

**LANGUAGE DISORDER ON TICS' TOURETTE SYNDROME
FOUND IN RYLEIGH HAWK'S YOUTUBE CHANNEL**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2021**

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THESIS

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2021**

STATEMENT OF THESIS AUTHORSHIP

I certify that the thesis entitled "*Language Disorder on Tics' Tourette Syndrome Found in Ryleigh Hawk's Youtube Channel*" is truly my original work to fulfill the requirement for the Degree of *Sarjana Sastra (S.S)*. It does not incorporate any material previously written or published by another person, except those one that are cited as references and written in the bibliography. Due to this fact, I am the only person who responsible for the thesis if there is an objection or claim.

Malang, 24 June 2024

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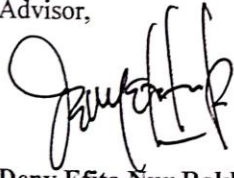
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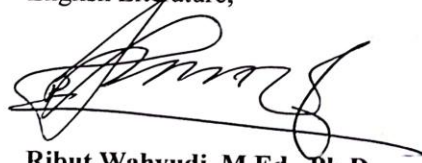
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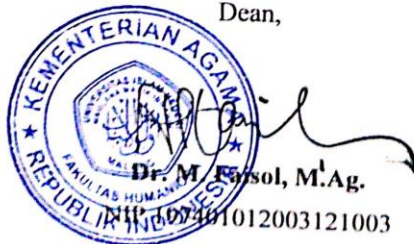
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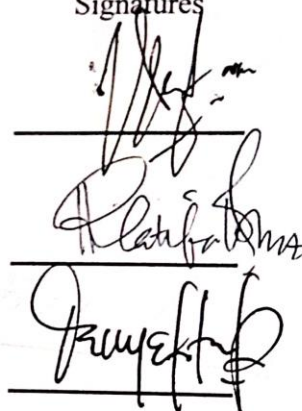
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MOTTO

“There is a will, There is a way”

“Hidup sekali, Hiduplah yang berarti”

DEDICATION

I profoundly dedicate this thesis to my beloved extended family and all my friends who always supported me in every step till I finish this Thesis. Thanks for all your motivation, encouragement, and advice. Last but not least, I also give a bunch of thanks to myself for defencing this Thesis and not giving up to finish it.

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First of all, I thank and praise Allah (the God), for his mercies and blessings given to me along my undergraduate study. Shalawat and salam always be upon our prophet Muhammad SAW, who brought us from the darkness into the true path of life. Secondly, I would like to express my gratitude, because of motivation, encouragement, and guidance, the researcher was able to complete this undergraduate thesis.

Therefore, I profoundly deliver my deepest appreciation to the following individuals for their grant of this thesis. The first, I would like to reveal my deepest gratitude to my advisor, Mrs. Deny Efiti Nur Rakhmawati, M.Pd. for precious guidance and corrections in writing this thesis. Also, I would like to deliver my deepest gratitude to my parents, Rosidin and Nurlaela, who always pray and encourage me for success in conducting this thesis. I also thank my life partner Abi Abdurrohman Fariz, who always accompanies me in every situation, who always reminds and motivates me to finish this undergraduate thesis.

Also, I thank my comrade Husnia, Mazaya, Aiz, and Cheppy, who always give their advice, suggestions, and motivation. Moreover, I would like to deliver my gratitude to my roommate when I stayed in PPTQ Nurul Furqon Malang, thanks for the happiness, inspiration, and motivation along my undergraduate journey. Last but not least, I want to give a million thanks to myself, who had given a great struggle to finish this thesis.

I genuinely confess that this thesis is far from perfect and requires development or improvement. I am pleased to receive some suggestions from the readers for a better result. Besides, I hope this thesis can give more insight regarding this topic for the readers and useful for the following researcher.

Malang, 24 June 2024



Sabila Nur Azizah
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ABSTRACT

Azizah N, Sabila (2021) *Language Disorder on Tics' Tourette Syndrome Found in Ryleigh Hawk's Youtube Channel*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Deny Efita Nur Rakhmawati, M.Pd.

Key word: *Language Disorder, Tics, Tourette Syndrome*

Humans produce a language for communication, whereas Language is obviously acquired in a complex way which contributes to plenty of speech organs. Somehow, the issue of disorders in language production undeniably emerges in processing language information. The issue may occur in language aspects including meaning (semantics) or structure/ grammar (syntax or morphology). There are several diseases that caused a disturbance in producing language. As a result, the issue of language disorder is a potential topic to be analyzed, particularly in Tourette Syndrome sufferers. As Tourette syndrome appears in the form of vocal and motor tics, the vocal tics are experienced in several types of language disorder, as evidenced by Ryleigh Hawk who shares her daily life through video and posts it on Youtube.

The descriptive qualitative method is applied in this research because the study intends to provide deeper analysis on the data. In analyzing the data, the researcher uses the grand theory of language disorder by (Van Dulm 2012), and to classify the types of language disorder, the data will be unpacked by (Mendez, 2017). In the process of data collection, the researcher implements the documentation technique as the main technique.

In this research, the researcher reveals the type of language disorder in Ryleigh Hawk as a Tourette syndrome carrier which is found in her Youtube Channel, and identifies the dysfunctional brain part as a Tourette's carrier which caused the Tics or language disorder. The researcher found that there are four types of language disorder in a psychogenic area experienced by Ryleigh, those are Stuttering, Coprolalia, Palilalia, and Echolalia which caused by the disturbance of her Supplementary Motor area. The researcher has been analyzed that Ryleigh's Broca and Wernick Area has a good function, but Ryleigh has dysfunction in Supplementary Motor Area since she can not control the improper words in the utterances.

ABSTRAK

Azizah N, Sabila (2021) *Gangguan Bahasa pada Penderita Tics' Tourette Syndrome Ditemukan pada Channel Youtube Ryleigh Hawk*. Skripsi. Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Deny Efita Nur Rakhmawati, M.Pd.

Kata kunci: Gangguan Bahasa, Tics, Sindrom Tourette

Manusia memproduksi bahasa untuk komunikasi, sedangkan bahasa jelas diperoleh dengan cara yang kompleks yang membutuhkan kontribusi pada banyak organ bicara. Entah bagaimana, masalah gangguan dalam produksi bahasa tidak dapat disangkal muncul dalam memproses informasi bahasa. Masalah tersebut dapat terjadi pada aspek kebahasaan termasuk makna (semantik) atau struktur/tata bahasa (sintaksis atau morfologi). Ada beberapa penyakit yang menyebabkan gangguan dalam memproduksi bahasa. Oleh karena itu, masalah gangguan bahasa akan dianalisis, khususnya pada penderita Sindrom Tourette. Seperti yang dianggap sindrom Tourette muncul dalam bentuk tics vokal dan motorik. Tic vokal dialami pada beberapa jenis gangguan bahasa, terbukti dari Ryleigh Hawk yang membagikan kesehariannya melalui video dan diposting di Youtube.

Metodologi deskriptif kualitatif diterapkan dalam penelitian ini karena penelitian ini bertujuan untuk memberikan analisis data yang lebih mendalam. Dalam menganalisis data, peneliti menggunakan Teori utama gangguan bahasa dari (Van Dulm 2002), dan untuk mengklasifikasikan jenis-jenis gangguan bahasa, data akan dianalisis menaplikasikan teori (Mendez, 2017). Dalam proses pengumpulan data, peneliti menerapkan teknik dokumentasi sebagai teknik utama.

Dalam penelitian ini, peneliti mengungkapkan jenis gangguan bahasa (Dalam pola tics vokal) pada Ryleigh Hawk sebagai pembawa sindrom Tourette yang digambarkan di Channel Youtube-nya, dan mengidentifikasi bagian otak yang disfungsi sebagai pembawa Tourette yang menyebabkan Tics atau gangguan bahasa. Peneliti menemukan bahwa ada empat jenis gangguan bahasa di area psikogenik yang dialami Ryleigh, yaitu Gagap, Coprolalia, Palilalia, dan Echolalia. Selain itu, gangguan bahasa disebabkan oleh kerusakan belahan kiri di otak, ada tiga bagian penting yang berfungsi dalam menghasilkan bahasa yang tepat; Wernicke, Broca, dan area Motor Tambahan. Peneliti telah menganalisis bahwa Area Broca dan Wernick Ryleigh memiliki fungsi yang baik, tetapi Ryleigh memiliki disfungsi di Area Motor Tambahan karena dia tidak dapat mengontrol kata-kata yang tidak tepat dalam ucapan

مستخلص البحث

عزيزة ن ، سابلوا (2021) اضطرابات اللغة لدى مرضى التشنجات اللاإرادية متلازمة توريت الموصوفة على قناة رايلي هوك على اليوتيوب. مقال. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف دني إبيتا نور رخماواتي،

الكلمات المفتاحية: اضطرابات اللغة ، التشنجات اللاإرادية ، متلازمة توريت

ينتج البشر لغة للتواصل ، في حين يتم اكتساب اللغة بوضوح بطريقة معقدة تتطلب مساهمات في العديد من أجهزة الكلام. بطريقة ما ، تظهر مشكلة التداخل في إنتاج اللغة بشكل لا يمكن إنكاره في معالجة المعلومات اللغوية. يمكن أن تحدث هذه المشاكل في الجوانب اللغوية بما في ذلك المعنى (دلالات) أو البنية / القواعد (النحو أو التشكل). هناك العديد من الأمراض التي تسبب اضطرابات في إنتاج اللغة. لذلك سيتم تحليل مشكلة اضطرابات اللغة خاصة عند مرضى متلازمة توريت. كما يعتقد ، تظهر متلازمة توريت في شكل التشنجات اللاإرادية الصوتية والحركية. تحدث التشنجات اللاإرادية الصوتية في عدة أنواع من اضطرابات الذي يشارك حياته اليومية من خلال مقاطع الفيديو المنشورة على **Ryleigh Hawk** اللغة ، كما يتضح من

تم تطبيق المنهج الوصفي النوعي في هذه الدراسة لأن هذه الدراسة تهدف إلى توفير تحليل بيانات أكثر ، (Van Dulm 2002) تعمقًا. في تحليل البيانات استخدم الباحث النظرية الرئيسية لاضطرابات اللغة من في عملية (Mendez، 2017) وتصنيف أنواع اضطرابات اللغة ، سيتم تحليل البيانات بتطبيق النظرية جمع البيانات ، يطبق الباحثون تقنيات التوثيق باعتبارها التقنية الرئيسية

في هذه الدراسة ، كشف الباحثون عن نوع اضطراب اللغة (في نمط التشنجات اللاإرادية الصوتية) في ، وتحديد الجزء المختل وظيفيًا كحامل لمتلازمة توريت التي تم وصفها على قناته على **Ryleigh Hawk** من الدماغ باعتباره ناقل توريت الذي يسبب التشنجات اللاإرادية أو اضطرابات اللغة. وجد الباحثون أن هناك أربعة أنواع من الاضطرابات اللغوية في منطقة رايلي ذات المنشأ النفسي ، وهي التلعثم ، وكوبرولاليا ، وباليلاليا ، والإيكولاليا. بالإضافة إلى ذلك ، تحدث اضطرابات اللغة بسبب تلف النصف المخي الأيسر في الدماغ ، وهناك ثلاثة أجزاء مهمة تعمل في إنتاج اللغة الصحيحة ؛ منطقة فيرنيك وبروكا ومنطقة المحركات الإضافية. قام الباحثون بتحليل أن مناطق بروكا وفيرنيك رايلي لها وظيفة جيدة ، لكن رايلي يعاني من خلل وظيفي في منطقة المحرك المساعد لأنه لا يستطيع التحكم في الكلمات غير الدقيقة في الكلام.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language production has been widely discussed and unpacked by a lot of expertise. The actual language usage is a compelling topic to study since it has high complexity in many cases (Van Dulm, 2012). It is not solely engaged with the language process, but also able to associate with a language disorder. This study has an aim to reveal the case which relates to language production, this study focus on the formulation of language engages with the brain works and vocal organs. It has a function to convey the theories in accordance with Language Production and language acquisition since the existence of how mind and senses are expressed by human capability through organs in the form of spoken and written. This language production process involves a myriad of vocal organs on humans before the utterances are produced as a sound and become language which use to communicate. Nevertheless, there are several phenomena that make language production not controlled properly, or errors occur in brain work.

The issue of language production comprised both spoken or written, discussed in the linguistics phenomenon is myriad. Because basically, as a tool of communication, language has an essential part of human necessity. The communication process that occurs often experiences mismatches, differences in

understanding, and imperfect language production between intention and output which formerly causes anxiety and shapes the self-reflective related to speech performance (Anandari, 2015). This is something that inevitably happens to humans engaged with social relation to having a precise basic skill in communication which this issue will probably discuss. This discussion will unpack the disturbance of people in delivering a speech which can be found in Tourette Syndrome. Due to the issue of language disorder, TS has a symptom known as Tics, which could be in the form of vocal or motor tics. The tics appeared frequently in obscenity or swearing words. Therefore, people with TS will possibly have a disturbance and difficulty in producing a proper language structure or meaning. They would have a harder effort in controlling their speech production than people without TS.

Otherwise, TS is a neurological disease that produces tics or movement beyond the human's control (Claussen et al., 2018). When people attempt to communicate, they produce word repetitions, hesitation, and interjection also carried out as unavoidable tics (Burd, 2014). Moreover, In most cases, involuntary movements or tics are commonly indicated motor and phonic tics along with eye blinking, shoulder, and facial jerking, swearing bad words or phrases, etc (Albin, 2018). Unfortunately, there are still few case studies in a paper that discuss the phenomenon of language disorders in Tourette Syndrome specifically in their vocal tics, this is definitely a big problem and there is a need for further research related to language disorders in Tourette syndrome's characters. Because it is necessary to classify and identify the Tics produced by the sufferer, and which

part of the brain affects the TS patient in producing the Tics, which will be discussed through this research. Considering the brain function, the issue of Tics in TS is caused by a dysfunction of a particular brain part, as the core part of the language process in the left hemisphere of the brain, thus this research involves the analysis of three brain areas, which are Wernicke Area, Broca Area and Supplementary Motor Area that has relevance with the language process.

In several cases of TS characters, the diverse of cases both vocal or motor tics in each patient emerges in social media, where the sufferer shares their story daily lives with the TS condition. Moreover, it is found in a video blog on the Youtube platform. So, the author will examine the inquiry of the TS sufferer, classify the types of vocal tics which happened in the video blog (vlog) on the Youtube Channel. The data will be taken from Youtube because through this platform, Ryleigh Hawk was posted all the activities frequently. Thus, the researcher can examine her Tics intensively, also due to the popularity of Youtube in the public that made her was eager to share and The researcher can easily find her information through her Youtube videos.

Moreover, Tourette Syndrome is a neurodevelopmental disorder that commonly occurs in childhood and is tremendously related to brain dysfunction. This notion also becomes a consideration for the author to choose the TS case in the adolescent stage. Thus, the issue to be analyzed in this research is a phenomenon related to vocal tics in the shape of brain function in producing language experienced by Teenage with Tourette syndrome named Ryleigh Hawk. She is an New Zealand's girl with Tourette Syndrome character who shared her

story regarding activities, school, etc in her vlog. Meanwhile, she learns in the school equally such the other normal people. Having this syndrome, she figures out her activities in her Video Blog on Youtube. As the previous inquiries stated that TS is frequently suffered by school-aged children or teenagers (Kurlan et al., 2001). Therefore, the researcher decides to convey and analyze Ryleigh Hawk and her some videos on Youtube.

This study will also analyze identify the Tics which encounter people with Tourette syndrome, considering Tourette Syndrome is a comorbid disease, where there is something else or another disease that will be experienced besides the TS itself. Nevertheless, this study will not explore the learning process related to Tourette Syndrome in children. The scope of this study intends to analyze the Tourette Syndrome occurs in an adolescent as the explanation above. Extensive research has discussed this topic such as the Impact of Tourette Syndrome on School Measures in a Nationally Representative Sample (Eddy et al., 2010). This study was conducted to find out how a child with Tourette Syndrome faces the learning process at school, is identified that the researchers also had analyzed TS in adolescent.

To underpin this study, the purpose of this study is to reveal the type of vocal tics produced by Ryleigh Hawk in her vlog. So that, understanding how adolescents with Tourette Syndrome affect her speech production. The existence of this phenomenon concerning the TS adolescent patient condition which has tics and identifies the disturbance regarding the brain function part, by analyzing and classifying the tics or utterance and movement under uncontrolled situations that

come up in the communication supported by Descriptive Qualitative Method and Documentation Technique. The intention is also to provide sufficient information toward Tourette Syndrome.

B. Research Question

Regarding the research background that has been mentioned above, the researcher emphasizes and formulates this following research problem:

1. How are the types of language disorder produced by Ryleigh Hawk in her Youtube Channel?

C. Research Objective

This study is intended to fulfill the sole objective, is to find the types of Language Disorder produced in Ryleigh Hawk's Youtube Channel. Also, concerned about how language disorder could be found in her Tourette Syndrome disease and the dysfunction of the brain part.

D. Significances of the Study

Through this research, the researcher requires theoretical and practical purposes. Expecting to provide some insight or information related to the topics studied in the psycholinguistics approach. Theoretically, this study is expected to provide data and deep understating about the types of tics movement produced by Ryleigh in her video and determines how Tourette Syndrome influences language disorder in the brain area. As we know, her language disorders are caused by the broken area of the brain in TS sufferers. Therefore, the researcher expects this

study will provide more insights into Tourette Syndrome toward linguistics aspect, especially for further researchers who want to know deeper in conducting the study about Language disorder on TS sufferers.

Meanwhile, the significance practically is desired to gain a scientific perspective and build the awareness against Tourette Syndrome, because sometimes in the rural areas or others, this phenomenon of Tics relate with something mystic. Thus, the researcher assumes that this research attempt to prove logically about Tics on Tourette Syndrome.

E. Scopes and Limitations of the Study

This study is under the scope of psycholinguistics, especially language disorder in the form of psychogenic. The subject of this research is understated through some youtube videos on the TS adolescent youtube channel which specifically has moderate Tourette Syndrome severity. To pinpoint the focus of this study, it focuses on analyzing the discourse or utterances which mainly could reveal the types of Language disorder, determine the most frequent of involuntary tics in her Vlogs and describe how language disorder experienced by Ryleigh Hawk concern with the brain area.

The data of this study are in the form of utterances that transcribed into written form found in some videos. Thus, this study analyzes the speaker's utterances in the video and focused on language disorder. These matters alter the limitations of the study.

F. Definition of Key Terms

- Tourette Syndrome : The syndrome that made the carrier produced involuntary movements, including motor and vocal tics.
- Language Disorder : The disorder that associate with the linguistics information process or language process.
- Tics Movement : One of of Tourette Syndrome"s symptom which is depicted from the carrier"s language production or produced the involuntary utterance or words. This tics movement keeps happening repeatedly, and unconsciously.

G. Previous Studies

The issues that occur regarding language disorder in someone who has Tourette Syndrome has emerged that many studies have examined, both in the language and learning spheres, especially those two things that are emphasis of frequent discussions, here are two of the many Tourette Syndrome researchers that examine related problems. TS with the communication process on its language and learning process.

To an extent, regarding some previous studies, extensive research has discussed topics such as the Impact of Tourette Syndrome on School Measures in a Nationally Representative Sample (Eddy et al., 2010). This Previous Study was

conducted to find out how a child with Tourette Syndrome faces the learning process at school. Also, to reveal the impact that occurs on the sufferer. Based on and collecting data from institutions dealing with TS in America, the authors use this as a base theory and method in their observation process. It has previously been observed that the severity level experienced by people with Tourette Syndrome, from mild to severe, has a relationship with the challenges that occur at school and the educational needs that are supported. Dealing with TS, these children experienced difficulties while discussing with friends in the class. Thus, their involuntary tics disturbed the learning process. Otherwise, this previous study did not convey the types of tics that emerged in these children.

This previous study also used a qualitative method in terms of interviewing the older of Tourette Syndrome patients, by collecting the data from TS's health care survey and measuring with the children currently contracting Tourette Syndrome and non-Tourette syndrome over demographics (Angelika et al, 2018). It is clear that the research limitations that occurred in this previous study, the researcher only focused on children and the method obtained from parent interviews who only emphasized TS patients who were diagnosed with TS, was different from other things with TS children who had not been diagnosed.

Moreover, another previous study also revealed the topics towards Tourette Syndrome such as Difficulties experienced by young people with Tourette syndrome in secondary school: a mixed methods description of the self, parent and staff perspectives (Bloch & Leckman, 2009) presented that TS

secondary school in the UK experienced difficulties. By using a qualitative and mixed-method, the researchers gained the data from parents' and school staff's interviews and also questioned the TS students to certainty the information. This inquiry found that TS sufferers encounter learning disabilities and also impact their social interaction with others. Furthermore, TS sufferers experienced unique or different emotions of the self toward the school environment. Nevertheless, this study did not provide sufficient data with non-measurement of its rules and did not concern and classify the types of characteristics of TS Sufferer.

Afterward, The next previous study, (Eddy et al., 2010) was conducted the research to examine the TS" receiving of other speaker intention in communication. Theory of mind and their understanding of nonliteral language often occurs dysfunction which results in imperfect interpretations characterized by emotion and failed in producing a precise intention. The article used several methods to test TS in its research. The authors also as a health control officer have tested TS sufferers' understanding of sarcasm speech, metaphors, and theory of mind. Researchers tested them regarding pragmatic story comprehension, and faux pas assignments. The results showed that the person with TS presented significant disturbances in faux pas and pragmatic story awareness.

Those articles solely focus on the types of utterances that are difficult for them to understand, and does not discuss the production of vocal tics TS sufferer. Thus, the researcher attempt to convey the issue of tics related to language disorder on Tourette Syndrome carrier, and classify the tics engaged with language disorder in the form of Video on the youtube platform. While there are a

lot of studies that do not take data from the video, thus the researcher determined to choose the data from a video. Because, the researcher can find a particular information intensively through the video.

H. Research Method

The way how the researcher finds and reveals the topic of this study is discussed in this part. This study will be analyzed in some steps in theoretical explanation which is included in the research method part. Thus, it is involved research design, data and data sources, data collection, and data analysis.

1. Research Design

This study uses descriptive qualitative since the researcher describes, analyzes, categorizes, and interprets the subject of the study. Moreover, the interpretive paradigm is the most relevant paradigm to use since this study emphasizes the dynamics related to the case. Therefore, the personal perceptions of the researcher were genuinely revealed in conducting the analysis. In the process of analysis, the researchers uses documentation technique in collecting the data.

A descriptive qualitative approach is mainly implemented in this study. Also, a documentation technique is conducted in this research since the issue of the study contains a complex case in a particular data that becomes the object of this study. According to Cresswell (2014), a case study is classified as a qualitative methodology that analyzes a particular case in a form of a description and collects the data from any recourses

such as documentation, observation. In terms of its aim, the researcher applies the exploratory case study design in conceiving and gaining the information of phenomena. Mainly, this study also adopted the theory Language Disorder of Van dulm.

2. Data and Data Sources

The data of this study is primarily taken from the utterances which shows the symptoms experienced by Ryleigh Hawk's in her Video Blog on Youtube Channel. A channel of Ryleigh Hawk who reviews her activities as a Tourette syndrome sufferer. It demonstrates in the video on her Youtube Channel, which is named Tourettes Teens. Moreover, the data is derived from five videos that were selected, and taken from some scenes which indicate the occurrence of language disorder. Since her first video, she introduced how Tourette Syndrome exists in her daily life.

3. Data Collection

The data will be collected according to a media documents or documentation technique to collect the data from a certain Youtube Channel which undergoing the issue or case, and policy documents. Data is in the form of utterances and pictures taken from several vlogs which contain the object's conversation or all utterances that are expressed in the video. Taking a note is also conducted by the researcher in the video observation. Eventually, The author will use the theory mentioned in the introduction in analyzing the discourse in the video. Thus, the researcher

uses some steps in collecting the data, due to make the research more specific.

These are the steps of collecting the data. At first, obtaining all data from the video that had been chosen from Ryleigh Hawk's youtube channel, watching and repeating the videos for gaining some utterances, and tics that occurred in the video. After that, taking notes or bolding on the utterances, statements, and information for analyzing the data. After collecting all the data, the researcher identifies and classifies the data into some categories that will be unpacked in data analysis.

4. Data Analysis

Data analysis will be conducted regarding the following stages. First, the researcher selects several videos from Ryleigh Hawk's vlogs on the YouTube application. After that, The researcher classifies the words produced by Ryleigh Hawk, but the production of the words that became the focus is the words or sentences when the Tourette Syndrome occurred during his speech. After that, analyzing and describing the phenomena is the next stage to unpack the issues by adopting descriptive analysis. Afterward, the researcher listens and watches the video several times to check the accuracy. Then, the researcher will convey the utterance that is used and indicated the occurrence of Tics in this syndrome. In sum, the researcher has some steps in analyzing, the first is identifying the symptoms experienced in the videos. After identifying the data, it will be

classified into several parts that will answer the research problem of the study. Then, the researcher will analyze, describe and explain the data regarding the language disorder. The last part is making the conclusion of the data.

I. Overview of Thesis Chapters

Chapter one of this study would reveal the preface of the study. Also, the researcher will consider the methodology used and convey the obtaining of the data that will be analyzed. Discussing the theoretical frameworks of psycholinguistics, language production, language disorder, and other theories will emerge in this chapter two as the interpretive schema in this study. Furthermore, Chapter three will discuss the analysis of this research. The researcher will apply the descriptive qualitative method and, documentation technique in analyzing YouTube videos on the Ryleigh Hawk YouTube channel. There are several scenes that show the movement tics she has. This analysis will describe and concern the elements of utterances, and the elements contained by applying the descriptive qualitative method. Moreover, The researcher will also reveal and offer some further research that can be done regarding the limitations of this study.

CHAPTER II

LITERATURE REVIEW

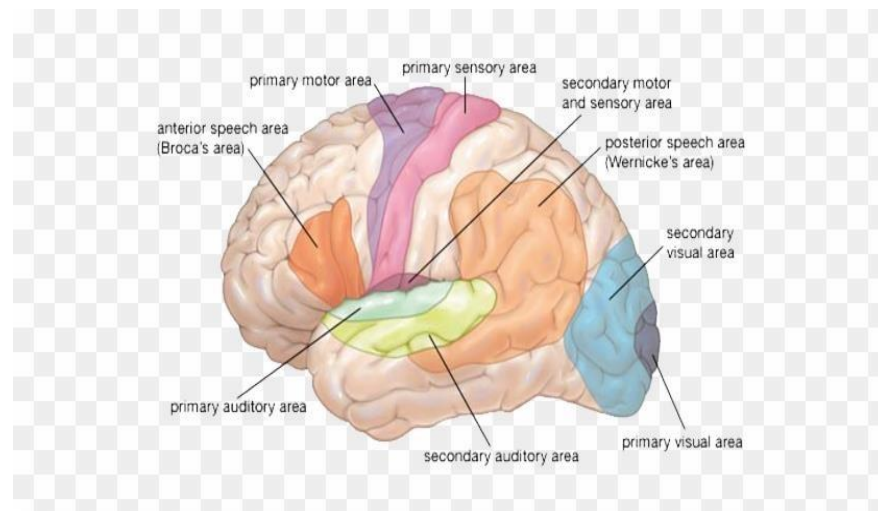
To cultivate the comprehension of this study, the Geneology of Tourette Syndrome is needed to discuss. Furthermore, deliberating about this part also stimulates the researcher to analyze and understand how the patient with Tourette syndrome is against language disorder. This literature review consists of Language Production, Language Disorder, Tourette Syndrome (Basal Ganglia) and its Tics, and Youtube.

A. Language Production

This term is included in core topics of Psycholinguistics, besides language acquisition and comprehension. Psycholinguistics is originated from the combination of the words Psychology which describes human cognition and behavior, and linguistics which points out the scientific study of language (Cowles, 2010). Psycholinguistics is one branch of linguistics study deals with psychology that concerns the investigation of language use and the cognitive process of language produced, mainly psycholinguistics is the study of language from a psychological perspective. Moreover, According to Darwoidjojo (2008:7), psycholinguistics is a study that analyzes human mental processes in producing language. Darwoidjojo also revealed that psycholinguistics considers four topics, those are comprehension, production, biological and neurological base which allows humans to speak, and language acquisition.

The existence of this study is conducted in two aspects both theoretical and practical aims. As regarded in the process of language acquisition and the process is considered in the theoretical realm. Meanwhile, the practical aspect concerned the applied of linguistics and psychological expertise, such as Language teaching, reading, learning process, and others (Traxler & Gernsbacher, 2006). Warren (2013) stated that the study which concerned with language use and carried out through mental processes. Thus, it can involve how language is uttered or often referred to as language production.

The correlation between the process of language being produced and how humans express their senses through language is conveyed in the realm of language production. Moreover, it involves plenty of organ systems and processes until the language is produced into utterances, either words or sentences. The language is retrieved by humans in some steps while communicating the ideas. Involving in the brain system, language production comprises three parts of the brain, those are the Wernicke area, Broca, and Supplementary motor area which locates in the left hemisphere in the middle of the human brain (Mendez, 2018). It means those are the main parts that have an essential function in producing language or utterance. Each part has a different role and is related to each other. Thus, to generate complete and perfect utterances, those parts must function properly.



This study intends to unpack how language processes and is produced by the human brain into utterances for communication purposes. Thus, the complex part in acquiring language and conveying the ideas of people with the disorder in language use is profoundly defined by this study. These are the explanation the important part of the brain in producing language:

1. Wernicke Area

This part of the language center located in the left hemisphere of the brain was found by Carl Wernicke, discovered by a doctor from German in 1874. He detected damage in the left temporal lobe (which is now called Wernicke's Area) which causes adversity in understanding others speech. There are some notions regarding the Wernicke area; this area involves recognizing language and speech patterns. This recognition process is very complicated. Also, the disturbance of the Wernicke Area will impact comprehending spoken language. Furthermore, the difficulty to understand written language will emerge, since the written language

was begun by spoken language (Bonini et al., 2014). Thus, it can be concluded that the left part of the brain is supported in the language process including the Wernicke area. This area relates with the Broca area, while Wernicke has a specific function in comprehending and understanding the interlocutor's language.

2. Broca Area

A brain surgeon in France, Paul Broca, was began his study by relating aphasia and the brain work system in 1861. He is the first who proved that aphasia has a correlation with specific brain cracks and also suggests that these cracks occur in the left hemisphere of the brain to produce language. Broca proved, that there is a special localization in the left hemisphere of the brain to produce language (Bock, 1996). This theory has been approved because it has relevance to aligned with Chomsky's Linguistics theory. Broca area is placed in front of the left hemisphere of the cortex area. In the cortex area which is specified in the Broca area, the motor representation of the face, tongue, lips, mouth cavity, and vocal cords emerge in this area which is part of the speech organs. Thus, the damage in Broca's area will cause failure to produce spoken language (Harianja, n.d.)

3. Supplementary Motor Area (*Secondary Motor and Sensory Area*)

This area plays a crucial role between two hemispheres of the brain and in the assimilation of shaping structures in the nervous system, which

has a function to receive information toward language networks and speech (Hertrich et al., 2016). The Supplementary Motor Area (SMA) is also known as speech motor control in the language process. It is a side of part of the cerebral cortex that supports movement control and monitoring of language processes. Therefore, the voluntary movement of our body in expressing language carried out by the precentral gyrus (the primary motor area) is involved in this SMA.

Based on Carl Wernicke's (1874) notion, he stated that „Wernicke Area is responsible in „lexical meaning“, while Broca area is responsible toward „grammatical planning“ or preparing the language structure and Supplementary Motor Area is responsible for monitoring and controlling the movement and speech“. In sum, Those three parts have a specific function and importance in the process of language production.

B. Language Disorder

In expressing some words and utterances or conveying it in a written form, the long and complex process establishes from a brain system until sound it into a language completely exists. The language process exceeds several steps until entirely can be formed into a word and comprehension. Thus, humans are able to communicate with each other (Quinto-Pozos & Cooley, 2020). Nevertheless, the error of producing a word, difficulty in comprehending others spoken, or the existence of speech disorders are undeniable could be emerged, and this error of language production is psycho linguistically known as a language

disorder. The disorder exists in various cases, It can be in the form of abnormalities in wording or grammatical errors (syntax), difficulty in understanding other people's words (semantics or pragmatics), pronouncing words that are beyond their control, and others.

According to Van Dulm (2002), the linguistic information process is connected to the emergence of language disorder. Language disorders are abnormalities that able occur which can include grammar (syntax and morphology), comprehending the meaning of utterances (semantics and pragmatics) and other linguistics aspects. The language processing can probably appear in the form of receptive or the disturbance of comprehend language, expressive or concerning language production, and connection of both receptive and expressive. The type of language disorder can occur in the spoken and written language form, including in sign language. Therefore, it can be concluded that the type of language disorder can impair all forms of language (Van Dulm, 2012).

There are several factors that cause the condition of language acquisition and language control are collapse, or conditions that do not support the language process which causes language disability or disorder. This language disorder is possible to impact on two sides, the first impact is the possibility of being slow in acquiring and producing language, and having abnormalities or deviating from the proper structure. Moreover, language disorders can be reviewed and categorized into two groups. The first is a developing language disorder, which means the disorder which originated from a congenital abnormality since birth. Because in

some children, the difficulty in language acquisition which affects developmental disorders possibly emerges.

The other category of language disorder is gained from certain incidents or conditions. These language disorders can result from post-surgery, stroke, or even age factors (Indah, 2011). Therefore, a language disorder is related to the successful functioning of the brain in processing language, while the error exists in the brain system, specifically in the left hemispheres, the language disorder automatically emerges.

1. Types of Language Disorder

The phenomenon of language disorder is an uncommon and abnormal condition because the ability to produce language is outside the language process rules in general, which are experienced by normal humans. Language disorder carrier is a special case in the language production process, in accordance with some unusual causes, the causes are divided into three categories. The first part is *the study of language disorder led to the imperfection organ system for hearing and talking, the second is a language disorder caused by cognitive disability and psychogenic disorders, and the last is language disorder due to disability in the process of gaining linguistics informations* (Indah, 2011). In sum, The process of acquiring language is complex and involves many parts, especially the brain system that must function properly, so if there is damage in the left brain function which includes Wernicke, Broca and the

supplementary motor area, language acquisition will be disrupted or experience abnormalities.

According to Indah, there are several kinds of language disorders:

a. Biological Language Disorder

Biologically, this language disorder is deviation caused by a defective organ system that does not function properly. It means the carriers have been diagnosed having language disorder since found the emergence of abnormality in the organ system of the body. Thus, the inability of the organ system influences the process of producing language. This case has occurred in people with deaf disabilities, the patient is unable to produce or use spoken language, due to a biological disability, which is not being able to hear other people's utterances. They use sign language to communicate. However, they can learn and understand sign language just like normal humans learn an ordinary language.

b. Cognitive Language Disorder

Language is the extraction of mind and senses in the brain which are thought and is processed through the brain system. Moreover, human cognitive ability is the initial condition for shaping language form. Thus, another type of language disorder can be caused by an abnormality in the thought process, or a disturbance in cognition including thinking, assuming, evaluating, and others. This kind of

language disorder can be found in Dementia patients, Huntington's Disease, Schizophrenia, and Depressive (Indah, 2011). In dementia's case, patient will talk unvoluntarily to their selves without any intention, it usually reveals in repetition's words or sentences.

c. **Psychogenic Language Disorder**

This language disorder can be caused or derived from the mental or psychogenic side. It means people who have mental or psychogenic damage can trigger impaired language production. The symptoms can be revealed from the tone, intonation, sound intensity, pronunciation, and diction of the language obtained. Furthermore, there are types of psychogenic language disorders:

1) **Spoiled Speech**

This psychogenic disorder is a speech disorder that seems to have a desire to be pampered or a child-like style of speech, therefore it is called spoiled speech. The Symptoms like this are often found in senile or elderly people and commonly occur in women. Spoiled speech indicates that this disorder is related to the central nervous system in the brain which also affects behavior, cognitive processes, and psychological states, or is also called the cerebral substrate. In some cases, especially in indoensian language, there are several people who speak like a child. For example *„apa cii, aku nda mau mamam cekalang‘*.

2) Coquettish Language

This symptom is not actually a type of language disorder but can be viewed as a phonological syndrome. According to Siddharta, coquettish is frequently occurs in a male, it indicates the excessive feminine behaves. It is also characterized by exaggerating lips and tongue movement while speaking, thus this coquettish speaking will be attracted the interlocutors. For instance, in Indonesian language's case, it emerges in a men who act like women and say „*jangan begitu loo cyinn, eyke ga ada maksud begitu lo shay*“.

3) Stuttering

Stuttering is one of the categories of language disorders, there are many characteristics if a person suffers from stuttering in their spoken language. It is identified in people while they are unstable or disorganized speech, stuttered, suddenly stop before the utterance is completed, and repeating the first syllable, or other position may occur, and the spoken will be completed after succeeded in the whole words. This kind of language disorder probably can be caused by stress, the dominant disturbance in the left hemisphere, gaining abusive treats in childhood from their parents or not being allowed to argue, and neurotic factors (Indah, 2011). The symptoms can be experienced at any stage of age. For example this repeating phrases „*He is-he is 4 years old*“.

4) Echolalia

This type of language disorder indicates in the carrier's speech which can imitate or repeat utterances. The imitated speech is usually in the form of dirty words, this is often referred to as a syndrome consisting of repetitive verbal bulk or coprolalia and locomotor disorder which can be provoked. Nevertheless, echolalia is not the only type of Lalia's Disorder, there are other kinds of Lalias that rarely emerged. These Lalias absolutely affect the disturbance of language disorder and can include in psychogenic type. According to Mendez, There are several types of Lalias:

- (a) Oxlalia and Agitolalia, are two kinds of Lalia which rarely found, but it is definitely a form of abnormal speech uttered rapidly beyond normal. But they have different symptoms. Oxlalia is solely the abnormal speech rate disorder in language, while Agitolalia is the abnormal rapidity of speech which adds the imperfect language form or missing some words. These types of Lalias usually emerge in Hypomania, Schizophrenia, Catatonic, Mania, and Excessive anxiety.
- (b) Palilalia and Echolalia, these Lalias have both similarities and differences. They are symptoms of repetitive speech. But Palilalia specifically exists in carriers that repeat their own spoken language excessively. Whereas, Echolalia occurs when the patient repeats or imitates the interlocutors'

utterances. These language disorders both Palilalia and Echolalia (can be the type of Coprolalia) can experience in Tourette Syndrome, Schizophrenia or Psychosis, and obsessive-compulsive disorder. Also, Palilalia frequently accomplished with frontal-striatal brain disorders, while Echolalia is often associated with transcortical sensory aphasia.

- (c) Xenolalia or Xenoglossia, is a language disorder characterized by producing a sudden foreign language that the carrier does not recognize or speak language before. In the few cases, there are several cases that occur due to altered mental status that occurs in individuals and they can speak in an unfamiliar tongue before. However, after being investigated by experts on sufferers, they previously knew the language but were not really fluent in it. Their sudden language can be derived from unconscious learning of that language or can exist as a dissociative identity disorder, where there are two or more diverse identities each speaking a different language.
- (d) Glossolalia, this one of rare Lalia is experienced in people who utters an incomprehensible or unknown language which uncontrolled. Patients with Glossolalia produce words that are rhythmic but not recognizable like a common language,

although some words appear to be spiritual words. Glossolalia still commonly happens in the context of Pentecostal or religious practice where it is perceived as a divine language with personal meaning for the speaker.

- (e) Coprolalia, This language disorder depicts in the carrier with uncontrol outbursts of obscenities or curse words. This can be caused by damage to the left frontal part of the brain or left frontal strokes with Broca's aphasia. The symptoms of Coprolalia are frequently experienced by people with Tourette Syndrome, which is also called phonic tics. The severity of tics relates to the amount of producing the obscene words.

C. Tourette Syndrome

Language disorders can be caused by disturbances that emerge in the nervous system, thus language production is produced abnormally. The phenotype for Tourette Syndrome (TS) is comprised in the form of motor and vocal tics. Basically, The existence of involuntary vocalizations and movements was predicted and found in 1885 by Gilles de la Tourette, He found the appearance of carriers with cursing words or Coprolalia was rapidly increasing, but it had a distinct form with the normal people because the patient of Gilles de la Tourette revealed the symptom by shouting an obscene utterance in the middle of the conversation. From all cases, Gilles de la Tourette had assumed that the sign and

symptom might wax and wane, and there was no complete cure for it and he identified this language disorder as a disease (Idrus, n.d.).

TS is categorized as a common neurodevelopmental disorder described by those involuntary movements (both motor and phonic). Therefore, the tics are uncontrolled and the sufferers produce the tics involuntarily which can be occurred in every situation. Moreover, TS is commonly conceptualized as the disorder of Basal Ganglia which emphasized striatal dysfunction (Albin, 2018). Also, According to Bloch and Lekman (2009), TS can be diagnosed in childhood with neuropsychiatric disorder portrayed by multiple motor and vocal tics which occurred at least a year. They also stated that this disease rarely exists, TS can affect four to six from one thousand children. The Tic is mostly characterized by sudden tics, repetitive, stereotyped vocal, and motor movement engaging a discrete muscle group.

The severity of Tourette Syndrome is classified into two categories as Simple and Complex Tics. TS with simple tics is profoundly shaped in both motor and vocal movements, the motor tics can be formed as facial grimaces, twitching nose, or eye blinking. Whereas, the vocal tics usually begin with sniffing, throat clearing, or word fraction. Whereas, the complex category of TS is signified as facial expressions and gestures (might involve dystonia (dystonic movement)). The symptoms can be expressed in the mild and severe stages. Slapping or tapping is a TS symptom that is relatively mild, while the worse case of motor tics can occur in the carrier who punches one side of their face, biting a wrist until can be gouged eyes which caused blind and broken bone. Sever vocal tics includes

Echolalia, Palilalia, and Producing obscene speech (Coprolalia) (Bloch & Leckman, 2009).

Therefore, Tourette Syndrome mainly engages with language disorder, while the carriers have a symptom such as Lalia and Stuttering which include the type of Language Disorder. It means that TS is one of the kinds of comorbid diseases (comorbidity refers to disorders that are frequently coexistent with each other). Also, regarding Bloch and Lekman's notion, Tourette Syndrome has three types of severity; simple, mild, and severe. The simple TS characterizes by a lighter disorder of motor and simple vocals that occurred repeatedly. While the complex is worse symptoms involving self-harm such as slapping, tapping, or worse case like broke their bone.

D. Youtube

Youtube has the meaning of a digital media site (video) that can be downloaded, uploaded, and shared throughout the country . This social media site is phenomenal and frequently use among society (*Samosir and Pitasari - 2018 - The Effectiveness of Youtube as a Student Learning.Pdf*, n.d.). People use it either for finding recent news, searching information, even just for entertaining such as watching some videos, movies, listening to music, or watching tutorial activities. According to Sianipar (2013), YouTube is a database containing a video that has popularity on social media and a platform for any helpful information. Youtube has another function to acquire information from videos or watch the videos directly. Youtube is designed as a video-sharing site that is very popular

especially among the younger generation and uses YouTube as a site for sharing information in today's digital era indeed. The younger generation mostly uses youtube to share their daily life or activities.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter attempts to find the types of language disorder in Tourette syndrome carrier, including motor and phonic tics which is caused by damage of brain function. The researcher collects 5 videos in Ryleigh Hawk's youtube channel that become the data source in the analysis of language disorder. The language disorder is based on Van Dulm's (2002) theory and is also supported by Mendez (2017) and Indah N. Rohmani (2017) theory of the type of Language disorder.

A. Findings

This part demonstrates the findings of the data of Tics' Tourette Syndrome produced by Ryleigh Hawk as a TS carrier through her several videos on her Youtube channel, *Tourettes Teens*. The data will be transcribed into words or sentences and also entails the picture of the snippet video that shows the duration. In gaining the data, the researcher analyze through her utterances in five videos, which are entitled *I had a tic attack*, *Tourettes Q&A*, *Tourettes in Public*, *Nursery Rhyme with Tourettes*, and *Tourettes in Class*. There are 50 data acquired from the utterances in the videos. In this part, the researcher is used the sample data of the utterances or tics produced by Ryleigh Hawk. The data was chosen as an analysis that intends to analyze, classify and identify the language disorder produced as a Tics by Ryleigh in her utterances and to find out the dysfunction of the brain part which made her Tics in her utterances.

The findings are analyzed by using Van der Lely's theory of Language disorder as the grand theory, and also Mendez's Lalia's sub-types of language disorder (2017), which are produced by the speaker in her utterances and tics as a TS carrier that made the deviation of her language. The findings are divided into two segments regarding the research question: the types of language disorder produced by Ryleigh Hawk and determining the disfunction of the brain part that made her tics (language disorder) appeared.

The finding that has mentioned above will be explained and analyzed in this part. The discussion contains the analysis of language disorder types found in Tourette Syndrome (TS) carrier's youtube channel and determined the disfunction brain area of TS toward language disorder.

1. Types of Language Disorders

The discussions aim to identify Tourette syndrome carrier from the linguistics realm, one of the symptoms is possessing language disorder. Psycholinguistics noted that language disorder is a disability in processing, acquiring, and producing linguistic information. To an extent, this study solely focuses on three categories of language disorder, which are Biological language disorder, Psychogenic language disorder, and Language disorder on the cognitive side. Nevertheless, the researcher solely found several sub-types of Psychogenic language disorder along analyze the data. There are Coprolalia, Palilalia, Echolalia, and Stuttering

that indicates Ryleigh Hawk's involuntary movements of her Tourette Syndrome which is found in her videos.

a. Coprolalia

These are the analysis of Coprolalia that experienced in Ryleigh Hawk videos in her youtube channel „Tourettes Teens“:

Datum 1:



Real Data (utterance in the video):

Ryleigh: *—I happen to just be filming one and for a different thing and i started to tic, so i thought well quickly make another line explaining what tic is uhh fuck off..!* (I Had a Tic Attack.

Duration 00.13-00.19)

Datum 2:



Real Data (utterance in the video):

Ryleigh: “*I used to have them at least once or twice a month .. uh
not the fucking period uhh that’s well something why have them
more ” (I had Tic Attack. Duration 00.28-00.32)*

Within those two scenes, she said the phrase „fuck off and „fucking period“ in the middle sentence while the spoken does not finish yet. Those words included the type of swearing and obscene phrases that were delivered by her in the video. According to Van dultm theory of LD, this phenomenon is involved in a disturbance of the language processing system, because Ryleigh produced involuntary tics abnormally. She did not mean to express the phrases along with her explanation, she can not hold in instead. Thus, those parts are classified into Coprolalia in Tourette Syndrome sufferer.

Datum 3:



Real Data:

Ryleigh: “*Thank you Tom Teddy.. uh, uh, haha fucking blood..
They reach it all u’huu fuck off.. looks good news like fuck off..”*

The scene shows the swearing tics are expressed by her in those sentences. She rants the phrase „fucking blood and „fuck off“ which is one of the forms of swearing or cursing words. In the scene, Ryleigh tried to say Thank You to her friend or family, but the tics of her Tourette came to the surface unexpectedly. Then, she attempted again to continue her utterances, but the tics (swearing words) appeared. These involuntary movements definitely belong to Coprolalia of language disorder.

Datum 4:



Real Data: “it’s hopefully to be kind enough to just take you out set you down just breath and just talk to them uh‘ involved in conversation make them try and talk because then you know there’s focusing on the tics more on effect that they need to keep the conversation going uh‘ know it helps just distract their mind from what’s happening and uh‘ and they’ll appreciate it too uh‘ **fuck**. that’s all for today....” (I had a Tic Attack. Duration 6.24-6.41)

From the scene above, Ryleigh is used to be finished her utterances perfectly, but at the end of the utterance before her closing statements, her Tourette comes to the surface again and produced a cursing word, that is „fuck“. It is identified that she uttered the cursing word involuntarily. Because she can not control her tics while she was speaking. Thus, according to Mendez, this type of tic is included as Coprolalia and is stated as a language disorder. In her utterances, Ryleigh assumed that if someone talks or communicates with Tourette syndrome carrier, the interlocutor should be pleased the TS to just talk and make the TS's carrier does not focus on the tics because the tics are more possible to appear when they focus on their tics. So, she said „just help distract their mind“.

Datum 5:



Real Data (Utterance in her video):

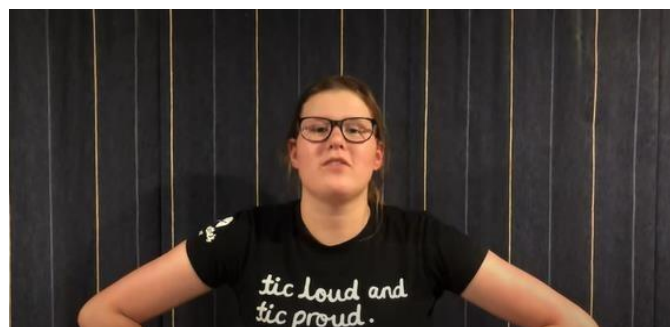
Ryleigh: “Okay, first question,... (suddenly her friend want to fix her hair) *don't hit me that's abuse fuck off*, sorry it is a tic.

Lily: “ (Read the question) Do you know how your Tourette’s was triggered?”

Ryleigh: “I have no clue how my tourette is triggered, I’m surely probably is the reason that i’m not aware of it I think it’s just you you y are born with it uh „*fucking bitch’ i was born black*“..um yeah so something you’re bald worth and then among...” (Tourettes Q&A. Duration 0.36-1.03)

When Tourette syndrome sufferers recurrence their tics, either motor or vocal tics, tics are produced involuntarily. The scene of the video has shown that Ryleigh revealed the kind of swearing or cursing phrases, the phrases „don’t hit me that’s abuse fuck off“ and „fucking bitch I was born black“ are identified as curse words. She did not mean to say those words (vocal tics), because the words did not produce under the control of her language production process through the brain until come to the surface as vocal tics. According to Van dulm theory, this type of vocal tics (Coprolalia) is determined as a language disorder, since the involuntary vocal tics emerge in her utterances.

Datum 6:



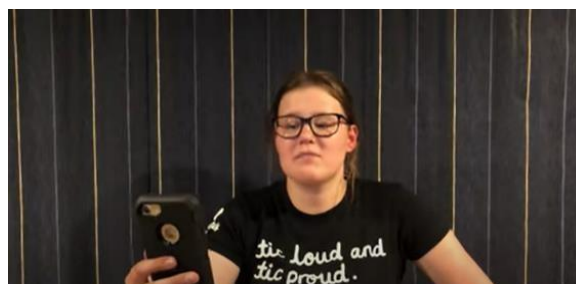
Real data:

Ryleigh: “(Read nursery rhyme twinkle twinkle) How i wonder what you are uh how tall you is *your dick big a haa uh*, up above the world so high like a diamond in my car bling bling..” (Nursery Ryhmes with Tourettes. Duration. 4.30-4.43)

The researcher has highlighted the tics in the form of Obscenity word that produced in her utterance. It was sound in the words „your dick big“, which means she uttered the obscene word (male genitalia). Regarding Indah N. Rohmani (2017), the pattern of Coprolalia has frequently sworn the obscenity word including shout out male genitalia.

In sum, Ryleigh indicates having a Coprolalia in her Tourettes tics. She can not control that obscenity word, because it was her tic whereas Tics are uttered involuntarily by the carrier. Therefore, this abnormality in Ryleigh’s language production is categorized into psychogenic language disorder. According to Van Dulm theory, the individual that has a disorder or unique deficit in her language processing system is included in the realm of Language disorder

Datum 7:



Real data

Ryleigh: “ (Read nursery Baa Baa Blacksheep) Baa baa black sheep have you any wool yes „fuck“ is ‘fuck’ ves master, three big v uh it“s not fucking cotton – three bags full one for the master one for the dame one for the little fuck who lives down the lane” (Nursery Rhymes with Tourette. Duration 5.11-5.25)

Purpose data:

Ryleigh: “Baa baa black sheep have you any wool, yes sir yes sir three bags full, one for the master one for the dame, one for the little bor who lives down the lane”

Based on the datum above, She expressed immensely swearing words among the sentences. It can be identified from the word „fuck“ that exists in the utterance. Nevertheless, she did not intend to say and repeat the swearing word of „fuck“, when her Tourette came to the surface she definitely can not control the tics, thus she said that word involuntarily. The researcher had been determined that Ryleigh encounters Coprolalia in her tics. Based on Van Dulm theory, Ryleigh gains the language disorder that is affected by her Tourette, which is proved by the existence of the abnormality in her language process.

b. Palilalia

Datum 8:



Real Data:

Lily: “ (Read the question) Do you know how your Tourette“s was triggered?

Ryleigh: “I have no clue how my tourette is triggered, I“m surely probably is the reason that i“m not aware of it I think it“s just you you you you are born with it uh fucking bitch i was born black..um yeah so something you“re bald worth and then among...” (Tourettes Q&A. Duration 0.36-1.03)

Based on the scene of the video above, Ryleigh communicated with her friend, named Lily, as the reader of questions. When Ryleigh attempted to answer the question, she repeated it excessively while saying the word „you“. The word „you“ that she had been repeated is one example of Palilalia. While she said the answer about how her Tourette was triggered, in the beginning, she could convey the utterances well. But, in the middle, Ryleigh duplicated the word „you“ four times before her explanation about how her Tourette is triggered was completed. Even she did not repeat her words, the sentence used to be more understandable, but her Tourette impacts the language

production. As regarded in Van dultm theory, this case is categorized as a language disorder and a specific type of clinical psychology of Palilalia symptoms.

Datum 9:



Real Data:

Ryleigh: “i“m a bit exhausted it“s tiring even though it does look triangular so whilst i“m doing it personally, i“m tensing my whole body bust doing doing it „uh“ it“s really really exhausting so if i“m at school and i“m doing it (she does not mean to say doing it again) , it“s just that“s why we“re taking class ...” (I had a Tic Attack: Duration. 4.00-4.55)

According to the video snippet above, Ryleigh produced the repetition of the word „doing“ excessively. Based on Mendez's theory, this case is classified as Palilalia Symptoms. She repeated the word „doing“ when she was explaining her exhausting condition while the Tourette appeared. The word „doing“ was repeated three times and revealed the word „doing it‘ again, while she did not mean to say that

word. Then, at last, she changed her utterances into what she exactly wanted to express. Thus, the repetition of the word „doing“ is expressed involuntarily is categorized as her Tics that known as Palilalia.

Datum 10:



Real Data:

Ryleigh: “I‘m at the mall I‘m sick and I‘m ready to take a nap...
Oh bomb, fuck uh patience patience patience.” (Tourettes in
Public: Duration. 0.50-1.05)

As regarded the utterances of Ryleigh in the video, it is analyzed that she repeated the word „patience“ excessively. The words „patience, patience, patience“ are another manifestation of Palilalia that was produced by her. Ryleigh repeated her own word of „patience“ three times involuntarily since she did not intend to reveal the word many times. This case is also categorized into Palilalia symptoms. Her Tourette syndrome made the tics come to the surface and influences the production of her language. According to Van Dulm“s theory, this

phenomenon is classified into language disorder, since the disturbance influences the inability of the language process.

Datum 11:



Real Data:

Ryleigh: “Big dick (tics) *gah, gah, gah*, you’re driving like *a cant, a cant* uhuh..” (Tourettes in Public: Duration. 6.45-6.59)

From the snippet of the video above, it is clear that Ryleigh produced unnecessary words of „gah“ and said the swearing word of „cant“ excessively. The words „*a cant a cant*‘ and „*gah gah gah*“ are parts of Palilalia that occurred in Ryleigh’s video. It is proved as Palilalia due to the repetition of the word „*a cant*“ two times and „*gah*“ three times which is classified as Vocal tics and she uttered those words involuntarily or uncontrolled words. Whereas, the vocal tics are in concert with her motor tics, which are facial grimacing and eye blinking. Thus, this Tourette syndrome’s symptom of Palilalia is identified as a type of Language disorder.

Datum 12:

Real Data:

Ryleigh: “(Reading nursery rhyme „hot cross buns“) this one“’s called Hot Cross Buns „uh“ fuck off ah give me the buns. (Try again) hot cross buns hot cross buns ..” (Nursery Rhymes with Tourettes. Duration. 0.51-0.54)

Datum 13:

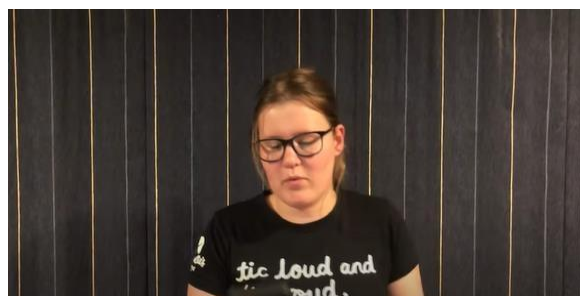
Real Data:

Ryleigh: “ We try again hot cross buns hot cross buns, one penny two pennies hot cross buns if you have no daughters give them to your sons one penny two pennies penny penny penny uh uh hot cross buns” (Nursery Rhymes with Tourettes. Duration 1.05-1.17)

Based on the two snippets of the video above, Ryleigh produced the phrase „*give me the buns*’ and the word „*penny*“ while she was trying to utter the rhymes properly. But, she revealed those words that were unnecessary to convey in the rhymes. She said the phrase „*give me the buns*“ inadvertently because it exactly does not emerge in the real of that nursery rhyme of „*Hot cross buns*‘. Moreover, she also repeated the word ‘*penny*’ excessively while the repetition of the word penny is not comprised in the rhyme, the word was replayed three times. Those words are a form of tics that were produced by her Tourette syndrome. Thus, the repetition is included of Palilalia, because she repeated her own words excessively.

Regarding Van dultm theory, a language disorder is defined when abnormalities in the language process exist and produce the deviation of language. Therefore, those phenomena of Ryleigh that was attached as the data above are identified as language disorder and classified as Palilalia.

Datum 14:



Real data:

Ryleigh: “(Read three blind mice nursery rhyme) three blind mice three blind mice, see how they run see how they run „run Freddy run Freddy Freddie boom-boom brmmh uh’, (try again) three blind mice three blind mice, see how they run see how they run uh „run run run“ they ran off...” (Nursery Rhymes with Tourette. Duration 1.26-1.39)

Regarding her struggling to read of three blind mice nursery rhyme in that video, while her Tourette syndrome influenced the language production, she could not reveal the nursery rhyme properly. Ryleigh repeated the word „*Freddie*“ and „*Run*“ which definitely is irrelevant with the correct rhyme. The word „Freddie“ was echoed two times and the word „run“ was replayed three times by her in that video. It was one of her Tourette syndrome symptoms, the words were said involuntarily and she could not control those unnecessary words. According to Van dultm, the existence of inability language production is characteristic of language disorder. Therefore, this case is included as a language disorder and that repetition is also involved as Palilalia since she repeated her own word excessively.

c. Echolalia

One of these types of Lalia is defined as the rehash or repetition of spoken language uttered by the interlocutor or other people. Like other forms of Tics, Echolalia in Tourette syndrome sufferer is

occurred involuntarily, they are aware of it but can not control what they are produced toward their tics, because Tourette syndrome influences the language production and also causes a broken in linguistics part.

Datum 15:



Real Data:

Zoe : “(Talking with Lily) Diana makes.....”

Ryleigh : “ (suddenly tics) woo Diana fucking domestic,. ”.

(Tourettes Q&A. Duration 1.15-1.20)

Concerning the conversation of the video above, when Ryleigh’s friend, Zoe, talked to Lily about Diana, Ryleigh suddenly echoed Zoe’s word toward „Diana“. Her tics appeared and produced the repetition of what her friend had been said. This tic is conveyed as Echolalia that experienced by her in that snippet of video. As regarded with the term of Echolalia, it is a reiteration of the interlocutor or other people’s words and the tics exactly emerged in an involuntary way. Ryleigh actually did not intend to produce that word, because she can not control her Tourette symptom to come to the surface. Thus,

according to Van der Lely theory, this abnormality of language production regarding her tics is categorized into a type of language disorder.

Datum 16:



Real data:

Zoe :“(Talk to another friend) Are these chicken?”

Ryleigh : “ (Tics appear) Johnny a ***chicken*** you fucking carnival, can you say cant..” (Tourettes Q&A. Duration 3.10-3.20)

Based on that video, Ryleigh repeated her friend’s word, even she did not talk with her, she only heard that. The repetition of the word „chicken“ is the type of Echolalia that Ryleigh has because she was repeated other people's words unintendedly. The involuntary vocal tics of „chicken“ that produced is one of the forms of Tourette syndrome symptom. Thus, when she started to imitate her friend’s words, it was a sign that her Tourette came to the surface and distract her language process or production. According to Van der Lely, the existence of abnormality in language production is included in

language disorder, thus this phenomenon is one of the types of language disorder.

Regarding two data of Echolalia that had been mentioned above, the phenomena indicate the disfunction of language process and acquisition. Due to the excessive words that are produced by her Tics and actually those words do not have any meaning in her utterances, because she revealed the word involuntarily.

d. Stuttering

Regarding WHO's notion against Stuttering, WHO revealed that Stuttering is a disability and it was popular in 1977. The World Health Organization had been completely defined that Stuttering as the disorders engaged with the rhythm of speech, in which individual realizes literally what they want to say, but simultaneously they are unable to convey it because of an involuntary, recession of a sound or repetitive prolongation (Robertson et al., 2009). Stuttering is commonly uttered with halting or sudden stop, and chaotic. It is usually the repetition of the first syllable or the following syllable, and the sentence can be completed after saying those words successfully.

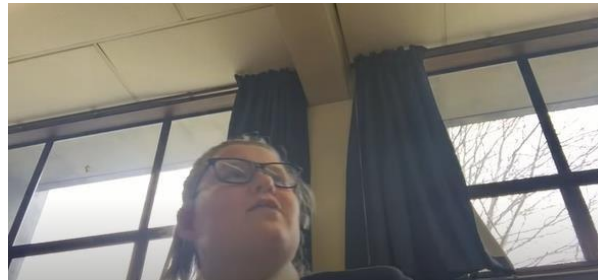
Datum 17:



Real Data:

Ryleigh: “ unfortunately there is no cure for Tourettes there is way uh „fuck off“ there is ways that you can help it though at the moment I“m doing CBT which is cognitive behavior training which is where they basically teach me technique to hold bit my tics or like suppress them enough hmm yes th the there’s one way to help we“re not..” (Tourettes Q&A. Duration 3.27-3.3.48).

In accordance with the snippet of the video, it is implied that there is a word that she was hard to say, she stuttered the first syllable of the word „there“. The words „th th there“s“ is patterned of Stuttering that Ryleigh has. In that video, Ryleigh explained the treatment of her Tourette syndrome. When she attempted to say the words There is, but her Tourettes tics involuntarily shaped the stuttering into the language process, thus she could not say it properly. According to Van Dulm's theory, when the inability appears in the language production, it is concluded as a Language disorder. Therefore, this case is one of the language disorder types.

Datum 18:

Real data:

Ryleigh: “ Fuck, wo wowoowoo, do they have the same capac
capacity brain capacity of the ESCO Pittacus?. Oh Australia
similar” (Tourettes in class. Duration 5.25-5.38)

Purpose data :

Ryleigh: “Do they have the same brain capacity of the ESCO
Pittacus?, Oh Australia similar”

In the snippet of the video above, it is identified that Ryleigh produced one of the types of disabilities in producing language, which was stuttering. The repetition of the first syllable „capacity“ in her utterances was emerged and classified into types of abnormality language production. This deviation is shaped by her Tics, she did not intend to reveal the repetitive syllable. It has occurred in an involuntary way. According to Van Dulm's theory, this phenomenon is involved in the type of language disorder, because the disability of language production emerges in her utterances.

2. The disfunction Brain Area of Tourette Syndrome toward Language Disorder

Language production implicates a complex part of the human brain. According to Van Dulm's notion about language production, the language process in the brain is actively involved in three pivotal parts in the left hemisphere of the brain. The first is Wernick Area, this area has an important function in comprehending language, it is mainly involved in recognizing speech patterns, where the words will be selected to be revealed in utterance. Afterward, the Broca area is built the grammatical form of the utterances, the grammatical in the speech will be arranged in this area. The last part is the Supplementary motor area, the occurrence of language control of the utterances is processed here. Where this area is monitoring the result of spoken language.

Concerning those main parts of the brain in the language process, Tourette Syndrome carriers gain the disturbance on the brain part that can influence the ability of their language disorder. In accord with Ellen Prima (2016), Tourette syndrome creates some damage to the human brain in the neurotransmitter area. Thus, the transference of information to the neuron system especially in the Supplementary Motor Area is possible to disrupt. In sum, the individual with Tourette's syndrome will gain the impaired incapability of language disorder.

The human cerebrum consists of two parts, that also known as the left and right hemispheres. The ability to produce language is located in the left part of the brain. Regarding the previous passage, in sum, the areas of Wernick, Broca, and Supplementary motor are the essential parts of the language process. Whereas, the conception of making information that will be spoken and selecting the suitable lexical concept is the function of the Wernick Area. Also, the Broca area has a function to set the grammatical aspect of language. While the supplementary motor area has a function to control the speech organ, thus the language is produced from the result of accepted impulse from the Wernick and Broca Area.

a. Wernick Area

This area has a function in conceptualize the utterances, thus if someone does not have damage in this area, the utterances will be conceived properly.

Datum 19:



Real Data

Lily : “(Read a question) Quick question, what makes you say that certain word, swear word or action?”

Ryleigh: “ I think it’s just random to be honest i do have a bit of potty mouth, so i feel like that’s why oh so aggressive „uh fucking cant“. Yeah I think it’s just random I guess it depends on the person and what kind of tics they have, i know i had some tourettes, um they have a meowing tic because they worked on the cannery..”

Based on the sentences delivered by her in that video above, it can be identified that her Wernick area has the proper capability to concept the utterances that will be produced. It is proven by her coherence from one sentence to another. It was formed coherent words and sentences. She was capable to arrange and connect all the sentences. She could reveal the intention of what her sense and mind produced to be a coherent sentence. This is the following analysis from her utterance:

The utterance:

Ryleigh: “ I think it’s just random to be honest i do have a bit of potty mouth, so i feel like that’s why oh so aggressive „uh fucking cant“. Yeah I think it’s just random I guess it depends on the person and what kind of tics they have, i know i had some tourettes, um they have a meowing tic because they worked on the cannery..”

The coherent sentences were built in these keywords:

Answer the question > Explain her tics > Explain the possible tics that TS possibly has

While her friend had given a question, she probably had understood what the question mean and answered it properly. She could explain and the answer was connected with the question. After revealing her type of tics, then she explained to other person tics. These sentences are correlated to each other, between the question and answer, and all her utterances toward the tic. Therefore, it proves that her Wernick Area works properly and well

Datum 20:



Real data:

Ryleigh: “ It’s the reason I’m quiet well right now I’m a bit exhausted it’s tiring even though it does look triangular so whilst I’m doing it personally I’m tensing my whole body bust doing doing it,it’s really really exhausting, so if I’m at school and I’m doing it, it’s just that’s why we’re taking class, so I mean if I ever

Tics on class I definitely leave because that is really hard for other students..” (I had a tic attack. Duration 4.44-5.09)

Regarding the snippet of the video above, she delivered the proper meaning of all sentences, the sentence was correlated from one to another. It can be concluded that Ryleigh’s Wernick Area is capable to organize and concept the message of mind and senses that will be expressed. It proves by the understandable words and sentences that she was produced in the video. She was accomplished to connect from the first sentence until her utterances were complete. Take a look the following analysis:

Purpose data:

Ryleigh: “so if I’m at school and I’m doing it (Tics), it’s just that’s why we’re taking class, so I mean if I ever Tics on class I definitely leave because that is really hard for other students..”

The keywords of coherent sentences:

In the school > Doing Tics > Don’t want to bother her friend > Leave the class

She revealed the explanation about her severe Tics. The tics would be better calm if she had been produced so many tics before. In the first sentence, she said that if she was at school, it means that she is

in a public place where there are a lot of students around her. Then, she also stated that if she was doing excessive tics in the school. The notion indicates that she could probably do tics everywhere, thus she did not want to bother other friends with her tics. Therefore, she would leave the class, which had been stated in her last sentence. It is identified from among the first until the last sentences are coherent utterances. Because the meaning of the sentence relates to each other. Therefore, the Wernick area of Ryleigh as a Tourette syndrome sufferer has a good function and works properly.

b. Broca Area

This one part of the left hemisphere of the brain has an essential function in acquiring language. The proper language will have occurred if this Broca area can work properly with Wernick and the Supplementary motor area. As the previous explanation, the Broca area has a function to arrange the grammatical part of the language process. These are the analysis of the Broca area in Tourette syndrome carrier, Ryleigh, in her video on Youtube.

Datum 21:

Real data:

Ryleigh: “ I have no clue how my tourette is triggered, I’m surely probably is the reason that I’m not aware of it, I think it’s just you you are born with it..” (Tourettes Q&A. Duration. 0.44-0.56)

According to the real data above, she can arrange the grammatical role of all sentences correctly. As a Tourette syndrome carrier, it identifies that her Broca area has a proper function to monitor and set the grammatical pattern of the language process. It has been proved by the structure of the sentences, this is the following analysis:

Ryleigh: “I have no clue how my tourette is triggered, I’m surely probably is the reason that I’m not aware of it, I think it’s just you you are born with it..”

Those two sentences that were highlighted by the researcher will be analyzed grammatically:

I + have + no clue + how my tourette is triggered

= S + Verb1 + O + Comp

= Simple Present Tense (Positive verbal)

I + am + not + aware + of + it

= S + to be + not + Adj + Comp

= Simple Present Tense (Negative nominal)

Regarding those two structures of sentences, it is implied that she was able to utter the sentence with proper grammar to convey her feeling or activity. Moreover, Ryleigh is capable to apply the correct tenses at the appropriate time. Even her tics have still appeared in the middle of her utterance, she was able to conform and produce the correct grammatical structure in her language. Thus, it is identified that her Broca Area does not influence any disturbances regarding the grammatical role of her language process was proper enough and syntactically arranged.

Datum 22:



Real data:

Ryleigh: “ today I’m going to Christchurch so we’re gonna go around some shopping moves on there and we’ll just see how my tics are, well now I’m a little bit nervous..” (Tourettes in Public. Duration. 0.11-0.18)

As regarded in her utterance above, she is capable to manage her language in grammatical aspects against her Tourette symptom. The Broca area in her brain part is able to set and plan the grammatical roles, it is proved by these structures of sentences that will be analyzed in the analysis below:

Purpose data:

Ryleigh: — today I’m going to Christchurch so we’re gonna go around some shopping moves on there and we’ll just see how my tics are, well now I’m a little bit nervous..”

Today + I + am + going + to Christchurch = Adv of time + S + to be + going + to + Comp = Future Tense (Verbal sentence)

We + are + going + to + Go around = S + to be + going + to + V = Future Tense (Verbal sentence)

We + will + just + see How my tics are = S + Will + adverb + V¹ + Comp = Future Tense (Verbal sentence)

From those three sentences, the researcher determines that Ryleigh can produce the sentence with proper grammar for revealing her feeling or activity from her mind and senses through her brain. Ryleigh is able to arrange the correct tenses in appropriate conditions. In the video, She would go to the Mall with her mom and brother, in the car before arriving, she started to record herself and she explained that she was going to the mall by using „going to“ or „will“ which indicates simple future tense. Moreover, she also can build a syntactic function properly in her utterances. Therefore, Her Broca area“s function works in a proper way and her tics do not influence the grammatical aspect of language in the carrier.

Datum 23:



Real data:

Ryleigh: “ I got Indian and I called the guy serving me a curry mulcher, he didn‘t hear me but I needed..” (Tourettes in Public. Duration. 1.29-1.41)

Datum 24:



Real data:

Ryleigh: “Can you walk a little faster feel like We’re all waiting for you Shelley, We just brought a new mic azomite coming soon”
(Tourettes in Public. Duration 2.54-3.02)

Concerning the datum 3 and 4 that had been attached above, it is implied that her Broca area is capable to manage and set the grammatical aspect of her language. It is proved by the structure of her utterances, these are the following analysis:

Can + you + walk + = Modal aux.verb + S + = Simple Present Tense

A + little + faster V¹ + Artc.+ Adv + Adj

We + are + all + waiting = S + to be + adv + Ving = Present Continues

For + you +Shelley Prep + Obj + Comp Tense

We + Just + Brought + = S + Adv + V² + Artc = Simple Past Tense

A + New + Mic Adj. + Noun

Based on the structure that had been analyzed above, she produced all the sentences with proper grammar rules to deliver her expression. Ryleigh is capable to arrange accurate tenses in an exact condition. She pursued the correct tenses for applying in her language, instead, she has Tourette syndrome, which can influence her language process. But, she could maintain the grammatical role in her utterance, which is her Broca area completely works as well and has a proper function to set a grammatical aspect of language.

Thus, from all data toward Broca area's analysis against her language process, it is concluded that her tic does not influence any disturbances to the Broca area in producing language.

c. Supplementary Motor Area

Goldberg (2016) stated against Supplementary Motor Area (SMA), this area has an essential function in the intentional process whereby the elaboration of action is influenced by the internal context of SMA. It may be examined as a psychogenetically motor cortex. The SMA is crucial in the programming and execution to make the action fluent. Whereby, the result of utterances are managed in this area and controlling the language production process. These are the following analysis concerning the function of Ryleigh's Supplementary Motor Area as a Tourette Syndrome carrier:

Datum 25:

Real data:

Ryleigh: “ (Read nursery rhyme of three blind mice) Three blind mice, see how they run, see how they run *uhh run run run uhh uh* they ran off *the fucking* farmers *what fuck*” (Nursery Rhymes with Tourette. Duration 1.35-1.44)

Purpose data:

Ryleigh: “Three blind mice, see how they run, see how they run , they ran off the farmers ..”

Regarding the snippet of the video above, it is obvious that She can not control the unnecessary words that exist in her utterances. There are words „*uhh run run run uhh uh*“ between the second and the following stanza that was not coherent with the correct rhyme. Therefore, the intentional meaning of her utterances is unclear by those unjustified words.

The researcher had highlighted the inappropriate words in her utterances, there are words „uhh run run run uh uhh“, „the fucking“, and „what fuck“ in her utterances while she was reading nursery rhyme of

three blind mice. Thus, she read the rhyme improperly, since her tics occurred in the middle of her reading and distract the meaning of the rhyme. Furthermore, she produced those words involuntarily and she obviously can not control the incoherent words that can make the meaning of the rhyme is improper. In sum, it can be concluded that her Supplementary Motor area as the monitor and controller of the speech organ has dysfunction in uttering the language, which means her Tourette syndrome influences the disturbance of the SMA and affects in development of the language process.

Datum 26:



Real data:

Ryleigh: “ (Reading twinkle twinkle little star) Twinkle twinkle little card, twinkle you cant, how i wonder what you are so hi hi hi hi uh fuck, this one“s too long” (Nursery Rhymes with Tourettes. Duration 2.02-2.18)

Purpose data:

Ryleigh: “Twinkle twinkle little star, how i wonder what you are, this one“s too long”

Based on her utterances above, when Ryleigh attempted to read a nursery rhyme of *twinkle twinkle* properly, her tics came to the surface and distract it. She is unable to control those improper words. There are words of *'card'* *'cant'* and *„so hi hi hi haiii uhh fuck'* which did not coherent among the stanzas. Thus the intentional meaning of her utterances are vague by those words.

Regarding the inappropriate words that emerge in her utterances, it is viewed that those words did not contribute to constructing the proper structure of the sentence, the words were disrupted instead. The exact sentence is used to be *„twinkle twinkle little star“*, but she changed the word *star* with *„card“* and *„cant“*. It is one of the patterns of her tics that caused her Tourette symptom. She revealed those words involuntarily, thus she produced the words in unexact time. Also, she can not handle and control it that made the irrelevant words with the meaning of the rhyme.

Concerning this case, it can be concluded that she has damage in the Supplementary Motor Area which has a function as a monitor of the speech organ that caused the disturbance of her language process. In sum, Tourette syndrome can influence the supplementary motor area in acquiring language. Therefore, her tics can be caused by the abnormality that emerges in Supplementary Motor Area.

Datum 27:

Real data:

Ryleigh: “ (Read Wee Willie Winkie nursery rhyme) Wee willie winkie runs through the town „which was will yeah“ Up stairs and down stairs in his night-gown, tapping at the window, crying through the lock „huh what I cant“ „” (Nursery Rhymes with Tourettes. Duration 2.25-2.36)

Purpose data:

Ryleigh: “Wee willie winkie runs through the town, Up stairs and down stairs in his night-gown, tapping at the window, crying through the lock „”

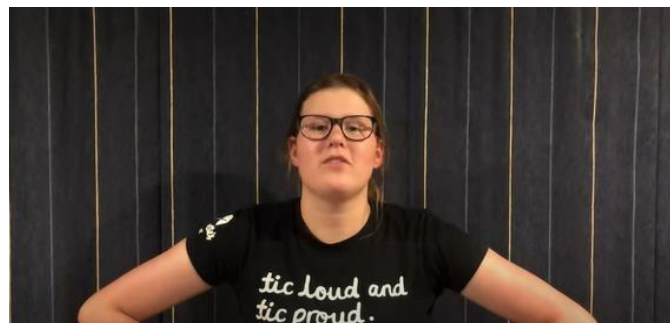
The researcher was highlighted the phrase that definitely does not have any meaning toward the real sentence about that nursery rhyme. Ryleigh is not capable to hold the tics that were produced become unnecessary phrases in that part. The phrases are obviously not coherent with other sentences, so the purpose intention of her utterance

is unclear which is caused by the distraction of those inappropriate words. To underpin the analysis, see the following explanation.

Two unnecessary phrases: **Which was will yeah** and **huh what I cant**

Those phrases exist among other stanzas of Wee Willie Winkie's nursery rhyme, that exactly does not need to convey in the content. While she uttered the phrases, she encountered the disturbance of the language process caused by her tics. The real rhyme is used to be „Upstairs and downstairs in his night-gown, Tapping at the window, crying through the lock „, the phrases „***Which was will yeah and huh what I cant*** „, are used to be omitted to gain the correct parts of that nursery rhyme. She produced those irrelevant phrases because she can not control them, which made all her utterances were not coherent and affects the unclear meaning of the rhyme. According to this case, it can be classified that her controller language part of the speech organ in the brain, which is placed in the Supplementary Motor Area gains the disturbance that can make this area does not work properly.

Datum 28:



Real data:

Ryleigh: “(Read nursery rhyme twinkle twinkle) How i wonder what you are *uh how tall you is your dick big a haa uh*, up above the world so high like a diamond in *my car bling bling..*” (Nursery Ryhmes with Tourettes. Duration. 4.30-4.43)

Purpose data:

Ryleigh: “How i wonder what you are, up above the world so high like a diamond in the sky”

It can be seen from the data above when she attempted to read the nursery rhyme, there are some disrupted words that produced the real rhyme. It is identified that Ryleigh is not able to control her tics in the utterances. The tics made the stanza has not comprehensive structure and meaning. Also, it has been analyzed that those inappropriate words are the pattern of her tics which are influenced by the Tourette syndrome symptom. These are the improper words that existed in her utterances:

uh how tall you is your dick big a haa uh and *my car bling bling‘*

In the video, she produced the phrase „*uh how tall you, is your dick big a haa uh*“ after she revealed the precise stanza, but she could not control her tics in the following then made that phrase. Moreover, when she attempted to continue on the following stanza „like a

diamond in the sky“, she involuntarily changed the last word that made by her tics become „*like a diamond in my car bling bling*“, which is not proper with the real stanza. Those words had changed the correct meaning of the rhyme. Thus, it can be concluded that Ryleigh“s Supplementary motor area is influenced by her Tourette syndrome, can not hold her tics while she revealed that rhyme, therefore the inappropriate word exists in that video.

Datum 29:



Real data

Ryleigh: “ (Read nursery Baa Baa Blacksheep) Baa baa black sheep have you any wool yes „*fuck*“ is *‘fuck’ yes master’*, *three big v uh it’s not fucking cotton* – three bags full one for the master one for the dame one for the little *fuck* who lives down the lane”
(Nursery Rhymes with Tourette. Duration 5.11-5.25)

Purpose data

Ryleigh: “Baa baa black sheep have you any wool, yes sir yes sir three bags full, one for the master one for the dame, one for the little bor who lives down the lane”

Concerning Ryleigh’s utterance in the video, it is implied that she can not control her tics to not produced. When she attempted to read the nursery rhyme of Baa Baa black sheep, her tics emerged that made not coherent among the sentences. Thus, the exact meaning of the rhyme did not convey properly by her, because the improper words existed. The words are included in her tics pattern, She frequently produced swearing or obscene words because of her tics. In sum, she probably would have difficulty in uttering a perfect sentence, she needs so much effort.

These are the words that exactly disrupt the real rhyme:

„fuck“, ‘fuck’ yes master, three big v uh it’s not fucking cotton and fuck

Those words are identified as uncontributed words in the rhyme because they do not have any meaning regarding the real stanzas. The words are distracted the rhyme instead. In the second stanza, it used to be „yes sir yes sir three bags full“, but she conveyed and changed it into „yes fuck’ is fuck’ yes master“, three big v uh it’s not fucking cotton – three bags full“. The researcher had been identified that those

inappropriate words are affected by her Tourette syndrome, so she can not hold them. The stanzas are being incoherent and the intentional meaning is being blurred. Therefore, it can be concluded that Tourette affected her Supplementary Motor Area, which made her produce an improper word in unexact time. There is a deviation language processing system in her Supplementary Motor Area, that can make the SMA do not work properly.

B. Discussions

This part will discuss the ideas from all findings that have been analyzed above and emphasize the notions or answers to the research question. Moreover, the discussion will also adopt the interpretation of the researcher due to the findings of language disorder in Tics^o Tourette Syndrome viewing from a psycholinguistics perspective and analysis. This part also conveys an overview of how the findings are relevant to the theory.

Regarding the analysis in the findings, Ryleigh as a TS character gained four types of language disorder, those are Coprolalia, Palilalia, Echolalia, and Stuttering. It is identified that in the realm of vocal tics, she produced tics in the type of psychogenic language disorder. She also has a dominant tics in Coprolalia than the other type. It was proved that Ryleigh produced numerous Coprolalia during her speech. Concerning the data of the findings, while she was revealing her utterances, Ryleigh could not control her involuntary obscenity or swearing words during her speech. She was attempted to repair her utterances without

producing those words, but she could not. She was still producing the tics. This is relevant to Van Dulm's recent study which explained that the emergence of abnormalities in the language process is involved in language disorder. Thus, it is proved that her Tics are a form of language disorder. Furthermore, the disturbance is caused by the damage of the brain function placed in the left hemisphere. Regarding the three parts of the brain Function, The tics of swearing words (involuntary tics) are appeared by the dysfunction of the Supplementary motor area, because the tics are involuntary or uncontrolled words that should be governed by the supplementary motor area. Thus, her tics which conclude as Coprolalia are caused by the damage of Ryleigh's Supplementary motor area.

Furthermore, it also occurs in other people with Tourette's symptoms, people with TS frequently appeared with Coprolalia. Nevertheless, regarding all the types of psychogenic language disorder, Ryleigh as a TS carrier did not produce the type of spoiled speech, flirtatious speech or others lalia, such as Glossolalia, Xenolalia and Agitolalia. She solely could not control her tics, besides Coprolalia, Ryleigh's tics also appeared in the form of Palilalia, she can not control to repeat her own word excessively includes articulation of word or phrase beyond the outside of the normal condition. Ryleigh realizes the condition but can not afford to control the repetition of the words. It is proved by the theory concerning the findings that Ryleigh produced Palilalia disorder as some people with TS. They often repeated the words excessively, the words do not have any meaning instead. See this following example when she produced Palilalia.

Ryleigh: “ We try again hot cross buns hot cross buns, one penny two pennies hot cross buns if you have no daughters give them to your sons one penny two pennies penny penny penny uh uh hot cross buns”

The example shows that Ryleigh in her video which entitle Nursery Rhyme with Tourettes repeats the word of “penny” excessively. Ryleigh’s language process is unable to control it, because she gets Palilalia of Language disorder. The case also inevitably engage with the damage of her brain function which is able to make a perfect utterance. Concerning the function of three left hemisphere parts, Supplementary motor area has a function to control the process of utterances, thus Ryleigh has a dysfunction in Supplementary motor area, because she can not control to not producing repetition of words excessively.

Another sub-type of psychogenic language disorder that Ryleigh’s has from the findings are Echolalia and Stuttering. The symptomp of Echolalia appeared when Ryleigh was doing a conversation with her friend. In the video which entitled Q&A with Tourettes. At the moment, she repeated one of her friend’s utterance, see this following example.

Zoe :“(Talking with lily) Diana makes ”

Ryleigh: “ (suddenly tics) woo Diana fucking domestic,. ”

It is proved that Ryleigh involuntary repeats zoe’s word, instead, that word is unnecessary to reveal. It is shown that there is an abnormality of language process in her utterance as her Tics pattern. Van Dulm’s theory also revealed that the emergence of the abnormality in language production includes as Language

disorder. Thus, her tics of Echolalia is found as the type of her language disorder. Moreover, The production of her tics is caused by the disturbance in one of part of her left hemisphere of the brain. There are three parts of the brain, and the part which has a function to control the final step of the utterances is Supplementary Motor Area. Thus, seeing the issue, Ryleigh could not control her tics as Echolalia. It is proved that her Supplementary Motor area is damage and caused the disorder in her language process.

On the other hand, the researcher also found the stuttering symptom in her tics which involves in psychogenic language disorder. Its is similar with Bloch and Lekman's research (2009), which stated that one of tourette syndrome symptom is stuttering. The occurrence of stuttering is pattern of her tourette's tics which can caused by the dysfunction of the brain part. Comparing with Mendez's theory of language production (2018), it is proved that there is the disturbance in her language process. The findings had shown that she frequently stuttered the first syllable in her utterances that she could not control the stuttering. Thus, her Supplementary motor area is not supervised well in language process, so, her supplementary motor area is the one dysfunction part of her brain area which impacts the language production.

From the classification above, WHO (World Health Organization) revealed that TS' tics with swearing, or repeating other's words are included as complex tics, not simple tics. Therefore, like a Tourette Syndrome character, Ryleigh Hawk is categorized as TS with Complex tics. It rarely happens with TS carriers in the world. Moreover, the tics are appeared due to the damage of the

brain function. Regarding the findings, Ryleigh got a deviation of language is caused by the disturbance of her Supplementary Motor Area, meanwhile, her Wernicke and Broca Area has a proper function and do not cause the disorder. Because, it was implied that she solely could not control her involuntary tics, but in the part of answering and revealing the intention of her mind and senses was properly produced.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter is distributed with a conclusion and some suggestions regarding the findings of the analysis. It portrays the discussion of finding in the previous chapter. Besides, this chapter involves suggestions to the readers and following researchers who are interested in unpacking this case.

A. Conclusions

The researcher discovers the language phenomena specifically in the realm of individuals with Tourette Syndrome carrier named Ryleigh Hawk and analyzed the language disorder aspect that is related to the type of psychogenic language disorder in the language processing system. Also, This research profoundly provides the case of language disorder experienced by Ryleigh Hawk. She shares her daily activity through video and posted on Youtube. Thus, the researcher obtained the data from the glimpse of her Youtube videos.

Based on the previous discussion, there are several core points that will be conveyed in this chapter. Ryleigh experienced two types of language disorder in the Psychogenic language disorder category as Tourette Syndrome carrier, those are Lalia and Stuttering. Also, In Lalia, She solely encountered Coprolalia, Echolalia, and Palilalia as a sub-type of language disorder.

Regarding the phenomena, Ryleigh as a Tourette Syndrome carrier is genuinely capable of comprehending the interlocutor's utterance and also can respond to the utterances. Nevertheless, she can not manage and control the whole words that she is going to reveal. Thus, she frequently produces some words or phrases that are not coherent or related to the topic. Her Tourette symptom influences the disorder in the language process throughout the disfunction of the impulse system in the brain. Moreover, Tourette syndrome impacts the impulse of the Supplementary Motor Area which has a function to deliver information. Thus, in processing language, Ryleigh obtained the disfunction in the Supplementary Motor Area of her brain which involves in language production. While her Wernick and Broca area has a proper function in acquiring language process.

B. Suggestions

The researcher would like to convey the suggestions for anyone to not always give a bad reaction while encountering someone with Tourette Syndrome, because their Tics that in the pattern of swearing, cursing, or obscenity words are produced involuntarily. The sufferer deserves to treat normally like other people without the disease. The researcher also shows to everyone who is always blinking eyes, doing facial grimaces producing improper words excessively, those are including one of Tourette Symptom, and as much as possible directly treated by medical experts.

Furthermore, the researcher also attempts to suggest to the following researcher, specifically those who are interested in analyzing rare cases like this

symptom. There are so many studies that unpack Tourette Syndrome in the medical aspect, but slight research in the linguistics or language realm. Therefore, the researcher suggests anyone attempt analyzing deeper understanding toward Tourette Syndrome in linguistics phenomena.

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CURRICULUM VITAE

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APPENDIXES

This part is about the data that prove how Tourette Syndrome affects language disorder. It also had been analyzed in the previous chapter that Ryleigh as a Tourette syndrome carrier gained language disorder because of the emergence of abnormality in her brain part, these are the classification of the language disorder types that occurred in Ryleigh’s video:

No.	Utterances	Video & Duration	Type of LD
1.	“Georgie Porgie <i>fucking woo</i> , putting him pie kissed the girls <i>lesbian</i> and made them cry”	Nursery Rhyme with Tourette, 00.18-0028	Coprolalia
2.	“ <i>Fattest fuck</i> , if he had no daughters give them to your sons, <i>uh what the fuck</i> ”	Nursery Rhyme with Tourette, 00.58-01.08	Coprolalia
3.	“for calf the tails with a carving knife I’m still <i>fucked up a haa</i> ”	Nursery Rhyme with Tourette, 01.45-01.56	Coprolalia
4.	“Rub a dub-dub three men in the tub <i>that’s fucking gay a ha friendship anal a ha</i> “	Nursery Rhyme with Tourette, 03.11-03.16	Coprolalia
5.	“All your children of God except <i>one fucking</i> in this little lamb”	Nursery Rhyme with Tourette, 03.44-03.50	Coprolalia

6.	“I’ve been to London look at <i>the Queens vagina</i> , first..”	Nursery Rhyme with Tourette. 05.41-05.46	Coprolalia
7.	“Was a <i>cock horse</i> , what’s a <i>cock horse, cock ring</i> a ha”	Nursery Rhyme with Tourette. 5.52-6.10	Coprolalia
8.	“Along came the wind and blew them into his <i>aha</i> <i>vagina</i> ..”	Nursery Rhyme with Tourette. 06.17-06.21	Coprolalia
9.	“Poor old Mitchel Mitchel mike <i>fuck</i> began again”	Nursery Rhyme with Tourette. 06.19-06.24	Coprolalia
10.	“Little Miss Muffet sat on her tuffet eating apart for <i>fucking</i> <i>sperm in it</i> ..”	Nursery Rhyme with Tourette. 06.27-06.34	Coprolalia
11.	“A big fit spoiling him sit on the side, who she ate <i>that</i> <i>fucking thing</i> a ha..”	Nursery Rhyme with Tourette. 06.31-06.36	Coprolalia
12.	“There was not lady who lived in the shoe, she had kids, she <i>fucking lost her dick</i> ..”	Nursery Rhyme with Tourette. 06.38-06.42	Coprolalia