

**THE EXPRESSIVE LANGUAGE DISORDER OF THE CEREBRAL
PALSY IN SKALLAGRIGG MOVIE**

THESIS

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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

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**THE EXPRESSIVE LANGUAGE DISORDER OF THE CEREBRAL
PALSY IN SKALLAGRIGG MOVIE**

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang

In partial fulfillment of the requirements

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Advisor

Dr. Hj. Rohmani Nur Indah, M.Pd.

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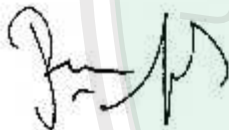
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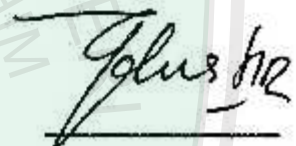
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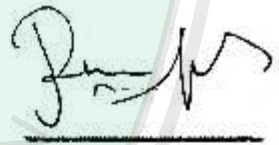
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

(Actually, after difficulty there is ease)

No problem without wisdom

DEDICATION

This thesis is proudly dedicated to :

My parents, Ayah Drs. Syafruddin,S.Pd & Ibu Dra..Asmaiya

Thans for your endless love, affection and prayers

My beloved Sister, Adina Sarah Humaidah

Thanks for supporting and loving

My honorable advisor,Dr. Hj.Rohmani Nur Indah, M.Pd.

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I realize that my thesis will never get success without any interference from other people, therefore I want to say a highly thanks to all people surrounds who make many valuables contribution in making this thesis:

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Finally, I truly realized that this thesis still needs the criticism and suggestion from the reader in order to make it perfect.

Malang, 12 Nopember 2015

Alvin Fikrotuz Zakiah

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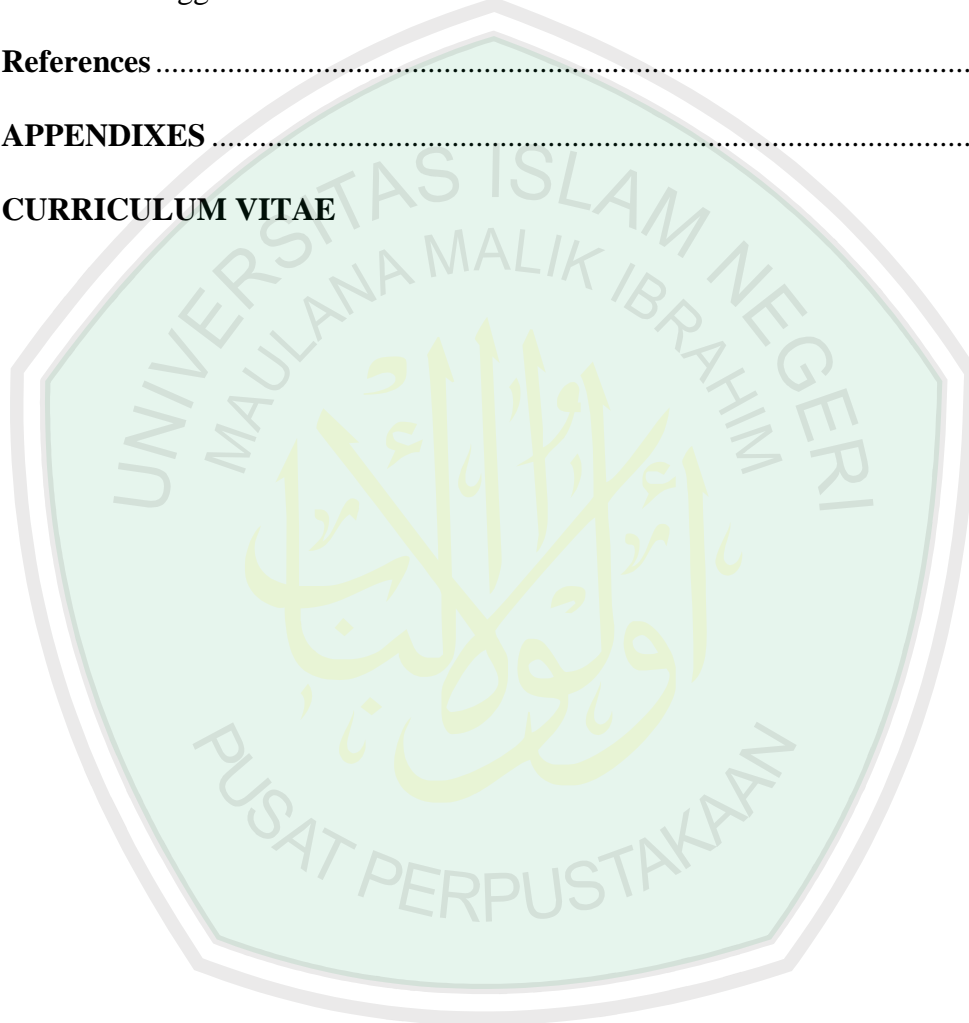
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CURRICULUM VITAE



ABSTRACT

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Language is the most important thing used by human being. Human being is the perfect creation of God. In this world, every human being has weaknesses because there is no body perfect except God. Concerning this fact, God creates Human being with different characteristics and types since she or he was born. The characteristic of no perfection also refers to human's speech system which is categorized as speech or language disorder. Speech or language disorder refers to a language disability which causes the difficulties of understanding and expressing language. These problems also experienced by woman who suffers of Cerebral Palsy (CP).

This research uses descriptive qualitative method study to investigate the problem of language phenomenon in a movie. Therefore, this study aims to get the understanding of the phenomenon in the *Skallagrigg* movie that is Cerebral Palsy using expressive language disorder. The character of Cerebral Palsy is Esther who has been successful in his life as the disabilities woman. Therefore, the researcher is interested in observing in order to find out the kind of language disorder and the Esther's experience. The researcher collected the data by analysis, observe, and describe the utterances that can be found in "Skallagrigg" movie.

The result of this study show that Esther's utterances have some kinds of speech and language disorder namely articulation disorder (from the manner of articulation), phonological disorder (substituting, failure, and omitting sound), voice disorder (improperly, talking too long, and unnatural pitch), and stuttering (dysfluency and pauses). The result also shows that articulation disorder is mostly found. The result also shows that Esther's experience are angry, happy, serious and underestimated condition. Finally, after analyzing the language of cerebral palsy in kinds of language disorder speaker, the researcher and the readers are expected to know about the kinds of language disorder. Besides, this study can lead for the next researcher that is psycholinguistic researchers who have interest to language disorder, especially in Cerebral Palsy (CP) it is better do field research in real conversation.

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study and definition of key terms and research method.

1.1 Background of the Study

Language is the most important thing used by human being. Human being is the perfect creation of God. In this world, every human being has weaknesses. Concerning this fact, God creates Human being with different characteristics and types. Allah says in Al-Qur'an in verses 7-8 of Al-infithaar.

الَّذِي خَلَقَكَ فَسَوَّنَكَ فَعَدَّلَكَ ﴿٧﴾

“Who created you, proportioned you, and balanced you”

فِي أَيِّ صُورَةٍ مَّا شَاءَ رَكَّبَكَ ﴿٨﴾

“In whatever form He willed has He assembled you”

Every people has different characteristics since she or he was born. For example, she or he has different abilities to communicate with others as those diagnosed with deafness, blindness, physical defect and etc. The characteristic of

no perfection tends to refer to human's speech system which is categorized as language disorder.

In the other hand, there are many children who can listen but cannot speak well or produce words appropriately and cannot understand what people say.

Furthermore, one of language disorder is the language comprehension disorder that is used by Cerebral Palsy (CP).

In addition to their motor impairment, children with CP also often experience language disorder and sensory impairment (Aicardi & Bax, 1992).

Speech and language are major problem for those with cerebral palsy (CP). Practically, speech and language disorder such as difficulty forming words and speaking clearly, present in more than a third of persons with CP (National Institute of Neurological Disorder and Stroke, 2014). In addition, speech impairs communication often interpreted as a sign of cognitive impairment which can be very frustrating for children with cerebral palsy (CP), especially the majority who have average to above average intelligence. Therefore, this study investigated about CP language.

The analysis in this study concerns with expressive language disorder. It is related the disorder enables in communicating message using speech, writing, sign or picture symbols (Alliance, 2013). Then, this study concerns with expressive language disorder and analyze concern with speech. This research is about psycholinguistic that focusing on the speech

The case of expressive language disorder is found in *Skallagrigg* movie as the main source of data. In the movie the Cerebral Palsy (CP) character named

Esther is clever and she goes to school where she is challenged to learn. Although she is physically disabled, she uses good language for communication. She can produce the words and spell words appropriately. Moreover, it affects her gesture and position. She has the problems to express the words and although she doesn't have the problem with language comprehension.

On the field of expressive language disorder, researcher uses some relevant studies. The first is Mukminah (2007) identifying the in speech disorder of a CP man in *Door to Door* movie. She analyzes four elements of speech and language disorder, those are articulation disorder, phonological disorder, voice disorder and stuttering. Another study of CP is conducted by Putra (2011), He explains about speech disability of CP character in *My Left Foot* movie. He finds that the character has some kinds of speech and language disorder namely articulation disorder, phonological disorder, voice disorder, and stuttering. Another research is carried out by Nafiah (2008), on the expressive language disorder of the autistic child in *Mercury Rising* movie. The result shows have some kinds of speech and language disorder, articulation disorder, voice disorder, and language disabilities as an autistic child. The result also shows that voice disorder is mostly found, and language disability as an autistic child seldom occurs.

Based on the above description of the language disorder studies, more empirical finding is needed on the expressive language disorder of CP.

In this study the researcher analyzes in what context expressive language disorder produced by the character and how the CP character experienced language disorder in *Skallagrigg* movie.

1.2 Problems of the Study

Based on the description in the Background of the study above, the researcher investigates the following problems:

1. What kinds of expressive language disorder are found in the utterances of Cerebral Palsy character named Esther in *Skallagrigg* movie?
2. How does Esther experience the expressive language disorder?

1.3 Objective of the Study

Based on the problems of the study above, the purpose of the study is about:

1. To describe kinds of expressive language disorder of Esther as CP character
2. To describe how Esther experience language disorder in *Skallagrigg* movie.

1.4 Significance of the study

The study is supposed to contribution for both theoretically and practically in psycholinguistics especially on Cerebral Palsy. Theoretically, the findings of the research are expected to be one of references and alternative information in the next CP research. This research could enrich the theoretical framework for psycholinguistic study, especially cerebral palsy from different phenomenon and object. Practically, this study can be used for psycholinguistic students and

the next cerebral palsy researchers as the first reader to explain about CP language disorder.

1.5 Scope and Limitation

This study investigated the CP language disorder in *Skallagrigg* movie which was released in 1995. The data is taken from the main character in the movie. The name is Esther who is diagnosed as CP.

This study focuses on the kinds of expressive language disorder those are articulation disorder, phonological disorder, Voice disorder and stuttering that presented in the utterances of CP character in the movie and how the CP character experiences language disorder in *Skallagrigg* movie. To understand his phenomenon, this research uses Carroll theory. This study does not discuss about receptive language disorder .

1.6 Operational Definition of the Key terms

Language disorder: A language disorder is an impairment or deviant development of comprehension and/or use of a spoken, written, and/or other symbol system. The disorder may involve: the form of language, the content of language, and/or the function of language in communication in any combination.

Expressive language disorder: Expressive language disorder means the difficulty in conveying or expressing information in speech writing, sign language and gesture.

Cerebral palsy : A spectrum of chronic movement disorders affecting body and muscle coordination. These disorders are usually caused by damage to one or more areas of the brain. The movement problems can vary from barely noticeable to extremely severe which also influence the movement of speech organ.

1.7 RESEARCH METHOD

This chapter explains the method and approach used in research design, subject of the study, data source, research instrument, step of collecting data in data collection, and steps of analyzing data in data analysis.

1.7.1 Research Design

The method used in this study is qualitative method which has description meaning. The study is a descriptive qualitative study to investigate the problem of language phenomenon in a movie. Therefore, this study aims to get the understanding of the phenomenon in the *Skallagrigg* movie that is CP using expressive language disorder.

1.2 Data source

Produce the data source in this study is the utterances in the movie by the main character named Esther. The utterances are taken from the script of the movie which is compared to downloaded script.

1.3 Research instrument

The research instrument in this study is the researcher as the main instrument. The researcher obtained the research data through direct observation. Then, the researcher analyzed and made conclusion.

1.4 Data collection

The data collecting is an important step in research. The data are transcribed and documented, because the main data are taken from movie. Then, the researcher watched the movie to understand the phenomenon in the movie. First, the writer downloaded movie and script of the movie in order to complete the data. After that, the researcher arranged the data based on the chronological appearances in the movie in order to understand the data. In addition, the researcher looked for the secondary data from textbook, journals, abstract, and articles relevant with the research problems.

1.6 Data Analysis

After collecting the data, the researcher classified them. It based on how Esther is experiences examine language disorder used Carroll Theory. Then, analysis is done to classify the context of expressive language disorder in the movie. Then analyzed each data is dealing with the problem of the study. The last step is giving conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes several theories dealing with the focus of this study those are: language disorder, expressive language disorder, articulation disorder, phonological disorder, voice disorder, stuttering, cerebral palsy and synopsis of *Skallagrigg* movie and the previous study.

2.1 Language Disorder

This study concerns with language disorder that is related to CP. Before analyzing the types of disorder, it needs more comprehension on the definition and characteristics of the language disorder.

Language disorder refers to impairment in the ability to understand words in context, verbally, and nonverbally. Language disorder is an impairment deviant development of comprehension and use of a spoken, written, and other symbol. The disorder may involve the form of language, the content of language, and the function of language in communication. Language disorder may include impaired language development which characterized by a marked slowness or gaps in the development of language skill and aphasia which means the loss of required language abilities, generally resulting from stroke or brain injury (ASHA, 2015). There are two kinds of language disorder those are developmental language disorder and acquired language disorder.

According to Carroll (2004), language disorder is loss of language abilities caused by brain damage. It is also defined as language disability which causes impairment in both the understanding and the expression of language.

Some characteristics of language disorder include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions. One of combination of these characteristics may occur in a person who is affected by language learning disabilities or developmental language delay.

In further discussion, language disorder is divided into expressive, receptive of language disorder. Therefore, the explanation about those types is given in order to give more understanding.

2.2 Expressive language disorders

Better Health Channel (2014) states that expressive language disorder is generally a childhood disorder. There are two types of expressive language disorder those are the developmental type and the acquired type.

Developmental expressive language disorder does not have generally appears at the time a child is learning to talk. Acquired expressive language disorder is caused by damage to the brain. It occurs suddenly after events such as stroke or traumatic head injury. The acquired type can occur at any age. Expressive language disorder means a child has difficulty conveying or expressing information in speech writing, sign language and gesture. Some children are late in reaching typical language milestones in the first three

years, but eventually catch up to their peers. These children are commonly referred to as late-talkers. Children with expressive language disorder have difficulty with language processing and the connection between words that they represent (Longsdon: 2010).

Better Health Channel (2014) stated that Expressive language disorder can be a developmental from birth or acquired impairment. An acquired impairment occurs after a period of normal development. It can be the result of trauma or a medical condition. Research suggests that in some cases expressive language disorder is a genetic impairment (found frequently in more than one family member and across generations).

Children with expressive language disorder have difficulties with the `grammatical aspects of spoken language such as using the correct verb tense such as I go , but they mean I went and combining words to form accurate phrases and sentences. They typically produce much shorter sentences and vocabularies. They are making grammatical errors, leaving of words and using poor or incomplete sentence structure (Better Health Channel, 2014).

From the definitions about, this study can conclude that expressive language disorder is communication disorder in which the person gets difficulties not only on verbal but also in the written expression. People with the expressive language disorder understand what is said or written to them but they have difficulties to communicate.

There are some kinds of speech and language disorder, those are articulation disorder, phonological disorder, voice disorder and stuttering.

2.2.1 Articulation Disorder

Articulation is the process which words and sounds are formed. Therefore articulation disorder is a speech disorder that can affect the phonetic. The children with articulation disorder have difficulties with making sounds. It means that the children can not form the speech sounds. Lipping is one of the articulation disorders, for example, when *s* sounds like *th*. The children with the articulation disorder can make sounds to be substituted, left off, added or changed. Therefore, it can make the listener difficult to understand what is being said or pay more attention to the words sound than what they mean. Articulation disorder can be caused by physical such as difficulties to produce the words or sounds or problems in the mouth.

Based on ASHA (2011), articulation disorder is the difficulties with the way of sounds are formed which is characterized by substituting one sound, or distorting a sound. This disorder makes the other people difficult to understand.

According to Yule (2006) the terms used to describe many sounds are those which the mouth can be constricted denote the place of articulation of the sound, those are bilabials, labiodental, dentals, alveolar, palatals, velar and Glottal with the definitions of every parts.

a. Bilabials

These are sounds formed using both upper and lower lips. The initial sounds in the words pat and bat. They are represented by the symbols (p)

which is voiceless, and (b) and (m) which are voiced. For example the sound

b. Labiodental

Labiodentals are sounds that formed with the upper teeth and the lower lip. The initial words of labiodental are (f) and (v). For example, the sound /b/ in the word **bat** it utters as /v/. Sound /b/ is a part of bilabial but it changed by the sound /v/.

c. Dentals

Dentals are sounds that formed with the tongue tip behind the upper front teeth. The symbols that include in dentals is (θ), it is usually called theta. The second symbol is called 'eth' like *the* and *there*. For example, the sound /t/ in the word **but** is uttered as /th/. /t/ is a part of alveolar ,but it changed by sound /th/.

d. Alveolar

Alveolar is sound formed with the part of the tongue on the alveolar ridge and above the upper teeth. The initial sounds are *top*, *zero*, *stop* and *desk*. It may also the sounds of bus and buzz that have to be (s) or (z) and (l). for example, the word **watch** by the end of /ch/, but the sound /ch/ is uttered **wat**. /ch/ is a part of palatal. Additionally, the sound /th/ in the word **there** is uttered as /d/.

e. Palatals

Palatals is sound which are produce with the tongue and the palate. The sounds refers to palatals are *sh*, and *ch*. The other sounds are *dj* and *j*. for

example, the word *sheel* is a part of alveolar, but the sound /s/ is uttered as *jeel*.

f. Velar

Velar is the sounds that produce with the back of the tongue against the velum. The symbols or sounds include in velar is (K), (g) and (ŋ). For example, the sound /ch/ in the word *kitchen* is a part of palatal, but it utters as /k/ in the sound /ch/.

g. Glottal

In the glottal there is one of the sounds that is produced without active use of the tongue and other parts of the mouth. The sounds Glottal is (h). for example, the word *what* that the letter /w/ is a part of bilabial, but it uttered as *hwat*.

According to NW Speech Therapy (2013) there are some main characteristics of this disorders those are:

Substitutions where substitute a sound for another sound, for example “wabbit” for “rabbit” where the letter “w” is substituted for “r”.

Omissions where omits a sound from a word, for example “at” for “hat” or “bu” for “bug”.

Distortions occurs when distort a sound usually caused by deficient oral motor skills, for example, “thoup” for “soup”.

Additions where adding the sound that shouldn't be there, for example “doga” for “dog”.

2.2.2 Phonological Disorder

Phonological disorder occurs when speech involves patterns of sound errors. The child has difficulty for organizing their speech sounds into a system of sound (American Speech Language Hearing Association: 2015).

Phonological disorder refers to a child's difficulty to understand the sound system and speech rules of our language. It may mispronounce a sound in a certain words, yet pronounce it clearly in other words. For the example, the letter "s" in the word sing may be pronounce clearly, but the letter "s" in bus may be dropped and pronounced bush (Handy Handouts:2012).

2.2.3 Voice Disorder

Voice disorder occurs when the pitch, loudness, or quality of the voice distracts from what the speaker is saying. There is a laryngeally based respiratory disorder called vocal cord. According Yule (2006) there are two basic positions in the vocal cord those are:

- a. when the vocal cords are spread apart, the air from the lungs passes between them unimpeded.
- b. when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect.

2.2.4 Stuttering

Stuttering is the condition that always occurs in the conversation. It impacts in daily activities. Stuttering can affect the fluency of speech because it is disruption of the production of the speech sound (American Speech Language Hearing Association: 2015). Stuttering is symptom that include of the repetition of phonemic segment, syllables or words. There may be use such as *emm* or *oh*. Thus involve the difficulty in articulating particular words. The general hesitancy of speech often leads to irregularities and intonation. It suggest that there may be split- second delays in the auditory feedback mechanism linking ear, brain and vocal organs which distrust the encoding of speech (Field: 2014:291).

Stuttered speech includes of repetitions of words or parts of words. When people speech with stuttering, they may become completely into two ways those are stopped or blocked. Blocked is when people's speech the mouth is positioned to express a sound with some efforts, than they may complete the words into the sentences (American Speech-Language-Hearing-Association: 2015). The example of stuttering is "W-W-W-What you say?".

According to Field (2004), stuttering is various considerably between sufferers. It may involve the repetition of phonetic segment, syllables or word (*c- c computer, com-com computer, got a-got-a- got abrother*) or alternatively an extreme lengthening or segment or syllable. These features occur in any hesitant speaker, but are generally more

frequent with a stutter. The most characteristic symptom is a blocking of airflow, which result in long pause and effortful speech.

2.3 Receptive Language Disorder

Receptive language disorder means someone has difficulties understanding what is said to them. Another name for receptive language disorder is language comprehension deficit. Receptive language disorder is caused by brain injury such as trauma, tumour or disease. For some children, difficulty with language is the only developmental problem they experience (Better Health Channel:2014).

Receptive language disorder refers to the language comprehension. American Speech Language Hearing Association (2014) describes that children with receptive language disorder has problems with the listening and understanding the language oral, because they have difficulties to process the information. They also have difficulties in answering the question. Therefore they use facial gesture and body language.

In conclude, people with receptive language disorder have difficulty to understand, respond spoken language or both of them. They have problem with language process. They have difficulties to understand what others want to say for them.

2.4 Cerebral Palsy

This study investigated the expressive language disorder of CP.

Therefore, to get a deep understanding about this phenomenon, it is better to discuss about CP from various sources.

According to Maria (2005) CP is a group of non-progressive, chronic disorders owed to alterations produced in the brain in the first stages of life. These are characterized by disorder of posture, movements, and equilibrium and are frequently associated with seizures as well as sensorial alterations and mental retardation. CP is considered a syndrome since it can be a consequence of many triggers each of which occurs either prenatally, at the time of delivery or in the first years of life. The prenatal causes include, intrauterine infections, multiple pregnancy, cardiac malformations, exposure to toxins, and some illnesses from pregnancy. There are causes such as premature births, low birth weight, hypoxia, hyperbilirubinemia, birth trauma, infections during birth, and cerebral hemorrhage. Postnatal etiologies include central nervous system infection, head trauma and hemorrhages.

CP is a disorder of movement and posture that appears during infancy or early childhood. It is caused by nonprogressive, damage to the brain before, during, or shortly after birth (To help guide to Cerebral Palsy: 2010).

Depending on the cerebral structural alterations produced, there exist various types of CP which are grouped into four basic forms: spastic (with stiff and difficult movement), athetoid (with abnormal, slow,

uncoordinated, and uncontrolled movements), ataxic (with disturbed sense of balance), and mixed CP. The body parts involved determines if there is hemiplegia, diplegia, or quadriplegia (Handbook of Disabilities (n.d)). Cerebral palsy mempunyai kesulitan dalam komunikasi, yang disebabkan oleh banyak gangguan

2.5 Synopsis of *Skallagrigg* Movie

Skallagrigg is the film which is released in 2004. *Skallagrigg* is influenced by Horwood's relationship with his own daughter Rachel, who has cerebral palsy. *Skallagrigg* movie is an adventure story that explores the issues around disability.

This movie is based on the true story which is a 1987 novel written by William Horwood. The movie was directed by Damien O'Donnell and produced in Dublin and Wicklow. This movie is the best single drama in 1995.

Esther is an intelligent girl who suffering from CP. Although Esther is like many CP before her, initially struggles to demonstrate her personality and intelligence to the wider world. Actually she has problem with her father, her relationship is still difficult but her friends who is CP. Esther live with many her friends who disabled children in Southfield Manor School. Esther is an active people, but she often gets the problem when she speaks. Her CP makes the difficulties produce clear words. Her father often does not understand what Esther says.

2.6 Previous study

In this case, previous study is needed to get much information about the detail explanations of CP. Some previous studies give us more information about the details of this study. The first, entitled a psycholinguistic analysis in speech disorder of a cerebral palsy in Door to Door Movie which is analyzed by Mukminah (2007). She analyze by using four elements of speech and language disorder. Those are articulation disorder, phonological disorder, voice disorder and stuttering. The result show that the Bill Porter's utterances mostly appeared in voice disorder. It shows when Bill Porter talked too long , he often pronounced his voice arises to make people understand what he said. For example, when he applied for a job and said to the chairman "if I can shell it, you are my hero...awright". In the word "sheel" sound /s/ alveolar, but he utters as palatal and awright " sound /l/ is alveolar too.

Second entitled Speech disorder of cerebral palsy character in My Left Foot movie that is analyzed by Putra (2011). He found that the character have some kinds of speech and language disorder, these are articulation disorder, phonological disorder, voice disorder, and stuttering. Third is the Expressive Language Disorder of the Autistic child in Mercury Rising Movie that is analyzed by Nafiah (2008). The result of the study shows that the characters of the autistic child's utterances have some kinds of speech and language disorder, articulation disorder, and language disabilities as an autistic child. The result also shows that voice

disorder is mostly found, and language disability as an autistic child seldom occurs.

From some research studies above, it can be conclude that researcher deal with cerebral palsy and autism. In this research discusses about language disorder of a cerebral palsy in skallagrigg movie. In addition, this research using Carroll theory about speech and language disorder.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter includes the data findings and discussion based on the explanation of the prior chapters. Importantly, the findings are discussed to answer the research questions. Therefore, the findings are based on the result of the data analysis of an individual with Esther's utterances in conversation by using Carroll (1986) theory. Furthermore, the discussion basically explores the analysis of research findings.

3.1 Research Findings

There are 8 data which taken from the Esther's utterances in *Skallagrigg* movie. Based on the theory, speech disorder is divided into four parts: they are articulation disorder, phonological disorder, voice disorder, and stuttering. In the other hand, not all of the Esther's utterances are identified.

Datum 1

Conversation

John : Horay...horay.. (10.35)

Esther : **bring me up** /briŋ /bbebrimme:ʌp/ (10.36)

John : What does she say? (John asks to Esther's teacher) (10.39)

Context:

This conversation occurs in Esther' house. At that time, Esther has lived in Southfield Manor School which is a home for disabled children. Her father prepares a surprise for his children. Jhon persuades Esther's friends to come to his house. When Esther blow candle, her father says horay..horay..

Analysis:

This conversation shows that her father doesn't understand what Esther has said. She talks less than her father. Her articulation is unclear enough. Jhon does not understand with the word that Esther said. Meanwhile, Esther repeats her word for three times. Her father doesn't answer her statement even her father complained and asked her teacher. Those explanations indicate that Esther's expression is unclear because she does not understand her father about it. To conclude, it indicates phonological disorder. According to Handy Handouts (2012) phonological disorder refers to a child's difficulty to understand the sound system and speech rules of our language. It may mispronounce a sound in certain words, yet pronounce it clearly in other words. It can be assumed that this is included as phonological disorder, it occurs when Esther said "*bring me up*" the phonological disorder exists in the letter "*b*", Esther say "*bbebrimme:ʌp*" because when Esther say the letter "*b*" in other words is clearly.

(Previous Study 2)

Conversation:

John : Horay...horay.. (10.35)

Esther : **bring me up** /briŋ /bbebrimme:ʌp/ (10.36)

John : What does she say? (John asks to Esther's teacher) (10.39)

Context:

This conversation occurs in Esther' house. At that time, Esther has lived in Southfield Manor School which is a home for disabled children. Her father prepares a surprise for his children. Jhon persuades Esther's friends to come to his house. When Esther blow candle, her father says horay..horay...

Analysis:

This conversation happened in beginning of stories. That is included as a serious condition that can provoke a negative expectation and leads to express her utterances.

Datum 2

Conversation

Esther : Wait...wait...(wait...wait) → (wait) (18.30)

Her father : What? (18.35)

Context:

In the morning, Esther, Raj, Tom and Jhon go to the house of the disabled people .They are going there by car. In the middle of the way Esther says to her father to slow down because her father drives too fast.

Analysis:

In this conversation, Esther is repeating the word that she said. It can be seen from the utterances “**wait...wait**”. Unfortunately Jhon does not understand

what she said. In that utterances She say“ **waich..waichh**”. Their conversation in this scene seems that it does not to be understood. It can be seen from the Jhon’s words that he says “**what**”. In this conversation conclude that Esther’s utterance is unclear. She makes articulation disorder affected by her phonetic mechanism.

Children with cerebral palsy can have speech disorders of many types. Some, like poor word pronunciation (dysarthria), are the result of impairment of the peripheral mechanism of speech (poor lips, tongue, or palate coordination) (Medicine Net, 2015).

Therefore in this case Esther’s phonetic disorder with the sound **ch**. This scene is related to Yule (2006) says that palatals which are produce with the tongue and the palate. The letter “t” is the symbol that include in Dental, but it uttered as ch. so it is included as palatal.

(Previous Study 2)

Datum 2

Conversation:

Esther : Wait...wait...(weít...weít) → (waitʃ) (18.30)

Her father : What? (18.35)

Analysis :

In this conversation, the angry condition appears at the beginning of the conversation because she and her father want to go to the house of disable people for looking for information of Skallagrigg story. She realizes that her father was driving too fast. Suddenly, Esther says “ wait...wait “ with the incorrect articulation. In brief, the angry condition gives effect of the Esther utterances.

Datum 3

Conversation :

Boy 1: she only wants to know about the *Skallagrigg* story (24.03)

Boy 2: what she wants to know? (24.06)

Tom : she has a crazy idea (24.07)

Esther: **hi, IamEsther** /hai/ → / ehhaai:/ (24.13)

Do you know about *skallagrigg* story?

Boy : what do you say? (24.19)

Context

Esther and Raj come to baseball field because they want to get the information about the *Skallagrigg* story. They met two boys who know about *Skallagrigg* story. Then, they have brief small conversation.

Analysis

Esther was so happy when she meets with two boys who know about *skallagrigg* story. Therefore, she directly introduce herself to them. Unfortunately, when Esther asked them, they do not give clear sentences or words to answer her question. Their conversation in this scene seems that it is not understandable. It can be seen from the Esther's utterance “**Hi..** I am Esther”. This data present that Esther is difficult to utter “**Hi** ..Iam Esther”. It shows the utter is unclear. In the word “**Hi**” pronounced prolonged and unclearly. The sound vowel of /Λ/ in the word “**Hi**” pronounced longer. Therefore, it is indicated as voice disorder because it is as improper word.

Datum 4

Conversation

Esther : Margareth, I want to **go** to the room /**go**^o/ → / **egg** (pause) **ggo** (34.10)

Margareth : I am sorry I did not understand what she said..(34.17)

Jhon : she said she want to go the room (34.20)

Margareth : go there, on the left (34.24)

Context :

This conversation occurs in the Margareth's house. When Esther wants to go to the room, then she asks Margareth about the direction.

Analysis:

Based on the context above, Esther looks difficult to say the letters in the word "Go". When Esther says "**egg** (pause) **ggo** ", according to the context above there is a pause. As cerebral palsy character Esther often has pause when she says something. Her speech is slow. It can be seen from the conversation, Esther's say is stuttering. Speech Buddies (2014) reports that stuttering occurs when speech repetition, prolonging of sound and pausing before speech. Mostly, stuttering is also more typical who have disorder like Cerebral Palsy (CP). In conclude, Esther is indicated that has fluency disorder. Health Encyclopedia (2015) report that fluency disorder it means that people have trouble and difficult in speaking. People with a fluency disorder have many disfluencies when they speech. Even in their speaking and being to be understanding need more struggle.

Datum 5

Conversation

Esther : awww..awww...aww (34.57)

Jhon :sorry... (34.58)

Esther : Hurry up(35.01)

Jhon (Esther's father): I doing my best (35.02)

Esther : don't just **stand up**, do something,....(**unclear**) with the flower

/stænd. ʌp/ →/stanap/ (35.08)

Margareth : what does she says? (35.10)

Context:

This conversation occurs in the Margareth's house. Esther is in the fitting room with her father while Margareth is coming.

Analysis

This scene , Esther is angry when she looked at Margareth. Esther says “don't just **stand up**, do something, ...(**unclear**) with the flower” in high intonation to express her anger to Margareth, but Margareth does not understand with her utterances. However, Margareth asks to Esther's father “what does she say?, then, Esther's father explain and tell about Esther saying. When Esther say “don't just **stand up**, do something, ...(**unclear**) with the flower” there is a words that make the listeners do not understand. The word “**stand up**” is included as voice disorder because Esther utters /stenap/ and it is improper word.

Datum 6

conversation

Esther : she **talk** me about the story (ta:k) → (ta:g) (41.25)

Her father: do you think like what? (41.27)

Esther: I **like** them, I **know** them (**laik**) → (**laig**) (41.30)

Context:

In this conversation happen in the restaurant. Esther comes with her friends and her father. Her father tries to ask about the story that make Esther is anxious, that is about Skallagrigg story.

Analysis:

Based on the conversation above, Esther tries to talk more than her father. She gives respond to her father's question. In the first utterances "**she talk me about the story**", from the scene, Esther's speech is "**she tog me about the story**". Meanwhile, in the second utterances "**I like them, I know them is also as like 'laig and gnou'**". The utterances "she talk me about the story" means that she give information to her father. When Esther says the word "talk" it is indicated as articulation disorder of the problem to make sound and forming particular speech sound (Kids Health Info, 2012). The articulation disorder indicated in that scene is **velars**. That is the sounds that produce with the back of the tongue against the velum. The symbols or sounds include in velar is (K), (g) and (ŋ).

Datum 7

conversation

Her father : esther, would you tell me about the story? (41.42)

Her friends: yes, tell us (41.49)

Her father: will you? (41.51)

Esther: alright /**al er (pause) rrrrr right/ (41.54)**

Context:

This conversation occurs in the restaurant. Esther is accompanied by her father and friends. During her waiting for food, Ester seems happy, because she knows about the Skallagrigg story. Therefore, it makes her father wants to ask her.

Analysis:

Based on the context above, Esther looks difficult repeating the letters “ **al rrrrrrr right**”. When Esther says "*all ere r right* “ there is a pause in the middle of the word. As cerebral palsic character Esther often has pause when she says something. Her speech is slow. It can be seen from the conversation that Esther is stuttering. Speech Buddies (2014) reports that stuttering occurs in speech repetition, prolonging of sound and pausing before speech. Mostly, stuttering is also more typical to those who have disorder like Cerebral Palsy (CP). Esther’s speech is indicated as fluency disorder. Health Encyclopedia (2015) report that fluency disorder occurs in people who have trouble and difficulty in speaking. In their speaking, they need more struggle to be understood by the listener.

Datum 8

Conversation:

Her father : esther, would you tell me about the story? (41.42)

Her friends: yes, tell us (41.49)

Her father: will you? ((41.51)

Esther: alright /al er (pause) rrrrr right (41.54)

Context:

This conversation is in the restaurant. Esther is accompanied by her father and friends. During waiting the food, Ester seems happy, because she knows about the Skallagrigg story. Therefore, it makes her father wants to ask her.

Analysis

Based on the context above, Esther looks difficulty repeating the letters “r” in the word “ **al rrrrrrr right**”. When Esther says "*all ere r right*“ there is an articulation disorder in the letter “r”. (Kids Health Info (2012) that the articulation disorder is the problem to make sound and forming particular speech sound. The articulation disorder in that scene is **alveolar**. Alveolar is sound formed with the part of the tongue on the alveolar ridge and above the upper teeth. The initial sounds are *t, d, s, z, n, l, r*.

(Previous study 2)

Conversation

Her father : esther, would you tell me about the story? (41.42)

Her friends: yes, tell us (41.49)

Her father: will you? ((41.51)

Esther: alright /al er (pause) rrrrr right (41.54)

Context:

This conversation is in the restaurant. Esther is accompanied by her father and friends. During waiting the food, Ester seems happy, because she knows about the Skallagrigg story. Therefore, it makes her father wants to ask her.

Analysis:

In this conversation, happy condition occurs when Esther is talking with her father and friends. During waiting food in the restaurant, she is enthusiastic to tell story about skalallagrigg.

3.2 Discussion

In this discussion, the researcher shows the identification aspects after finding is presented. There are two research questions that must be answered in this discussion. The first is about kinds of language disorder that presented by the character in this movie, the second is about how does the character experience the expressive language disorder which is presented.

From the data analysis above, the researcher finds that Esther as cerebral palsy woman has some kinds of language disorder. It can be classified as articulation disorder, voice disorder, phonological disorder and stuttering.

3.2.1 Kinds of language disorder that presented by the character in *Skallagrigg* movie

3.2.1.1 Articulation Disorder

Articulation disorder is the process by which words and sounds are formed. Therefore articulation disorder is a speech disorder that can affect the

phonetic. Articulation disorder can be caused by physical such as difficulties to produce the words or sounds or problems in the mouth. Additionally, articulation disorder does not happen accidentally, but the character efforts to make her speech is clearly.

Concerning with this movie, she repeats many times, she often produces the word incorrectly. Those are clearly articulated in her, is not accident. Concerning with these, there are 7 types of articulation disorders, those are bilabial, labiodental, dental, velar, glottal, alveolar, and palatals. Esther has articulation disorder when she utters speech sound. From the analysis of Esther's utterances, not all off the phenomenon of articulation can be found. The types of articulation disorders that appear in Esther's are alveolar, palatal, and velar

a. Alveolar

Alveolar is sound formed with the part of the tongue on the alveolar ridge and above the upper teeth. The initial sounds are *top*, *zero*, *stop* and *desk*. It may also the sounds of bus and buzz that have to be (s) or (z). Alveolar appears in datum (5) the letters "r" in the word " **al rrrrrrr right**". When Esther says "**all ere r right**" " there is an articulation disorder in the letter "r".

b. Palatal

Palatal is sound which is produced with the tongue and the palate. The sounds refers to palatals are *sh*, and *ch*. The other sounds is *dj* and *j*. Palatal appears in datum (2). Which the word "wait" become " **waich..waichh**". Therefore, it can be included as articulation disorder.

c. Velar

Velar is the sounds that produced with the back of the tongue against the velum. The symbols or sounds include in velar is (K), (g) and (ŋ). Velar appears in datum (3). Based on this finding the sound (k) change into (g). The first utterances “**she talk me about the story**”, from the scene, Esther’s speech is “**she tog me about the story**”. Meanwhile, in the second utterances “**I like them, I know them is also as like laig and gnou**”. This scene is related to Yule (2006) that Velar is the sounds that produce with the back of the tongue against the velum. The symbols or sounds include in velar is (K), (g) and (ŋ). Therefore it is indicate as articulation disorder.

3.2. 1.2 Voice disorder

Voice disorder occurs when the pitch, loudness, or quality of the voice distracts from what the speaker is saying. From the analysis above, voice disorder appears in datum (6) and (8), which in datum (6) found in the word “**Hi**”. This data present that Esther difficult to utter “**Hi**”. It show her utters is unclear. In the word “**Hi**” pronounced prolong and unclearly. The sound vowel of /ʌ/ in the word “**Hi**” pronounced longer. Therefore, it is indicated as voice disorder because it is as voice disorder. whereas in datum (8) which is the word “**stand up**” is included as voice disorder because Esther utters /*stenap*/ and it is improper word.

3.2.1.3 Phonological disorder

Phonological disorder refers to a child's difficulty to understand the sound system and speech rules of our language. It may mispronounce a sound in a certain words, yet pronounce it clearly in other words. For the example, the letter "s" in the word sing may be pronounce clearly, but the letter "s" in bus may be dropped and pronounced bush (Handy Handouts:2012). Phonological disorder appear in datum (1)

Which is the sentence "*bring me up*" is found in the letter "*b*", because when Esther say "bring me up" become "**bbebrimme:Ap**", therefore it is indicated as phonological disorder.

3.2.1.4. Stuttering

Stuttering is the condition that always occurs in the conversation which is symptom that include of the repetition of phonemic segment, syllables or words. There may be use such as *emm* or *oh*. Thus involve the difficulty in articulating particular words. The general hesitancy of speech often leads to irregularities and intonation. From the analysis above, stuttering appears in datum (4) and (7). Based on the context above, Esther looks difficulty repeating the word "**al rrrrrrr right**". When Esther says "*all ere r right*" there is a pause in the middle of the word. As cerebral palsy character Esther often have pause when she say something. Speech Buddies (2014) reports that stuttering occurs when speech repetition, prolonging of sound and pausing before speech. Mostly, stuttering is also more typical who have disorder like Cerebral Palsy (CP).

In datum (7), Based on the context above, Esther looks difficulty repeating the letters in the word “ **Go**”. When Esther says "*egg (pause) ggo* “, according to the context above there is a pause in the middle of the word.

3.2.2 The context on language disorder in Esther’s experienced

Adult with CP has problems with speech. They can have speech disorders of many types, some, like poor word pronunciation (Medicine Net, 2015). Cerebral palsy can affect a person’s ability to finely coordinate the muscles around the mouth and tongue that are needed for speech. The respiratory coordination that is needed to support speech can also be affected, e.g. some people may sound ‘breathy’ when they speak. Some children with cerebral palsy may not be able to produce any sounds, others may be able to produce sounds but have difficulty controlling their movement enough to produce speech that is clear and understood by others. 1 in 4 people with cerebral palsy can not talk (Cerebral Palsy Alliance., 2015). Moreover, sometimes it can be the problems because person with CP need effort for understanding to the hearers. In fact, the speech treatment is needed to maximize the utterance of speech sound. They speech is hard to understand. Problems with producing speech sound can totally exist in some situation or condition, such as

a. Angry

The condition of angry can affect the articulation disorder, phonological disorder, voice disorder, and stuttering. According to Serious Law (2015) as people with the character of CP entering adulthood cope

with the emotional that can impact their condition. They can understand of the disorder and also a more refined of their situation. They may be some frustration. Based on the research finding above, there are many conversation with this condition.

That phenomenon is described in datum (1),(2), (3), (7) and (8). It shows that Esther is angry with her father, because he drives too fast. Moreover, Esther looks for of place for disabilities people. She wants to know about Skallagrigg story.

b. Happy

Happy condition may influence of stuttering and voice disorder appearance. In relation with this issue, in datum (4) , (5) stuttering appears in the last of conversation. Stuttering appears when she answers her father's question. The stuttering that appears is repetition of phonemic segment, syllables or words. In relation with that phenomenon, the happy condition may occur when people with CP wants to know something new. She is very anxious, this condition present in datum (6).

c. Serious

Serious condition may influence of language disorder with CP. Additionally, some inappropriate or too personal issue or conversation can also make language disorder. It clearly seen in Datum (8).

d. Underestimated

Factually, people with the disability commonly underestimated. Based on the conversation of this movie, the main character as Cerebral Palsy is

underestimated by people who saying with her. This condition makes Esther depression and embarrassed. Esther is underestimated by Margareth in datum (7).



BAB IV

CONCLUSION AND SUGGESTION

After presenting the finding and discussion in the chapter before, the researcher makes conclusion and give some suggestions to the readers who concern with language disorder and also the next researcher when they are going to conduct research in in this field.

4.1 Conclusion

From this study, the following conclusions related to the finding are drawn based on the statement of the problem, the result of the analysis, and the discussion of the findings.

Esther as the main character with Cerebral Palsy has difficulties in expressing and producing of sounds which are appropriate with the kinds of expressive language disorder. From the datum that are taken from Esther's utterances in "Skallagrigg" movie, the researcher finds some kinds of language disorder which are uttered by Esther, those are articulation disorder, phonological disorder, voice disorder, and stuttering. However, the most frequently language disorder found in Articulation disorder.

a. Articulation Disorder

Articulation disorder occurs when someone difficulty in producing speech sounds. The character who diagnoses as cerebral palsy has an articulation

disorder with the incorrectly sound. Articulation disorder is mostly found in this movie.

b. Phonological disorder

This disorder occurs when someone failure to use speech sounds and difficulty in organizing the sounds, therefore the sound produce unclear.

c. Voice disorder

Voice disorder occurs when the pitch, loudness, or quality of the voice distracts from what the speaker is saying. These include talking too long and unnatural pitch. Based the Esther's utterances seldom produces utterances in voice disorder.

d. Stuttering

Stuttering is symptom that include of the repetition of phonemic segment, syllables or words. There may be use such as *emm* or *oh*. According to this movie, stuttering is often found.

Furthermore, the researcher finds some contexts on language disorder in Esther's experienced, those are angry or serious, happy and underestimated.

4.2 Suggestion

This research uses Carroll theory that there are many types in language disorder those are, articulation disorder, phonological disorder, voice disorder, and stuttering. Based on the finding of this research, the types that found for more is articulation disorder. Therefore, the researcher applies the suggestions that are offered for further research. First, since we know in Cerebral Palsy (CP) character

who get difficult with speaking. Therefore, especially for the listener and speaker who speak with CP character should look at the lips reading of the CP character to prevent misunderstanding with their ignorance between listener and hearer.

Second, the suggestion gives for the next researcher that is psycholinguistic researchers who have the same interest to language disorder, especially in Cerebral Palsy (CP). Based on this research which use movie as object of this research, it is better especially for the next research do field research in real conversation.

Third, based on the result of the study that the condition of problem with producing speech sound is totally exist in angry situation. Therefore, the suggestion give for the listeners and speakers who speak with CP character in order to manage our attitude and language that can make their feeling angry that exist in our conversation.

The last, the researcher gives suggestion for the next researcher who conducts the same field of research, as the reference or comparison that might be relevant to their research.

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APPENDIX 1

Types of language disorder

No	Data Utterances	Context	Language Disorder			
			Articulation	phonological	voice	Stuttering
1	Jhon : Hore..horee Esther: bring me up Jhon: What does she say?	In the Esther's home when birthday party of Esther. Her father tries to make surprise for his children, Esther.		√		
2.	Esther : wait...wait (waich...waichh) Jhon: what?	In the middle of the way Esther says to her father because when her father. They are by car. She stops her father because her father drives too fast.	√			
3.	Esther: I am sorry we have to find him She talk me the story Jhon : do you think like what? Esther : I like them... , I know them...	In this conversation happen in the restaurant. Esther comes with her friends and her father. Her father tries to ask about the story that make Esther is anxious, that is about Skallagrigg story.	√			
4	Her father : esther, would you tell me about the story? Her friends: yes, tell us Her father: will you? Esther: alright /al er (pause) rrrrr right/	This conversation occurs in the restaurant. Esther is accompanied by her father and friends. During her waiting for food, Ester seems happy, because she knows about the Skallagrigg story. Therefore, it makes her father wants to ask her	√			√
5	Jhon (Esther's father) : I have problem so you know Jhon: do you finish Esther: mmm mmmm Jhon : sometimes you get the word as well Esther : good mom good Jhon : yes she good	Esther and her father come home. The conversation happens in dining room. Her father wait when esther eating. She looks sad. Then, her father asks her. In the other hand, Esther just has slow respond. When her father give good commend for her, she doesn't respond her father. She is talking about other conversation.		√		
6	Boy 1: she only wants to know about the <i>Skallagrigg</i> story Boy 2 : what to she wants to know?	Esther and Raj come to baseball field because she wants to get the information about the <i>Skallagrigg</i> movie. They met				

	Tom : she has a crazy idea Esther: hai , I'm Esther Do you know about skallagrigg story?	two boys that know about Skallagrigg story. Then, they have small conversation.			√	
7	Jack : hai I am Jack Esther : I'm Esther Esther : I want to make people know about <i>Skallagrigg</i> story Esther : Comeon , let's go Esther : Comeon raj	In the center place for disabilities people Esther meets with new friend, Jack. They make a conversation. After having conversation Esther invites Jack and Raj to go to baseball field.			√	
8	Woman : sorry... Woman : who looking of here? Esther : my father Woman : you're angry but something...	In the night, when Esther meets with new girl. They make conversation. She asks to Esther because Esther seems confused.	√			
9	Doctor : can I help you? Esther's father : mmmm..yes Doctor : there are few people live there, I'm afraid Doctor : frank, back to the road now... Back to the road Esther : go go go (gaw gaw)	When Esther, her father and her friends, raj come in the hospital. They meet a doctor. Then the doctor asks to them. They want to meet with someone, in order to meet with Arthur who is called as <i>Skallagrigg</i> . In the other hand, the doctor doesn't allow them. Whereas in the right side there is someone who play a flute, but doctor say to his in order to back to road. Then, Esther, Jhon and Raj come to Frank. Doctor is angry while Esther tries to come to the Frank. Esther says to the Raj that they must go.			√	
10	Esther : daad Jhon : I'm coming love Jhon : Margarette I am sorry I have the way to go right..with her and this heart Margarette : (<i>look away</i>) Jhon : yes I know, but you can't just look at this ability, you must look at her... right. Jhon : try to understand, not just mean Esther mean Jean all love it. Esther : daad, daad help me	Jhon invites Esther, Raj and tom to come to Margaret's house. After arriving there, Margaret doesn't like with Esther. Then, Jhon and Margaret have conversation. Esther calls her father from bathroom because she get difficulties.	√			
11.	Esther : Margareth, I want to go to the room Margareth : I am sorry I did not understand what she	This conversation occurs in the Margareth's				

	<p>said</p> <p>Jhon: she said she wants to go the room</p> <p>Margareth : Go there, on the left</p>	<p>house. When Esther wants to go to the room, then she asks Margareth about the direction.</p>				√
12	<p>Esther : awww..awww...aww</p> <p>Jhon :sorry...</p> <p>Esther : Hurry up</p> <p>Jhon (Esther's father): I doing my best</p> <p>Esther : don't just stand up, do something, ...(unclear) with the flower /stænd. ∆p/ /stanap/</p> <p>Margareth : what does she say?</p>	<p>This conversation occurs in the Margareth's house. Esther is in the fitting room with her father while Margareth is coming</p>				√

APPENDIX 2

No	Context	Angry	Happy
1	John : Horay...horay.. Esther : bring me up /brɪŋ / /bɛbrɪmme:ʌp/ John : What does she say? (John asks to Esther's teacher)	√	
2	Esther : Wait...wait...(weit...weit) (waɪtʃ) Her father : What?	√	
3	Esther : she talk me about the story (ta:k) (ta:g) Her father: do you think like what? Esther: I like them, I know them (laɪk) (laɪg)	√	
4	Her father : esther, would you tell me about the story? Her friends: yes, tell us Her father: will you? Esther: alright /al er (pause) rrrrr right/		√
5	Her father : esther, would you tell me about the story? Her friends: yes, tell us Her father: will you? Esther: alright /al er (pause) rrrrr right		√
6	Boy 1: she only wants to know about the <i>Skallagrigg</i> story Boy 2: what she wants to know? Tom : she has a crazy idea Esther: hi, iamEsther /hai/ / ehhaai:/ Do you know about <i>skallagrigg</i> story? Boy : what do you say?		√
7	Esther : Margareth, I want to go to the room /goʊ/ / egg (pause) ggo) Margareth : I am sorry I did not understand what she said..		

	Jhon : she said she want to go the room Margareth : go there, on the left	√	
8	Esther : awww..awww...aww Jhon :sorry... Esther : Hurry up Jhon (Esther's father): I doing my best Esther : don't just stand up , do something, ...(unclear) with the flower /stænd. ʌp/ /stanap/ Margareth : what does she say?	√	

