

Every child has different speeds during his development, including in terms of speaking. If the child does not develop according to the normal development period like other children, the child can be said to experience delays. According to Leung (2012), children are considered to have delays in speaking if the development of speech is significantly below normal compared to their age. This means children of the same age, but different speaking abilities can be said speech delay. According to Soetjningsih (2012), speaking is a form of language that uses articulation or words that are used to convey something contained in the mind. Speaking is the most effective form of communication. Therefore, its use is the broadest and most important.

Children who have speech delay are children who at the age of two have a tendency to mispronounce the word then have a bad vocabulary at the age of three, or also have difficulty naming objects at the age of five (Papalia, 2004: 252-253). When the development of speaking ability is not the same and also cannot fulfill the task of the development of speech at that age, the children can be said to experience speech delay. Based on the results of observations, when one research subject was 3; 5, he was only able to speak *mama, papa, embah, emo, yes, aum, maem*. This shows that the subject of this study experienced delays in speaking. In general, such children will have a tendency to be incapable of reading. This can be proven until now new research subjects can read one syllable.

The delay in children's speaking skills can also cause children difficulty in adjusting and socializing with their surroundings (Khoiriyah, et al., 2016: 37). Various kinds of environmental conditions that cause delays in speech are lonely environments, social economic status, wrong teaching techniques, attitudes of parents or other people in an unpleasant home environment, excessive expectations of parents for children, twins, and bilingual (two languages), functional delay, and the most frequent is that children do not get enough stimulation from their environment.

Speech delay children have difficulty in arranging words so that it is difficult to achieve various communicative goals. This can be seen from the speech produced. In general, speech delay children experience a speech deficit. This article examines speech deficits in terms of pragmatic abilities. In Pragmatics, we examine speech, implicature, presupposition, deixis, context, nonliteral, conversation, and relevance theory (Cummings, 2010: 26-52). Because the subjects of this study are speech delay children, the speech is still experiencing a deficit. Therefore, what is described in this article is the deficit of deixis.

## II. LITERATURE REVIEW

### A. Speech Deficit

Speech is utterance of the speaker to the speech partner when communicating. Speech in Pragmatics is defined as a product of a verbal act (Leech, 1993: 20). Meanwhile, Austin (in Leech, 1993: 280) states that all speech is a form of action and not just something about the world of action said or speech (speech act) is the function of language as a means of action, all sentences or utterances uttered by speakers actually contain communicative functions. Based on these opinions, it can be said that saying something can be called an activity or action. This is possible because each speech has a certain purpose that affects others. In

connection with the above meanings, speech can be called utterance in which it contains a meaning and is used in certain situations.

Speech deficits in this study are associated with Psycholinguistics and Pragmatics in children who have delayed speech. Thus, speech deficits are the production of speech of children with delays in speaking in languages that experience deficits in speech acts, deixis deficits, and deficits in cooperative principles.

### *B. Deixis Deficit*

The deixis phenomenon is the most obvious way to describe the relationship between language and context in the structure of the language itself. Words like me, here, now are deictic words. These words have no fixed referents. My referent said, here, now it can only be known if it is known also who, where, and the time when the words are spoken. So, the center of deixis orientation is speakers.

Deixis comes from an ancient Greek word which means "show or point". In other words, contextual information is lexical or grammatical which refers to certain things, which can be objects, places, or times that is called deixis.

Deixis are words that have a changing or shifting referent (Wijana, 1998: 6). In line with Wijana, Purwo (1984: 1) states that a word is said to be deixis if the reference moves or alternates, depending on who is the speaker, when and where the words are spoken. In the field of Linguistics there is also a reference term or often referred to as a word or phrase that refers to a word, phrase or phrase to be given. Such references by Nababan (1987: 40) are called deixis. In line with Nababan, Agustina (1995: 40) says that deixis is a word or phrase that refers to words, phrases, or expressions that have been used or to be given.

Based on some of the opinions above, it can be stated that deixis is a semantic symptom found in words or constructs whose reference can be interpreted according to the situation of the conversation and refers to something outside the language such as pointers, pronouns, and so on.

Sumarsono (2008: 60) mentioned several types of deixis, namely person deixis, spatial, temporal, and demonstrative. In this article, the spatial and temporal deixis deficits are presented. The following will describe the spatial and temporal deixis.

- **Spatial Deixis**

Spatial deixis is giving shape to a location according to participants in a language event. All languages - including Indonesian - distinguish between "who is close to the speaker" (here) and "that is not close to the speaker" (including those close to listeners-there) (Nababan, 1987: 41). Spatial deixis is giving form to the location of space or place that is seen from the location of the actor and in the event of the language (Agustina, 1995: 45). In language, people will distinguish between "here", "there" and "there". This is because "here", the location is close to the speaker, where the location is not near the speaker, while "there", the location is not close to the speaker and not close to the listener. Purwo (1984: 37) has termed spatial deixis with space deixis. Spatial deixis uses more pointer words like near, far, high, short, right, left, and in front. Whereas, Djajasudarma (2010: 65) termed it with the pointer eksis.

- **Temporal Deixis**

Temporal deixis is the giving of forms over a period of time as intended by speakers in language events. In many languages, deixis (reference) of this time is expressed in the form of "when" (Nababan, 1987: 41). Temporal deixis is the disclosure or giving of a form to a point or distance of time that is seen from the time something is made (Agustina, 1995: 46). For example, "yesterday", "the day after tomorrow", "this month", "this week", or "one day".

Based on the above explanations, it can be concluded that the deixis deficit in this article is a delay in speaking in the use of language that refers to a matter, including space and time due to limitations of thinking.

### *C. Speech Delay Children*

Speech delay children are children with special needs who experience physical and/or mental barriers that interfere with their growth and development naturally, which requires special handling. Speech delay children can be interpreted as children who have different characteristics from other children who are seen as normal by society in general.

The development of a child's speech ability is said to be normal if their speaking ability is the same as that of his age and also fulfills the task of the developmental task. When the development of speech is not the same and also cannot fulfill the task of developing speech at that age, the child can be said to experience developmental barriers to speech (speech delay). Many experts report that generally this happens after the child will start again with talk activities at the age of three years and the child can begin to speak well when approaching elementary school age (van Tiel, 2009: 135-136). However, when sitting in elementary school and in the school for the first few years, children will still have language and language learning difficulties.

Speech delay is one of the causes of developmental disorders that are most often found in children. Speech disorders in children can be caused by organic disorders that interfere with several body systems such as the brain, hearing and other motor functions. The most common cause of speech delay is a low level of intelligence that makes it impossible for children to learn to speak as well as their peers. In general, their peers have normal or high intelligence. Meanwhile, some parents lack motivation for

children because they can communicate adequately with the pre-speech form of encouraging parents to continue using "baby talk" because they think that it is "sweet"; limited practice opportunities speak because of the strict limits on how much they are allowed to talk at home.

### III. METHOD

This article aims to describe deixis deficits of children with disabilities speaking age 8; 0. The approach used in this study is a qualitative approach. The qualitative approach is determined because it has the same characteristics as this research. This research highlights the role of natural background. This means that data are taken from the actual context. This is similar to this study, in which the data are mostly taken from natural context, namely speech delay children are a source of research communicating with their partners. The data of this study are utterances in the form of words, phrases, and sentences of children with speech impediments that can provide a description of deixis deficits. The data source of this study is the late speaking children aged 8; 0 and female. Data collection techniques used in this study were observation, stimulation, recording, and recording of the field. The steps carried out are (a) determining the pattern used to collect data, (b) entering the field, (c) making observations, (d) recording speech, (e) transcribing field records, (f) entering data in the table, and (g) validating collected data. The data analysis techniques used in this study are (a) sorting techniques, (b) reverse technique, and (c) connection techniques. The steps carried out in this research are (a) reducing data, (b) presenting data, (c) interpreting data, (d) concluding, and (e) validating data.

### IV. RESULT AND DISCUSSION

The following will explain the data on spatial deficits and temporal deficits. In detail, the explanation is presented as follows.

#### A. Spatial Deficit

The following will describe the spatial deficit data in children with speech delay.

Datum 1:

Data	Interpretation
P: (a) Halo cantik, e...hari ini kamu dari mana aja tadi? (melihat <i>handphone</i> kamera depan)	P: Halo cantik, e...hari ini kamu dari mana aja tadi? (melihat <i>handphone</i> kamera depan)
V: (b) ITC	V: ITC
P: (c) Dari ITC. Terus?	P: Dari ITC. Ke mana lagi?
V: (d) Royal... (e) Cito ...wis Cito...sudah	V: Royal... Cito...sudah
P: (e) Cito	P: Dari Royal ke Cito
V: He eh	V: He eh

#### Context

P and V are lying in bed before going to bed at night. P record conversations with the front camera. V is very happy to be recorded with the front camera. M and V look at the mobile screen. V answers P's questions happily while smiling.

Datum (1) above P starts the discussion by asking V about today's activity. From morning to evening, P takes a V trip from the mall to the mall. When going to sleep at night, P talks with V and records speech with the front camera because V doesn't like to be recorded through the rear camera. V is very happy when M records using the front camera. While smiling, V answers the question P. P said (a) asking for V activity today. With smiles, V replied that he had gone to ITC (b). P asked again (c) because that day V went to several places. V answers (d). Then, V said that besides going to the Royal, he also went to (e).

The word "*Cito*:" could be substituted with the word "*Delta*". Cito and Delta are the names of malls in Surabaya. The two malls are frequently visited by V, while Delta is rarely visited. When P asked V about his activities that day, V's answer was right and something was wrong. P invited V to several malls, namely Royal, Delta, and ITC. However, V replied that she went to ITC, Royal, and Cito. Supposedly, V answered Delta.

Datum (1) above shows the spatial deficit experienced by V. Although V often visits several malls in Surabaya, the ability to remember place names is less than perfect. Children with speech delay who is classified as mild mental retardation, usually has limitations in remembering something. This can be seen in the ability of V to mention the name of the mall. V often goes to Royal and Cito. Other malls are rarely visited. Therefore, V has difficulty remembering the name of the mall (Delta) that he visited that day.

If V does not experience speech delay and be classified as mild mental retardation, she can give a statement:

- 1) P : (a<sup>1</sup>) Halo cantik, e...hari ini kamu dari mana aja tadi? (melihat *handphone*)  
V : (b<sup>1</sup>) ITC  
P : (c<sup>1</sup>) Dari ITC. Terus?  
Dari ITC. Ke mana lagi?  
V : (d<sup>1</sup>) Royal...  
(e<sup>1</sup>) Delta  
P : Cito  
V : He eh

Datum (1) V shows the perfection of the name of the mall in Surabaya. V gives the correct answer by stating (b<sup>1</sup>) and (d<sup>1</sup>). Similarly, the statement (e<sup>1</sup>) indicates perfection states that V also goes to Delta.

### B. Temporal Deficit

Datum 2:

Data	Interpretation
P: (a) Verda, ayo mandi gosok gigi?	P: Verda, ayo mandi gosok gigi?
V: (b) Emoh ma, siang ae	V: Tidak mau, Ma. Siang saja
P: (c) Ini sore bukan siang	P: Ini sore bukan siang

### Context

P bathed R (sister V) at 16.00 in the bathroom. The bathroom door opened when P bathed R not long after, V stood in front of the bathroom and answered P's question.

Datum (2) above P started conversation by asking V. P was in the bathroom with R (sister V) at 16:00. Then, P bathed R with the bathroom door open. At that time, V was playing behind the house. A few minutes later, V suddenly entered the house and went to the bathroom. V stood at the bathroom door and saw R being washed P. Saw V in front of the bathroom, P asked V as in utterance (a). V was less responsive to P request so he answered (b). Then, P said (c) to V.

The word "afternoon" can be substituted with the word "later". Later is a word that indicates time. "Later" has different references. In the conversation between V and P, the word "later" refers to the future. V hasn't understood the concept of time. V's understanding, morning, afternoon, evening and night are the same. When V was asked to take a bath and brush his teeth that afternoon, he replied as in utterances (b). In fact, the discussion took place in the afternoon.

Datum (2) above V shows a temporal deficit. Even though V can mention words that indicate time, he has not been able to use these words correctly. V often uses words that indicate time, but he has difficulty in using them correctly.

If V does not experience speech delay and be classified as mild mental retardation, she can give a statement:

- 2) P : (a<sup>1</sup>) Verda, ayo mandi gosok gigi?  
V : (b<sup>1</sup>) Emoh ma, siang ae  
*Tidak mau, Ma, nanti saja*  
P : (c<sup>1</sup>) Ini sore bukan siang

Speech (b<sup>1</sup>) shows V's perfection in expressing rejection. V has not understood the use of the right words to delay doing work.

## V. CONCLUSION

Based on the analysis of the data, it can be concluded that speech delay children experience the spatial deixis deficit and temporal deixis. The spatial deixis deficit is found when V has difficulty in remembering the name of a place. The temporal deixis deficit was found when V had not been able to use words that indicate the time correctly.

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