

**SPEECH DISORDER OF CEREBRAL PALSY CHARACTER
IN “MY LEFT FOOT” MOVIE**

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FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY
MAULANA MALIK IBRAHIM OF MALANG**

2011

**SPEECH DISORDER OF CEREBRAL PALSY CHARACTER
IN “MY LEFT FOOT” MOVIE**

THESIS

Presented to

**The State Islamic University Maulana Malik Ibrahim of Malang
to fulfil the requirement for the degree of “Sarjana Sastra”**

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2011

STATEMENT OF THE AUTHENTICITY

I state that this thesis entitled *Speech Disorder of Cerebral Palsy Character in My Left Foot Movie* is truly my original work. It does not contain any other materials previously written or published by other people, except are indicated in quotation and bibliography. Due to this fact, I am the person who is responsible for the thesis if there are objections or claim from others.

Malang, 13th of July 2011

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MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَنَائِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

*And of this sign are the creation of the heavens and the earth, and the diversity of
your tongues and colors. Surely there are signs in this for all mankind.*

DEDICATION

I would like to dedicate this thesis to the following people:

My beloved father and mother (Djoko Prakoso and Sudarmini)

My elder brother (Landy Pratama Putra)

All of my lecturers

My lovely girl (Wify)

All of my friends in English department 2006 and 2007

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who have given me a lot of supports and helps. Finally, I hope that this thesis can contribute to the development of Linguistics, especially in Psycholinguistics area. I am also truly aware that it needs the constructive criticism and suggestion from the readers to make it better.

Malang, 28th of July 2011

Anggi Permana Putra,

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CURRICULUM VITAE

ABSTRACT

Putra, Anggi Permana. 2011. Speech Disorder of Cerebral Palsy Character in “My Left Foot” Movie. Thesis, English Letters and Language Department, Faculty of Humanities and Culture, the State Islamic University of Maulana Malik Ibrahim Malang.

Advisor: Drs. H. Djoko Susanto, M.Ed., Ph.D

Key words: Speech Disorder, Cerebral Palsy, My Left Foot Movie

This study examines the types of difficulties on speech disorder character in *my left foot* movie. It focuses on analyzing the main character named Christy who gets difficulty in producing words properly by using Carroll (1986) theory. The aim of this study is to describe the types of difficulties of cerebral palsy character on speech disorder in *my left foot* movie.

In analyzing the data, descriptive qualitative method is used because the data are transcribed and documented from the movie. The techniques of data collection were searching, watching, reading, selecting, and classifying. The data analysis was done by arranging, analyzing, discussing, and concluding.

This study finds several types of difficulties on speech disorder character in *my left foot* movie used by Christy Brown. There are three types of speech disorder: (1) fluency disorder that means speech disorder in which the normal flow of speech is disrupted. It is divided into two elements, they are a) repetition that occurs when units of speech, such as a sound, syllable, word, or phrase is repeated and b) prolongation that is the unnatural lengthening of continuant sounds. (2) Articulation disorder that means the manner in which a person produces a sound and the placement of the tongue, lips and teeth. It is divided into two elements; they are a) Types of articulation disorder that is divided into four parts, i) Omitting is a type of articulation disorder in which the individual omits or does not pronounce particular sounds, ii) Distorting is a type of articulation disorder in which the individual tries so hard to pronounce a sound correctly that he/she ends up distorting the sound, iii) Substituting occurs when an individual literally substitutes one sound for another, iv) Adding is articulation disorder in which the individual routinely pronounces an extra sound or syllable, b) points of articulatory that is divided into two parts, they are; i) Place of articulation is the location inside the mouth at which the constriction takes place and ii) Manner of articulation deals with how sounds are articulated. (3) Voice disorder that means an abnormality of one or more of the three characteristics of voice, pitch, intensity (loudness), and quality (resonance). It is divided into three parts, they are; a) Pitch may be described as the relative tone of a person’s voice, how high or low it is, or how it demonstrates repeated inappropriate pitch patterns, b) Loudness describes the volume or intensity of a person’s voice, c) Voice quality is related to how the vocal cords function and how the voice resonates in the oral (mouth), nasal (nose), and pharyngeal (throat) cavities.

The result of this study is useful for the next writers who are in the same area as this study. For the next writers, they are suggested to choose field research in real life, means it is not a movie, in order to compare and contrast the finding of this movie and real life.

CHAPTER I

INTRODUCTION

This chapter explains about the problems of background of the study, the study investigated, purposes of research in objectives of the study, expectation for some target readers in significances of the study, scope and limitation and operational definition of the key terms.

1.1 Background of The Study

Cerebral palsy is a group of disorders caused by nonprogressive damage to the brain before, during, or shortly after birth. The term cerebral refers to the two halves or hemispheres of the brain, in this case to the motor area of the brain's outer layer (called the cerebral cortex), the part of the brain that directs muscle movement; palsy refers to the loss or impairment of motor function. Cerebral palsy is usually diagnosed by early childhood, it is because there are some factors that affect the brain of the children, and those cause cerebral palsy defect. Before the birth, mother is bleeding during her pregnancy, the using of drugs during the birth, and children get tuberculosis disease after the birth. According to Soeharso, from 100 children who suffer cerebral palsy defect, 50 children suffer speech disorder (Sutjihati, 2006: 130). Cerebral palsy is not a disease, it is not contagious and cannot be passed from one generation to the next. There is no cure for cerebral palsy, but supportive treatments, medications, and surgery can help many individuals improve their motor

skills and ability to communicate with the world (National Institute of Neurological Disorders and Stroke).

Allah creates human better than other creatures, as shown in Al-Qur'an surah Al israa' 70:

... وَرَزَقْنَاهُمْ مِّنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِّمَّنْ خَلَقْنَا تَفْضِيلًا

“...and have preferred them above many of those whom We have created with a marked preference.” (Al-Quran Digital August 2004)

The verse above shows that even though human is the most perfect creature, but it does not mean that their mind and every part of their body are perfect. Some of them must get restrictiveness, and it will affect their activities.

Speech and language disorders are grouping of disorders that involve problems in communication. Speech disorders refer to difficulties producing speech sounds or problems with voice quality. Language disorders refer to impairment in the ability to understand and/or use words in context, either verbally, nonverbally, or both. In this case, this study will focus on speech disorder, because the writer only investigates the utterances produced by the main character in *my left foot* movie. Speech problems associated with cerebral palsy are caused by poor respiratory control as a result of muscular weakness, laryngeal and soft palate dysfunction, and articulation disorders. Therefore, person who gets cerebral palsy is late in starting to talk and, subsequently, exhibit a slow rate of language growth. Children with speech

sound disorders show a slow rate of speech acquisition, but often follow a relatively typical sequence of sound development (Shriberg & Kwiatkowski, 1994).

In this study, language disorder becomes the important part of cerebral palsy sufferer, especially from language point of view, because it will determine Christy Brown as the main character cannot understand what people say or cannot produce words properly, or even both. To give more explanation and to support this study, the writer gives two parts of language disorder, i.e. expressive language disorder and receptive language disorder. Expressive language disorder means a person has difficulty with verbal and written expression, and receptive language disorder means a person has difficulties understanding what people say. From the meaning of each part and based on the theory used, the writer only identifies expressive language disorder and takes the verbal area, because the subject produces utterances without having impairment of his intelligence. In short, he just suffers speech disorder.

There are three parts of speech disorder to support the data. The first is fluency disorder or which is known as stuttering that means a speech disorder in which the normal flow of speech is disrupted by frequent repetitions, prolongations of speech sounds, syllables or words by an individual's inability to start a word. The second is articulation disorder that means a speech disorder that affects the phonetic level. It involves problems making sounds. Sounds can be substituted, left off, added or changed. The last is voice disorder that means inappropriate pitch, loudness, quality or total loss of voice.

From the explanation above, the writer is interested to discuss about cerebral palsy character in *My Left Foot* (1989) movie. This movie is telling about the life of the Irish painter and writer Christy Brown and is based on his autobiography. In this dramatic piece, the protagonist suffers cerebral palsy that does not affect his intelligence, but that only allows him to move his left foot. As a result, he was able to write his autobiography and paint pictures, managing to create a doorway to the outside world. The writer discusses this movie because linguistically it is to know how the cerebral palsy person utters words and to investigate the words by different object. In addition, it gives a lesson to other cerebral palsy sufferers that this kind of defect cannot be an obstacle to reach and achieve what they want; it shows when the main character named Christy Brown tried to create something by only using his left foot.

There are several previous studies related to this study. Firstly, Fauziyah (2003) entitled "*A Pragmatic Study on Speech Acts Used by Autistic Children*". It concerns with the kinds of illocutionary acts used by autistic children. She used Searle's five topologies of speech acts, those are assertive acts, directive acts, and expressive acts. Secondly, Mukminah (2007) entitled "*A Psycholinguistics Analysis on Speech Disorder of a Cerebral Palsic Man in Door to Door Film*". She analyzed her study by using four elements of speech and language disorder, those are articulation disorder, phonological disorder, voice disorder, and stuttering. The result shows 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 *sheel* it, you are my hero...*awwright*”. In the word “*sheel*” sound /s/ is alveolar, but he utters as palatal, and “awwright” sound /l/ is alveolar too. Thirdly, Nafiah entitled (2008) “*Expressive language disorder of the autistic child in Mercury Rising film*”, investigates Simon Lynch as a child with autistic. She uses descriptive qualitative research method. The result of the study shows that Simon Lynch’s utterances have some kinds of speech and language disorder namely phonological 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. For example, in her first data analysis when Simon Lynch said “*right on western, left on Belmont*”, the letter /b/ is included into voice disorder.

From the previous studies mentioned, it can be concluded that there are similarities between the three studies with this study. All used defect person as the subject, and they analyzed the data by using the subject utterances. As the same area and topic, this study also uses a mentally disorder person as the subject to identify the improperly words produced by the main character. In addition, this study gives more detail information about the theory used, i.e. speech disorder in which it was not mentioned previously. Therefore, it will provide the information more completely in analyzing the data.

1.2 The Problems of the Study

Based on the description of background of the study above, this study will investigate the problem of the study namely, “What are the types of difficulties on speech disorder character in *my left foot* movie?”

1.3 Objectives of the Study

The main objective of the study is to make the readers understand about the utterances produced by the cerebral palsy character in “My Left Foot” movie. The objective of the study is to describe the types of difficulties of cerebral palsy character on speech disorder in *my left foot* movie.

1.4 Significances of the Study

The significance of the study is to give contributions in psycholinguistics especially utterances produced by cerebral palsy character. This study is expected to be the reference and information for the next studies in the same area. Besides, students can compare it to get the better study.

This study is more detail than the previous studies. It can be shown from the analysis that in this study there is specification of where the expressive language disorder includes. It also provides more information that speech disorder is included into expressive language disorder, which means how he produces and expresses words to the listeners. Therefore, by giving this information, the readers will more understand about the classification of language disorder itself.

1.5 Scope and Limitation

The topic of this study is psycholinguistics, which focuses on the types of difficulties on speech disorder of cerebral palsy in *my left foot* movie and the writer does not discuss the treatment for sufferer. Then, this study uses Carroll's theory to understand and identify the main character utterances.

1.6 Operational Definition of the Key Terms

Speech disorder refers to difficulties producing speech sounds or problems with voice quality.

Cerebral Palsy 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.

My left foot is a movie that tells about the life of the Irish painter and writer Christy Brown and is based on his autobiography.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some topics that deal with in this research. Those are language disorder; receptive and expressive language disorder; written expression and speech disorder; articulation disorder, voice disorder, fluency disorder, cerebral palsy, and the synopsis of *my left foot* movie.

2.1 Language Disorder

Language disorders refer to impairment in the ability to understand and/or use words in context, either verbally, nonverbally, or both. 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 acquired language abilities, generally resulting from stroke or brain injury (American Speech-Language-Hearing Association). Some characteristics of language disorders include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions. One or a combination of these characteristics may occur in a person who is affected by language learning disabilities or developmental language delay. A person may hear or see a word but not be able to understand its meaning. He/she may have trouble getting others to understand what he/she is trying to communicate.

People with primary or specific language disorders exhibit problems in communicating their needs, thoughts, and intentions, despite having typical abilities in hearing, nonverbal intelligence, and general development (Leonard, 1998). These people are late in starting to talk and, subsequently, exhibit a slow rate of language growth. They may have small vocabularies, use short, incomplete sentences, and produce confusing or disorganized stories or conversations. It means that by having language disorder, someone must have difficulty in producing and/or understanding words.

There is process to take mind out (from the brain) orally, in the form of words or sentences. According to Indah & Abdurrahman (2008: 114), the function of brain and good speech organ will make easy to communicate well. Yet, they who have the impairment of brain function and speech, definitely it has been difficulty to produce the language, either receptive or productive. It is known as language disorder.

According to Indah & Abdurrahman (2008: 129), linguistically language disorder is “inability of acquiring and processing linguistic information”. They point to two failures both acquiring and processing the information that can affect his basic language skills while communicating with others. Because of that, language disorder is divided into two parts, i.e. receptive language disorder and expressive language disorder.

2.1.1 Receptive language disorder

Receptive language disorder means a person has difficulties understanding what people say. A person needs to understand language before he can use language effectively. The symptoms vary between individuals but generally, problems with language comprehension begin before the age of four years.

According to Better Health Channel (2010) “receptive language disorder affects someone in understanding his interlocutor utterance. Other names of receptive language disorder are central auditory processing disorder and comprehension deficit. In short, receptive language disorder affects understanding in verbal communication because of auditory processing disorder.

There is no a standard set of symptom that indicates receptive language disorder. However, symptoms may include inability to understand complicated sentences, inability to follow verbal instruction, and language skills below the expected level for their age.

The cause of receptive is often unknown, but it is thought to consist of a number of factors working in combination, such as the child’s genetic susceptibility the child’s exposure to language, their general developmental and cognitive (thought and understanding) abilities. (Better Health)

2.1.2 Expressive language disorder

Expressive language disorder means a person has difficulty with verbal and written expression. It includes a problem with fluency, voice, and or how a person says speech sound. According to Allen (2010), “expressive language is the ability to express your ideas and thoughts to others. Meanwhile, expressive language disorder is a condition in which a person has difficulty expressing themselves with language, both in speech and writing.” Therefore, they who suffer language disorder expressively cannot produce words and express what actually in their mind is.

Based on Logsdon (2010), children with expressive language disorder have difficulty with language processing and the connection between words and ideas they represent. Some people may also have problems with pronunciation of words.

Symptoms of expressive language disorder may include frequently grasping for the right word, using the wrong words in speech, making grammatical mistakes, inability to ‘come to the point’ of what they are trying to say, and inability to start or hold a conversation.

In short, expressive language disorder attacks someone who gets problems, especially neurological problems. So that, it will influence their expression they want to write or to utter effectively. There are two parts of expressive language disorder, i.e. written expression disorder and speech disorder.

2.1.2.1 Written Expression Disorder

Written Expression Disorder is a learning disability in which a person's ability to communicate in writing is below the level normally expected based on individual's age, intelligence, life experiences, educational background, or physical impairments. This disability affects both the physical reproduction of letters and words and the organization of thoughts and ideas in written composition.

(Encyclopedia of Mental Disorder)

Someone who gets written expression disorder will not be able to form letters and numbers correctly which is called dysgraphia, to write words spontaneously, and to organize words into meaningful thoughts. Therefore, they will get difficulties in expressing their writing.

It is still unknown how to prevent written expression disorder, but by giving more attention and intense writing to the patient, it may help. At least, patient will little know how to write correctly.

2.1.2.2 Speech Disorder

Speech disorder is someone who has problems with fluency, voice, and how a person says speech sounds. It might be characterized by a break in the flow or rhythm of speech, may be problems with the way sounds are formed, or may be difficulties with the pitch, volume or quality of the voice.

People may exhibit problems in learning to pronounce various speech sounds correctly. These speech sound disorders do not usually have an identifiable cause, such as sensory, structural, or neurological problems. Someone with speech sound disorders show a slow rate of speech acquisition, but often follow a relatively typical sequence of sound development. Thus, listeners may have trouble understanding what someone with a speech disorder is trying to say.

There are three parts of speech disorder to support the data. Those are articulation disorder, voice disorder and fluency disorder.

2.1.2.2.1 Fluency Disorder

Fluency disorder is a speech disorder in which the normal flow of speech is disrupted by frequent repetitions, prolongations of speech sounds, syllables or words by an individual's inability to start a word.

The speech disruptions may be accompanied by rapid eye blinks, tremors of the lips and/or jaw that a person who stutters may use in an attempt to speak.

(Carolinas Medical Center Northeast)

So that, a person with fluency disorder which is known as stuttering will get difficulties in producing good words because he/she needs more time to take out the utterances.

2.1.2.2.2 Articulation Disorder

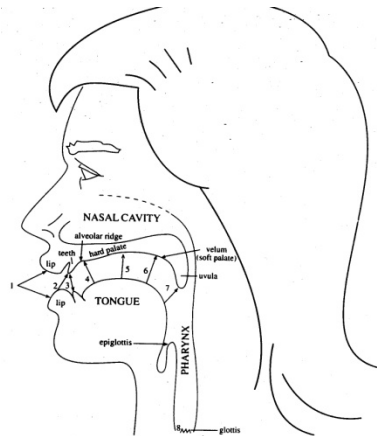
Articulation disorder refers to the manner in which a person produces a sound and the placement of the tongue, lips and teeth. There are several types of articulation disorder, involves mispronouncing speech sounds by omitting (e.g. "I go o coo o the bu." for "I go to school on the bus."), distorting (e.g. ship for sip), substituting (e.g. wabbit for rabbit), or adding sounds (e.g. animamal for animal) that can make speech difficult to understand.

Articulation problems may result from brain damage or neurological dysfunction, physical handicaps or the condition may be related to lack of coordination of the movements of the mouth, even dental problems. However, most articulation problems occur in the absence of any obvious physical disability.

Carroll (1986: 110) states that there are two points of articulatory:

1. Place of articulation

Some consonants, such as [b] and [p], are articulated at the lips and called bilabial consonants. Others, such as [d] and [t], are formed by placing the tongue against the alveolar ridge, these are called alveolar consonants. Still others, such as [g] and [k], are produced in the back of the mouth, these are called velar consonants.



The vocal tract; places of articulation: 1=Bilabial, 2=Labiodental, 3=dental, 4=alveolar, 5=(alveo) palatal, 6=velar, 7=uvular, 8=glottal (from fromkin and Rodman, 1974).

Picture above shows what kinds of vocal organs used in producing a speech sounds and where in the vocal tract it is made. In place of articulation, sounds are divided based on speech organ that is used to produce it and place where the sounds are made. For example, [t] and [s] are both classified into alveolar because they are produced by using the tip or blade of the tongue against the teeth-ridge (Yule, 2006:35).

According to the organs that articulate them, consonants are distinguished into seven main classes:

- i. Labial or lips sounds, which may be subdivided into:
 - a. Bi-labial, using both lips (upper and lower lips) in producing consonants. Example p, b, m and w.

- b. Labio-dental, sounds articulated by using the lower lip and the upper teeth as in f and v
- ii. Dental, namely sounds articulated by the tip of the tongue against the upper teeth. Example θ and ð.
- iii. Alveolar, sounds are articulated by using the tip or blade of the tongue against the teeth ridge, as in t, d, s, n, and l.
- iv. Palato-alveolar, namely sounds which have alveolar articulation together with a simultaneous raising of the main body of the tongue towards the roof of the mouth. Example ʃ.
- v. Palatal, sounds articulated by using the front of the tongue against the hard palate, as in j.
- vi. Velar, sounds are articulated by using the back of the tongue against the soft palate, as in k, g and ŋ.
- vii. Glottal, namely sounds articulated by using the space between the vocal cords (glottis) to make audible friction. Example h.

2. Manner of articulation

The most important things that we need to know about a speech sound is what sort of obstruction it makes to the flow of air: a vowel makes very little obstruction, while a plosive consonant makes a total obstruction. The type of obstruction is known as the manner of articulation (Roach, 2002:49). It is different from place of articulation that concerns with where in the vocal tract the sound is made, and which vocal organs are involved. Manner of articulation deals with how sounds are articulated. For example, we have examples of [t] and [s] in which both of them are classified into alveolar in place of articulation. Yet, in manner of articulation, these are distinguished into two different classes, that is, [t] sound is one of a set sounds called stops formed by completely closing the air passage and suddenly removing the obstacle (or one of the obstacles), so that the air escapes making an explosive sound, and [s] is called fricatives produced by a narrowing of the air passage at some point, so that the air in escaping makes kind of hissing sound (Jones, 1978:26).

Based on manner in which the organs articulate them, consonants are classified into eight main classes:

- i. Plosive formed by completely closing the air passage and suddenly removing the obstacle (or one of the obstacle), so that the air escapes making an plosive sounds, as in p, d, t, d, k and g.

- ii. Affricate, resembling a plosive but with separation of the articulating organs performed less quickly, with the result that a fricative sound is perceived during the process of separation.
Example tʃ and dʒ.
- iii. Nasal, formed by completely closing the mouth at some point, the soft palate remaining lowered so that the air is free to pass out through the nose. Example m, n, and ŋ.
- iv. Lateral, a partial closure is made by the blade of the tongue against the alveolar ridge, in such a way that the air stream is able to flow around the sides of the tongue, as in l.
- v. Rolled, formed by the tip of the tongue against the teeth ridge, the air passes around the tongue which makes some vibration of the tongue. Example in rolled r.
- vi. Flapped, formed by a single tap made by the tongue tip against the alveolar ridge, as in flapped r.
- vii. Fricative, formed by a narrowing of the air passage at some point so that the air in escaping makes a kind of hissing sounds, as in f, z and fricative r.
- viii. Semi vowel, a gliding sounds in which the speech organs start at or near a close vowel and immediately move away to some other vowel, as in w.

Based on classification of consonants, we will be able to describe the English consonants. The classification is based on the place of articulation and manner of articulation.

Table: English Consonants (from Daniel Jones, 1978:26)

	Labial		Dental	Alveolar	Palato- alveolar	Palatal	Velar	Glottal
	Bi- labial	Labio- dental						
Plosive	p, b			t, d			k, g	ʔ
Affricate					tʃ, dʒ			
Nasal	m			n			ŋ	
Lateral				l			(l)	
Rolled				[r]				
Flapped				[ɾ]				
Fricative		f, v	θ, ð	s, z, r	ʃ, ʒ			h
Semi- vowel	w					j	(w)	

Different from consonant, vowels are articulated with a relatively open configuration of the vocal tracts, no part of the mouth is closed and none of the vocal organs comes so close together (Crystal, 1995:238). They are distinguished from one another chiefly by whether they are produced in the front, center or back of the

mouth and whether the tongue position is high, middle, or low. In producing vowel, that there is no obstruction by the speech organ of the passing air inside the vocal apparatus. Functional articulation disorders exist in the absence of any apparent cause and are related to deficiencies in the relatively peripheral motor processes (Bauman-Waengler, 2000). Thus, it is clear that articulation disorder is caused by there is no a good coordination between the brain and the movement of part of the body.

There is some aspect related to articulation disorder that is called phonological disorder. Phonological disorder is the language of mentally disorder person that generally includes a difficulty in learning and organizing the sound needed for clear speech, reading and spelling, therefore the sound is produced unclearly.

Rutter (in Carroll, 1985) has found that the characteristics of phonological disorder in mentally disorder person are flat, expressionless speech, others unusual staccato delivery, and still other singsong intonation. Howe (2003) stated that phonological aspect is divided into two areas: segmental and supra segmental phoneme that is also called prosodic. Segmental phonology focuses on “melody” speech sound, while prosodic phonology focuses on aspects of the sound system “above” the level of segments, such as timing, stress and rhythm.

2.1.2.2.3 Voice Disorder

Voice disorder is an abnormality of one or more of the three characteristics of voice, pitch, intensity (loudness), and quality (resonance). Pitch may be described as the relative tone of a person's voice, how high or low it is, or how it demonstrates repeated inappropriate pitch patterns. A disorder may result from pitch being inappropriate for an individual's age and gender. An inability to perceive pitch and pitch patterns may result in a monotonous voice, a high-pitch voice, or inappropriate use of repeated pitch patterns.

Loudness describes the volume or intensity of a person's voice. A person who spends a great deal of time or who is suffering hearing loss may speak with high intensity, or louder than normal. A soft or inaudible voice may be associated with a psychological condition such as shyness or with a structural defect of the vocal cords.

Some disorders of voice quality are related to how the vocal cords function and how the voice resonates in the oral (mouth), nasal (nose), and pharyngeal (throat) cavities. (Health line)

In short, a person who suffers voice disorder will sometimes produce unclearly utterances and it is not impossible that listeners will need more understanding what he/she means.

2.2 Cerebral Palsy

Cerebral palsy is a condition caused by abnormalities inside the brain that disrupt the brain's ability to control movement and posture that was either sustained before, during or very shortly after an individual's birth. One of the main characteristics of cerebral palsy is a lack of muscle control, including the muscles involved in the production of speech. Even though cerebral palsy affects muscle movement, it is not caused by problems in the muscles or nerves. It is caused by abnormalities inside the brain that disrupt the brain's ability to control movement and posture. Though this condition is not progressive, that is it does not necessarily get worse as time goes on, the characteristics and effects may change over a given time period.

The term cerebral refers to the two halves or hemispheres of the brain, in this case to the motor area of the brain's outer layer (called the cerebral cortex), the part of the brain that directs muscle movement; palsy refers to the loss or impairment of motor function. Cerebral palsy is usually diagnosed by early childhood, it is because there are some factors that affect the brain of the children, and those cause cerebral palsy defect. Cerebral palsy is not a disease, it is not contagious and cannot be passed from one generation to the next. There is no cure for cerebral palsy, but supportive treatments, medications, and surgery can help many individuals improve their motor skills and ability to communicate with the world.

Someone with cerebral palsy exhibit a wide variety of symptoms, including:

- lack of muscle coordination when performing voluntary movements (*ataxia*);
- stiff or tight muscles and exaggerated reflexes (*spasticity*);
- walking with one foot or leg dragging;
- walking on the toes, a crouched gait, or a “scissored” gait;
- variations in muscle tone, either too stiff or too floppy;
- excessive drooling or difficulties swallowing or speaking;
- shaking (*tremor*) or random involuntary movements; and
- difficulty with precise motions, such as writing or buttoning a shirt

Some people with cerebral palsy also have other medical disorders, including mental retardation, seizures, impaired vision or hearing, and abnormal physical sensations or perceptions. Cerebral palsy does not always cause profound disabilities. While one person with severe cerebral palsy might be unable to walk and needs extensive, lifelong care, another with mild cerebral palsy might be only slightly require no special assistance.

2.3 Synopsis of the movie

My Left Foot (1989), by Jim Sheridan, is a co-production between Ireland and Great Britain. It narrates the life of the Irish painter and writer Christy Brown and is based on his autobiography. In this dramatic piece, the protagonist suffers

from a form of cerebral palsy that does not affect his intelligence, but that only allows him to move his left foot, hence the title. As a result, he was able to write his autobiography and paint pictures, managing to create a doorway to the outside world.

The role of his mother in his care and in the achievement was crucial. The plot takes place in Dublin, in a working-class neighborhood and within a Catholic family of lower economic status. The painter was the tenth of twenty-two siblings, of which only thirteen survived. The role of Christy Brown was interpreted by Hugh O’Conor and by Daniel Day-Lewis, in his infant and adult years respectively, and that of his mother, Mrs. Brown, by Brenda Fricker. Daniel Day Lewis won the Oscar for Best Actor in 1989, and Brenda Fricker, Best Supporting Actress. The film received three more nominations, Best Film, Adapted Script, and Directing. In this case the awards are a true reflection of the quality of the film and script in general, and the interpretation, in particular. The protagonist was born in 1932, with athetoid cerebral palsy of perinatal origins. Although he only had control of his left foot, he had a fully functioning mind. He required total help for basic needs and a wheelchair for mobility. He was late in speaking and in the end finally succeeded with difficulty.

The film demonstrates the fundamentals of dealing with cerebral palsy, such as familial acceptance, social integration, the need for encouragement for the development of self-esteem, especially by the mother, or the physical rehabilitation and speech therapy. Psychological, affective, and sexual issues are raised, exemplified by Christy’s lack of control and his refuge in alcohol. Three things to take into account: Christy rejects the center where they are going to rehabilitate him

because the other patients are children, this Dublin center was free, and lastly it is important to have an adequate wheelchair.

CHAPTER III

RESEARCH METHOD

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

3.1 Research Design

This study describes speech disorder concerning expressive language disorder and focuses on the types of difficulties on speech disorder of the cerebral palsy character in *my left foot* movie.

This study used descriptive qualitative approach because it analyzes the types of speech disorder of the cerebral palsy character in *my left foot* movie using Carroll on speech disorder theory to lead in doing research. The aim of this study is only to get understanding of the phenomenon in *my left foot* movie.

3.2 Subject of the Study

The subject of this study is the cerebral palsy character named Christy Brown and the object of this study is the utterances in *my left foot* movie. The cerebral palsy character in this movie cannot spell and produce words well. To get deep understanding of his utterances in communication, the data are analyzed by using

Carroll on speech disorder theory (1986), in which it is divided into three parts; they are fluency disorder, articulation disorder, and voice disorder.

3.3 Data Source

The data source of this study is taken from the utterances produced by the main character named Christy Brown in *my left foot* movie. The utterances are from the script of the movie after the writer analyzed and compared the original script with the movie. The data of this study is Christy's utterances included into the theory of speech disorder.

3.4 Research Instrument

The writer acts on the primary instrument for gathering and analyzing the data. It is more effective and efficient for the writer to gain data.

3.5 Data Collection

The data are transcribed and documented. Because the main data are taken from movie, the writer watched it to understand the phenomenon. After that, the writer transcribed the dialogue into text in order to select the words and letters easily as many as possible related to research problems. Then, the writer downloaded the script of the movie in order to complete the data as a comparator. After that, the writer arranged the data based on the words appeared on movie in order to get understanding the data easier. In addition, the writer documented by looking for or

gathering the secondary data from textbook, journals, abstracts, and articles that appropriate with research problem.

3.6 Data Analysis

After collecting the data, the writer identified and classified the data based on the types of difficulties on speech disorder by giving attention to the cerebral palsy character's mistakes problems in *my left foot* movie. Then, the writer analyzed each data dealing with the problem of the study.

In analyzing the data, the writer conducted data relevant by selecting the data relevant with the research problems. While doing reduction, the writer selected important and appropriate words or utterances with the research problems. After that, the data were analyzed by using Carroll on speech disorder theory. Then, the data were displayed. To find out the finding from the data, the writer discussed the whole data in order to draw conclusion of the phenomenon based on the research problems.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This chapter presents research finding and discussion that are divided into two sections. The first is finding of the data and the second is discussion. The writer describes the study results based on the analysis of the classification of speech disorder.

Based on the theory, speech disorder is divided into three parts; they are fluency disorder, articulation disorder, and voice disorder. Not all Christy's utterances are identified because those do not include into the theory. Here are the findings of Christy's utterances.

4.1.1 Fluency disorder

Fluency disorder is a speech disorder in which the normal flow of speech is disrupted by frequent repetitions, prolongations of speech sounds, syllables or words by an individual's inability to start a word. Fluency disorder is divided into two parts; they are repetitions and prolongations.

4.1.1.1 Repetitions

Repetition occurs when units of speech, such as a sound, syllable, word, or phrase is repeated and are typical in children who are beginning to stutter. The datum

of repetition is “*Con...con... gra... tu...lations Peter and Eileen*” (22), in which it happens when Christy is shocked because Eileen, the woman he loves is going to marry with Peter. Christy's word is included into repetition of fluency disorder, because he repeats syllable “*con*” several times to complete his word, i.e.

congratulations. The same datum is also showed in appendix 23.

Another datum of repetition is “*The fire...fire...*” (8), in which it happens when Christy is shocked when he knows that the can contains money is burned in the hearth. Christy's word is included into repetition of fluency disorder, because he repeats the word “*fire*” two times to emphasize it to his mom.

4.1.1.2 Prolongations

Prolongations are the unnatural lengthening of continuant sounds. The datum of prolongation is “*Ttto be, or not to be*” (14), in which it happens when Christy is trying to memorize content of the book given by Eileen. Christy's word is included into prolongation of fluency disorder, because he prolongs the first letter [t] to complete the word *to*. Appendix 1 is the only datum that is the same as this datum.

4.1.2 Articulation disorder

Articulation disorder refers to the manner in which a person produces a sound and the placement of the tongue, lips and teeth. It has two parts that support the data.

4.1.2.1 Types of articulation disorder

There are several types of articulation disorder, involves mispronouncing speech sounds by omitting, distorting, substituting, or adding sounds.

4.1.2.1.1 Omitting

Omitting is a type of articulation disorder in which the individual omits or does not pronounce particular sounds. The datum of omitting is “*Why is it always some fuckin' time? Mary, /teɪ/ □ (36)*, in which it happens when Christy wants to talk to another woman he loves named Mary about his feeling. Christy’s word is included into omitting, because he omits the letter /s/ to say *stay*.

4.1.2.1.2 Distorting

Distorting is a type of articulation disorder in which the individual tries so hard to pronounce a sound correctly that he/she ends up distorting the sound. For example, he/she says /ʃɪp/ for /sɪp/. There is no datum contains distorting that appears in Christy’s utterances.

4.1.2.1.3 Substituting

Substituting occurs when an individual literally substitutes one sound for another. The datum of substituting is “*Burst /hɪn/ brain, the barbarian*” (3), in

which it happens when Christy says it to tease his dad. Christy's word is included into substituting, because he substitutes the letter /n/ for /s/ to say *his*.

Another datum of substituting is “*that /m/ the question*” (15), in which it happens when Christy is memorizing content of the book given by Dr. Eileen. Christy's word is included into substituting, because he substitutes the letter /n/ for /s/ to say *is*.

The last datum of substituting is “*I think Mulcahy is a great painter, /,m'hard/, Soul*” (21), in which it happens when Christy is gathering with all his guests and talking about Mulcahy. Christy's word is included into substituting, because he substitutes the letter /h/ for /s/ to say *inside*.

4.1.2.1.4 Adding

Adding is articulation disorder in which the individual routinely pronounces an extra sound or syllable. For example, he/she says /'bju:tɪfəfəl/ for /'bju:tɪfəl/. Yet, there is no datum contains adding that appears in Christy's utterances.

4.1.2.2 Points of articulation and Manner of Articulation

There are two points of articulatory; the first one is place of articulation that means the location inside the mouth at which the constriction takes place. In place of articulation, we will know where in the vocal tract the sound is made, and which

vocal organs are involved. Besides the points of articulation, manner of articulation is also determining the quality of the sound. In this point, I would like to describe the changing of the speech sounds in terms of the points and manner of articulation. The first speech sound, which is changed by the speaker is the sound /s/. The datum is “Burst *hin* brain, the barbarian. In this case, the speech sound /s/ is substituted by the speech sound /n/. This substitution does not involve the changing in the place of articulation, since both of them is categorized as alveolar speech sounds. The changing is in the manner of articulation. There is a change from the fricative (/s/) into nasal speech sounds (/n/). This datum is the same context as appendix 15.

The second speech sound, which is changed by the speaker is the sound /s/. The datum is “I think Mulcahy is a great painter, *Inhide*, Soul”. In this case, the speech sound /s/ is substituted by the speech sound /h/. This substitution involves the changing in the place of articulation. There is a change from the alveolar (/s/) into glottal (/h/). Yet, it does not involve the changing in the manner of articulation, since both of them is categorized as fricative speech sounds, they only have different sound.

The third speech sound, which is changed by the speaker is the sound /s/. The datum is “Why is it always some fuckin' time? Mary, *tay*”. In this case, the speaker omits the speech sound /s/ and he directly spell the word *tay*. This omission does not involve the changing in the place of articulation, since both of them is categorized as alveolar speech sounds. The changing is in the manner of articulation.

There is a change from the plosive (/t/) into fricative speech sounds (/s/).

4.1.3 Voice disorder

Voice disorder is an abnormality of one or more of the three characteristics of voice, pitch, intensity (loudness), and quality (resonance). Each of the three parts has some data that can be elaborated.

4.1.3.1 Pitch

Pitch may be described as the relative tone of a person's voice, how high or low it is, or how it demonstrates repeated inappropriate pitch patterns. The example pitch is "*Who's been eating my porridge?*" (2), in which it happens when Christy is gathering with family and says something to respond his dad that is mad at his brother named Tom. Christy's words are included into pitch of voice disorder, because he says it unclearly, makes listeners sometimes do not understand him and the pitch is monotonous and never changing. Appendix 3 and 4 are the same condition as this datum.

4.1.3.2 Loudness

Loudness describes the volume or intensity of a person's voice. The example of loudness is "*Mind my paintings*" (6), in which it happens when Christy is talking to his mom in the room. Christy's words are included into loudness of voice disorder,

because he says it uncontrolled and it is improperly to say in the normal condition.

Appendix 12 is only datum that is the same condition as this datum.

Another example of loudness is “*Wreck the pub!*” (31), in which it happens when Christy is in the pub and is mad at visitors whom mock his father’s death. Christy’s words are included into loudness of voice disorder, because he says it uncontrolled and too loudly. Appendix 32 is only datum that is the same condition as this datum.

4.1.3.3 Quality

Voice quality is related to how the vocal cords function and how the voice resonates in the oral (mouth), nasal (nose), and pharyngeal (throat) cavities. The example of quality is “*Mister! Me driver abandoned me, Could you push me out of the way?*” (7), in which it happens when Christy is trying get coal by tricking the truck driver for cold season. Christy’s words are included into quality of voice disorder, because he says it with nasal and unclear in normal condition, so that some listeners cannot understand him. There are several data that are the same condition as this datum, they are appendix 5, 9, 10, 11, 15, 16, 17, 18, 19, 20, 26, 27, 28, 29, 30, 33, 34, 35 and 37.

There is another datum of quality; it is “*I’m not a child*” (13), in which it happens when Christy talks and is mad at Dr. Eileen because he is treated like a child. Christy’s words are included into quality of voice disorder, because he says it with nasal and unclear in his mad condition.

Another example of quality is “*Get out the way, Mom*” (25), in which it happens when Christy wants to break the locked door and is shocked because it is unusually locked. Christy’s words are included into quality of voice disorder, because he says it with nasal and unclear in his shocked condition. Appendix 24 is only datum that is the same condition as this datum.

4.2 Discussion

After presenting and analyzing speech disorder of cerebral palsy character in “my left foot” movie using Carroll’s theory, the writer finds out that the speech disorder is divided into three types namely fluency disorder, articulation disorder, and voice disorder.

4.2.1 Fluency disorder

Fluency disorder is a speech disorder in which the normal flow of speech is disrupted by frequent repetitions, prolongations of speech sounds, syllables or words by an individual’s inability to start a word. Fluency disorder is divided into two parts, they are repetitions and prolongations.

Repetitions occur when units of speech, such as a sound, syllable, word, or phrase is repeated and are typical in children who are beginning to stutter. The writer finds out three data that show repetitions, they are appendix 8, 22, and 23. One of them is “*Con...con...gra..tu...lations Peter and Eileen*” (22). The most data that

appear are containing syllables two times, they are appendix 22 and 23, and word one time only, it is appendix 8, there is no datum containing a sound and/or phrase.

Prolongations are the unnatural lengthening of continuant sounds. The writer finds out two data that show prolongations, they are appendix 1 and 14. One of them is "*Tttto be, or not to be*" (14). The two data have the same trouble, i.e. Christy gets difficulty to say *to* and prolongs the letter *t* to start the word.

Based on the data appear in fluency disorder, repetition mostly appears in Christy's utterances with three data (appendix 8, 22, and 23) and disorder with syllable also mostly appears (appendix 22 and 23). It happens because Christy is shocked with the condition he faces; it is shown when he knows that Dr. Eileen, the woman he loves is going to marry with Peter.

4.2.2 Articulation disorder

Articulation disorder refers to the manner in which a person produces a sound and the placement of the tongue, lips and teeth. It has several types of articulation disorder, involves mispronouncing speech sounds by omitting, distorting, substituting, or adding sounds. Based on the data appear, the writer does not find distorting and adding, so that he only discusses about omitting and substituting. In addition, there are two points of articulatory; place of articulation and manner of articulation.

Substituting occurs when an individual literally substitutes one sound for another. The writer finds out two data that show substituting, they are appendix 3, 15

and 21. One of them is “*Burst **his** brain, the barbarian*” (3). The writer finds out that Christy substitutes the letter [s] with [h] two times (number 3 and 15).

Omitting is a type of articulation disorder in which the individual omits or does not pronounce particular sounds. The writer only finds out one datum, it is “*Why is it always some fuckin' time? Mary, **stay***” (36).

There are two points of articulatory; the first one is place of articulation that means the location inside the mouth at which the constriction takes place. In place of articulation, we will know where in the vocal tract the sound is made, and which vocal organs are involved. The second one is manner of articulation that deals with how sounds are articulated. In this case, Christy’s utterances are alveolar, but they have different sounds. One of the examples is the first speech sound, which is changed by the speaker is the sound /s/. The datum is “*Burst hin brain, the barbarian*. In this case, the speech sound /s/ is substituted by the speech sound /n/. This substitution does not involve the changing in the place of articulation, since both of them is categorized as alveolar speech sounds. The changing is in the manner of articulation. There is a change from the fricative (/s/) into nasal speech sounds (/n/).

Based on the data appear in articulation disorder, substituting mostly appears in Christy’s utterances with three data (appendix 3, 15 and 21). It happens in normal condition, so that by having muscle disorder, he indirectly gets difficulty in saying properly words.

4.2.3 Voice disorder

Voice disorder is an abnormality of one or more of the three characteristics of voice, pitch, intensity (loudness), and quality (resonance).

Pitch may be described as the relative tone of a person's voice, how high or low it is, or how it demonstrates repeated inappropriate pitch patterns. The writer finds out three data, they are appendix 2, 3 and 4. One of them is "*Who's been eating my porridge?*" (2). The three data have the same trouble, i.e. Christy produces pitch of the words monotonously and never changing.

Loudness describes the volume or intensity of a person's voice. The writer finds out four data, they are appendix 6, 12, 31 and 32. One of them is "*Mind my paintings*" (6). In appendix 6 and 12, Christy is in normal condition, whether appendix 31 and 32, he is in mad condition, so the first and the second have different condition, in which both are possible to affect Christy's utterances.

Voice quality is related to how the vocal cords function and the voice resonates in the oral (mouth), nasal (nose), and pharyngeal (throat) cavities. The writer finds out twenty-three data, they are appendix 5, 7, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35 and 37. One of them is "*Mister! Me driver abandoned me, Could you push me out of the way?*" (7). The data have the same cases, Christy is talking with nasal and unclearly, so some listeners cannot understand what he means.

From the elaboration and the data above, the writer can say that voice disorder mostly appears than articulation disorder and fluency disorder. Christy as

the main character gets difficulty in saying words and most of them are included in quality, because it has the many utterances produced by him with 23 data. Compared to the previous studies that are the same field as this study, voice disorder dominates the data that appear in Christy's utterances.

CHAPTER V

CONCLUSION AND SUGGESTION

After obtaining and analyzing the data in previous chapter, the writer presents conclusion and suggestion in the last chapter of this study. Conclusion is drawn based on the research question, while suggestion has a function to give information to the next researchers who are interested in conducting research that is the same as this study.

5.1. Conclusion

Based on the finding, there are three types of difficulties on speech disorder character in *my left foot* movie; they are fluency disorder, articulation disorder, and voice disorder. Beginning from fluency disorder, Christy uses the two elements of fluency disorder, namely repetition and prolongation. Different from fluency disorder, in articulation disorder that contains adding, distorting, omitting, and substituting, Christy does not use all the elements of it, because after analyzing the movie, the writer did not find the utterances included into adding and distorting. In short, Christy only gets disorder in omitting and substituting. Still in the same area, Christy also has problems in points of articulatory, namely place of articulation and manner of articulation. The last is voice disorder contains three elements; they are pitch, loudness and quality, in which Christy experienced those elements that influence his utterance. Finally, from the three types of difficulties that appear in Christy's utterances in *my left foot* movie, quality of voice disorder more dominates.

5.2. Suggestion

The writer of this thesis is aware that this study is still far from perfection on theory composition, procedures of analysis, and data interpretation. The writer hopes that critics and suggestion also construct this thesis. Especially for the next writers, they are suggested to choose field research in real life, means it is not a movie, in order to compare and contrast the finding of this movie and real life.

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	Ma, Like you,											
36	Why is it always "some fuckin' time"? Mary, stay	Mary	Christy wants to talk to Mary about his feeling					√				
37	Mother, come here	mom	Christy asks his mom to come with him									√
		Total		3	2	0	0	1	3	3	4	23

Notes

- Rp Repetition
- Pr Prolongation
- Add Adding
- Dis Distorting
- Om Omitting
- Sbt Subtituting
- Ptc Pitch
- Lds Loudness
- Qu Quality