

**PSYCHOLINGUISTIC ANALYSIS ON COMMUNICATION  
ACCOMMODATION OF ADULT WITH TOURETTE  
SYNDROME SPEECH ON EVIE MEG'S  
YOUTUBE CHANNEL**

**THESIS**

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**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2025**

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**THESIS**

Presented to  
Universitas Islam Negeri Maulana Malik Ibrahim Malang  
In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

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MALANG  
2025**

### STATEMENT OF AUTHORSHIP

I hereby declare that I am the sole author of the thesis entitled **“Psycholinguistic Analysis on Communication Accommodation of Adult With Tourette Syndrome Speech on Evie Meg's Youtube Channel”**. I do not use any other sources other than those listed in the bibliography and identified as references.

Malang, 05 June 2025

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## APPROVAL SHEET

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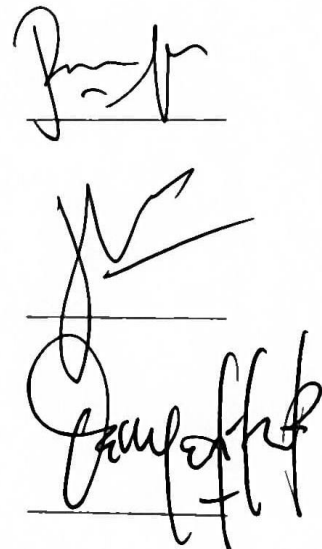
This is to clarify that Vionna Adzkia Putri's thesis **"Psycholinguistic Analysis on Communication Accommodation of Adult With Tourette Syndrome Speech on Evie Meg's Youtube Channel"**. Has been approved by the board of examiners as the requirement for the degree of Sarjana Sastra (S.S).

Malang, 05 June 2025

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## **MOTTO**

*“Everything that is or was began with a dream”*

## **DEDICATION**

I dedicate this thesis to myself, my parents and siblings.

## **ACKNOWLEDGMENT**

First of all, I would like to say greatest thank to ALLAH SWT for all of the blessing given and also for the mercy, so that I can finish my thesis well. I also say thank to the prophet Muhammad SAW for the guidance.

Secondly, I would like to express my deepest gratitude to my mother, who always prayed for me, cheered me on, and patiently listened to my struggles throughout my academic journey. My deepest gratitude also goes to my father for his endless support, both emotionally and financially, which made this thesis possible.

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## ABSTRACT

**Putri A, Vionna** (2025) *Psycholinguistic Analysis on Communication Accommodation of Adult Tourette Syndrome Speech on Evie Meg's Youtube Channel*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Prof. Dr. Rohmani Nur Indah, M.Pd.

*Keywords: Psycholinguistic, Communication Accommodation, Tourette Syndrom*

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Communication accommodation often occurs in social interactions, particularly for Individuals with communication disorders such as Tourette's syndrome who face significant speech challenges and involuntary tics. This study aims to understand the communication accommodation strategies carried out by individuals with Tourette syndrome to manage the challenges that arise due to tics and how they create a positive relationship with the viewers despite being hampered by their tics symptoms. This research uses descriptive qualitative because it focuses on describing the analysis and interpretation of the research subject, Evie Meg, a female YouTuber. Communication accommodation theory by Giles (1973) is applied in this study to explain how Evie Meg's with the disorder of her various tics adjusts her communication during interactions in the digital sphere. with three main strategies in this theory namely convergence, divergence, and maintenance, the results of the study found that Evie primarily uses maintenance by continuing conversations naturally despite tics (e.g., head jerks, vocal outbursts). Convergence occurs when she adapts to viewers such as explaining her tics or apologizing to maintain empathy, while divergence appears in boundary-setting (e.g., addressing disrespectful comments). Despite speech interruptions, these strategies help her sustain engagement and build rapport with her audience. The study highlights how individuals with Tourette's navigate communication barriers in digital platforms, offering insights into adaptive strategies for inclusive interactions.

## ABSTRACT

للبالغين توريت متلازمة خطاب في التواصل استيعاب حول نفسي لغوي تحليل (2025) فيونا ، أ بوتري  
إسلام جامعة ،الإنسانية العلوم كلية ،الإنجليزي الأدب قسم .جامعية رسالة .ميج إيفي يوتيوب قناة على  
الطب في دكتوراه ،إنداه نور رحمانى .د البروفيسور المشرف .مالانج إبراهيم مالك مولانا نيجيري

توريت متلازمة ،التواصل التكيّف ،النفسي اللغوي التكيّف :المفتاحية الكلمات

الذين للأفراد بالنسبة خاصة ،الاجتماعية التفاعلات في التواصل التكيّف يحدث ما غالباً  
في كبيرة تحديات يواجهون الذين توريت متلازمة مثل التواصل اضطرابات من يعانون  
التواصل التكيّف استراتيجيات فهم إلى الدراسة هذه تهدف .اللاإرادية والتشنجات الكلام  
التشنجات بسبب تنشأ التي التحديات لإدارة توريت بمتلازمة المصابون الأفراد ينفذها التي  
التشنجات أعراض بسبب إعاقتهم رغم المشاهدين مع إيجابية علاقة خلق وكيفية اللاإرادية  
وتفسير تحليل وصف على يركز لأنه الكيفي الوصفي المنهج البحث هذا يستخدم .اللاإرادية  
التكيف نظرية تطبيق يتم .اليوتيوب مستخدمى من أنثى وهي ،ميج إيفي ،البحث موضوع  
تعاني التي ميج إيفي قيام كيفية لشرح الدراسة هذه في (1973) جايلز وضعها التي الاتصالي  
الرقمي المجال في التفاعل أثناء تواصلها بتعديل المختلفة اللاإرادية التشنجات اضطراب من  
على والمحافظة والتباعد التقارب وهي النظرية هذه في رئيسية استراتيجيات ثلاث خلال من  
مواصلة خلال من الأول المقام في الصيانة تستخدم إيفي أن الدراسة نتائج وجدت ،التعاطف  
،الرأس هزات مثل) اللاإرادية التشنجات من الرغم على طبيعي بشكل المحادثات  
التشنجات شرح مثل المشاهدين مع تتكيف عندما التقارب يحدث .(الصوتية والانفجارات  
سبيل على) الحدود وضع في التباعد يظهر بينما ،التعاطف على للحفاظ الاعتذار أو اللاإرادية  
هذه تساعد ،الكلام مقاطعات من الرغم وعلى .(المحترمة غير التعليقات معالجة ،المثال  
الضوء الدراسة تسلط .جمهورها مع علاقة وبناء المشاركة على الحفاظ في الاستراتيجيات  
المنصات في التواصل حواجز مع توريت بمتلازمة المصابين الأفراد تعامل كيفية على  
الشاملة للتفاعلات التكيفية الاستراتيجيات حول رؤى وتقدم ،الرقمية

## ABSTRAK

Putri A, Vionna (2025) *Analisis Psikolinguistik pada Akomodasi Komunikasi Tuturan Penyandang Sindrom Tourette Dewasa di Channel Youtube Evie Meg*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Prof Dr Rohmani Nur Indah, M.Pd.

*Kata Kunci: Psikolinguistik, Akomodasi Komunikasi, Tourette Syndrom*

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Akomodasi komunikasi sering terjadi dalam interaksi sosial, terutama bagi individu dengan gangguan komunikasi seperti sindrom Tourette yang menghadapi tantangan bicara yang signifikan dan tics yang tidak disengaja. Penelitian ini bertujuan untuk memahami strategi akomodasi komunikasi yang dilakukan oleh individu dengan sindrom Tourette untuk mengelola tantangan yang muncul akibat tics dan bagaimana mereka menciptakan hubungan yang positif dengan pemirsa meskipun terhambat oleh gejala tics mereka. Penelitian ini menggunakan deskriptif kualitatif karena berfokus pada penggambaran analisis dan interpretasi dari subjek penelitian yaitu Evie Meg, seorang YouTuber perempuan. Teori akomodasi komunikasi dari Giles (1973) digunakan dalam penelitian ini untuk menjelaskan bagaimana Evie Meg dengan gangguan tics yang dialaminya menyesuaikan komunikasinya selama berinteraksi di ranah digital. Dengan tiga strategi utama dalam teori ini yaitu konvergensi, divergensi, dan pemeliharaan, hasil penelitian menemukan bahwa Evie terutama menggunakan pemeliharaan dengan melanjutkan percakapan secara alami meskipun ada tics (misalnya, sentakan kepala, ledakan vokal). Konvergensi terjadi ketika dia beradaptasi dengan pemirsa seperti menjelaskan tics-nya atau meminta maaf untuk menjaga empati, sementara divergensi muncul dalam penetapan batas (misalnya, menangani komentar yang tidak sopan). Meskipun ada gangguan bicara, strategi ini membantunya mempertahankan keterlibatan dan membangun hubungan baik dengan audiensnya. Studi ini menyoroti bagaimana individu dengan Tourette menavigasi hambatan komunikasi di platform digital, menawarkan wawasan tentang strategi adaptif untuk interaksi yang inklusif.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of the background and problem of the study. In addition, it also describes the significance of the study and explains the scope and limitation. The final part is definition of keyterms.

### **A. Background of the Study**

Communication accommodation is a phenomenon that often occurs in social interactions, especially when individuals have to deal with an environment or situation different from their habits. In general, individuals in each part of the world communicate with each other and exchange news with each other. Unconsciously around us, everyone consciously or unconsciously changes the way they speak; for example, a doctor who talks to a patient about the symptoms of his disease, in this case, some doctors will use vocabulary that is easier for patients who lack understanding of the disease (Elhami, 2020).

Individuals with communication disorders such as Tourette's syndrome may face significant speech challenges and difficulties in this regard. Tourette syndrome is a condition of motor and vocal impairment caused by tics. This appears to be related to abnormalities in message delivery from the brain. When it affects the muscles, it is referred to as motor tics. Examples include eye blinking or eye-rolling, facial grimacing, clapping, ruffling hair, chewing or pulling on clothing, and lip-smacking-some of which can further complicate speech challenges (Burke, n.d., as cited in Continuum of Care, n.d.). Tourette syndrome is a condition characterized by motor and verbal tics as well as

abnormalities in the frontal or basal ganglia region (Dye et al., 2016; Lavoie & O'Connor, 2012). People with this syndrome are adapting not only through language adjustments but also through efforts to manage involuntary symptoms (tics) that appear in daily conversations, often compounding their speech challenges. This condition shows that communication accommodation is not just a language adjustment to the listener but a strategy for creating comfort and how a person can be accepted in society despite these speech challenges.

The phenomenon of communication accommodation shows that a person's language and behavior can provide information about an individual's social status and group origins (Syaff'i, 2023). In this context, it is necessary to study communication accommodation, for individuals with neurodevelopmental disorders like Tourette Syndrome (TS). Evie Meg, a YouTube personality with Tourette Syndrome, exemplifies adaptive communication strategies amidst complex challenges. Individuals with TS attempt to accommodate their communication in various social environments despite experiencing involuntary verbal tics. This research focuses on analyzing Evie Meg's communication accommodation to understand how she brings her social interactions to digital platforms. Furthermore, this analysis explores how individuals with TS strive to accommodate their communication style amidst social stigma and challenges in engaging effectively with their viewers.

This study uses the Communication Accommodation Theory (C.A.T.) developed by Giles, which explains how individuals adjust their communicative behavior during interaction to increase social effectiveness (Giles & Powesland, 1975). This theory belongs to the area of sociolinguistics and social psychology,

as it focuses on how language use is adapted in social interactions to manage interpersonal relationship (Giles et. al, 2010). The theory assumes that speakers adjust their speech patterns, vocal patterns, and actions for various reasons, such as building relationships, reducing social distance, or asserting group identity (Syafi'i, 2023). C.A.T. identifies three main strategies in communication adjustment: convergence, divergence, and maintenance.

Convergence refers to the process of adjusting communication style to become more similar to the interlocutor. This strategy is often used to build social recognition or reduce communication style differences. For example, research shows that individuals may converge to adjust linguistic features even in online environments, such as on Twitter, where users adjust their tweets to reflect the language patterns of interlocutors (Danescu-Niculescu-Mizil, Gamon, & Dumais, 2011). In contrast, divergence occurs when individuals accentuate differences in their communicative behavior to assert identity or reject a perceived threat, as seen in Welsh speakers who accentuate their accent in response to derogatory comments about their language (Bourhis & Giles, 1977). Meanwhile, maintenance is maintaining an innate communication style without making adjustments to the interlocutor, as demonstrated by bilingual pedestrians in Montreal who respond with their preferred language without regard to the language used in the interaction (Bourhis, 1984).

This study concerns the adjustment process which can vary on several levels, such as social value (upward or downward accommodation), degree (full or partial adjustment), and symmetry (symmetric or asymmetric interaction) (Giles & Powesland, 1975; Dragojevic, Giles, & Watson, 2013). For example,



upward accommodation can involve the adoption of a more prestigious speech style, whereas downward accommodation can involve the acceptance of a less prestigious or even stigmatized speech style. Accommodation can also be unimodal (occurring in one dimension, such as accent) or multimodal (involving several dimensions at once, such as tone, eye contact, and posture) (Gallois & Giles, 1998).

The theory of C.A.T. provides a strong foundation for understanding how individuals with communication challenges (Giles & Powesland, 1975), such as those with Tourette Syndrome, adjust their speech patterns and interaction styles to adapt across different social contexts. In Evie Meg's case, C.A.T. can provide an illustration of how she accommodates her communication in online media such as YouTube so that her viewers understand the condition of her tics that appear spontaneously while ensuring that the message she conveys remains clear and understandable to her viewers.

Research on communication accommodation in Tourette syndrome still needs more exploration. Current studies on communication accommodation focus on language differences, cross-cultural and communication styles (Elhami, 2020; Bibi & Hamida, 2024; Giles et al., 2023; Hoffman & Zhang, 2022; Giles et al., 2024; Presbitero, 2020; Bernhold & Giles, 2019). While some other studies discuss Tourette's syndrome in the field of linguistics (Robert et al., 2024; Bautista et al., 2022).

There is limited research focusing on the analysis of communication accommodation among individuals with Tourette syndrome, particularly from a linguistic perspective. Azizah (2024) states that research on Tourette syndrome

has been extensively conducted in the medical field, while studies in the field of linguistics or language remain scarce. The theories used in this area can also be considered very limited and not specific to the subject of this research. Therefore, there is a need for an in-depth exploration of how individuals with Tourette syndrome accommodate their communication strategies. This study will demonstrate the communication accommodation strategies employed by Evie Meg, who experiences spontaneous tics while communicating on online platforms such as YouTube. Figure 1 shows an example of Rachel's dialog explaining that her tics are spontaneous tics, such as clicking sounds from her mouth and shaking her head, which occur at any time when she is doing activities such as talking, reading, or others.

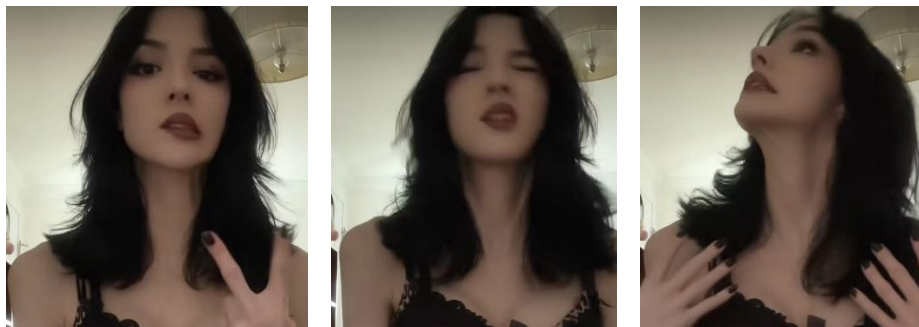


Figure 1. Example of spontaneous tics

**Rachel:** *"My tics are completely involuntary, clicking sounds from the mouth, weeo. So, if I'm doing something or reading something or talking, shaking the head, weeo, and they become more frequent or more violent"*

The reason for choosing the subject of communication accommodation research in individuals with Tourette syndrome is that few people know about this syndrome, even though it is essential to increase public awareness and understanding that people with this syndrome have the right to be treated generally like people without the disease (Azizah, 2024). This research wants to invite more people to be more aware of and appreciate people with

Tourette's syndrome because some of the actions they take inadvertently create misunderstandings about the interlocutor.

Piacentini (in Sievert, 2023) said people with Tourette syndrome tend to start swearing, screaming, and making significant movements, such as hitting themselves and others, when the tics appear. Through Evie Meg's YouTube channel, we can see how a person with Tourette syndrome faces daily challenges, as well as how she accommodates to communicate in various situations. I hope this research can open up more people's insights into the struggles and adaptations that people with Tourette's syndrome make so that the public can better understand and support them.

This study departs from the assumption that adult female individuals with Tourette syndrome, such as Evie Meg, accommodate their communication patterns strategically within the YouTube platform to minimize the impact of tics symptoms and create suitable communication relationships for her viewers. Then, the assumption of the differences in tics patterns shown in children and adults with this syndrome. Piacentini (in Sievert, 2023) said that the initial tics that we can see from young children suffering from this syndrome are motor tics and facial tics. The last assumption arises from most men who suffer from Tourette syndrome, but women with Tourette syndrome as they age have complexity in their tics (Carvallo & Jankovic, 2023)

This study aims to understand the communication accommodation strategies carried out by individuals with Evie Meg's Tourette syndrome to manage the challenges that arise due to tics and how they create a positive

relationship with the viewers despite being hampered by their tics symptoms. Recognize the patterns of tics she exhibits in online communication.

## **B. Problem of the Study**

Based on the research background, this study proposes the following research problem:

1. What are Evie's speech challenges as an adult with Tourette Syndrome occurred during the interaction with her YouTube viewers?
2. How does Evie use communication accommodation strategies to address the speech challenges during the online interactions?

## **C. Significance of the Study**

Through this research, the researcher has made theoretical and practical contributions. It is hoped that this research can contribute to and provide insights or information related to the topic, then, related to psycholinguistic. Theoretically, this study is expected to provide accurate data and a deep understanding of Evie Meg's communication accommodation to be able to adjust to viewers on her YouTube channel, how she handles tics symptoms that appear when she speaks, and how she maintains her communication by explaining the symptoms of tics to her viewers to avoid misunderstandings.

As for practicality, the significance of this study is expected to gain a positive perspective because often, individuals with Tourette's syndrome feel intimidated in the online environment or not due to a lack of information or

knowledge about this problem. Therefore, this study seeks to open up other people's understanding of the views of individuals with Tourette syndrome.

#### **D. Scope of the Study**

This research is in the scope of psycholinguistics. Researchers observed the research subjects through several videos from the YouTube channel Evie Meg, an adult woman with Tourette syndrome. Then, the research focuses on adapting communication in their speaking style by suppressing the symptoms of tics that appear or providing understanding to the viewers.

This study has several limitations that need to be considered. First, the data collection only focused on speech transcripts, and video from Evie Meg's YouTube channel, so the scope was limited. Further research can expand data sources by exploring various mediums such as movies, novels, podcasts, or other digital platforms to gain a more comprehensive and diverse understanding. Second, a particular research subject, namely an adult woman with Tourette syndrome, makes the findings unable to generalize to other individuals with similar conditions, considering that the manifestations of Tourette syndrome can vary from one individual to another individual. Third, this research focuses on language formation rather than an assessment of the subject's linguistic competence as a whole. Last, this research doesn't examine grammatical errors in people with Tourette syndrome. These limitations open up opportunities for further research to explore aspects that still need to be reached in this study.

## **E. Definition of the Key Terms**

- **Psycholinguistics**

A study of the mental processes that influence communication accommodation in people with Tourette syndrome disorder.

- **Communication Accommodation Strategies**

The process of adjusting the communication style of Tourette syndrome individuals to facilitate understanding and interactions with YouTube viewers.

- **Tourette Syndrome**

condition of neurological disorders characterized by motor and vocal impairment caused by tics that result in speech challenges.

## **CHAPTER II**

### **LITERATURE REVIEW**

To support this study, the literature review will cover the history of Tourette Syndrome and its link to communication accommodation. The main topics include psycholinguistics, Tourette Syndrome (Basal Ganglia and tics), and communication accommodation strategies. These areas will provide the necessary background to understand and analyze Evie Meg's communication patterns.

#### **A. Psycholinguistics**

Psycholinguistics is the branch of cognitive psychology that studies the psychological basis of linguistic competence and performance (Tatlililoglu & Senchylo-Tatlililoglu, 2020). It explores the relationship between language and psychology, focusing on how psychological and neurobiological factors influence language acquisition, comprehension, and production. Historically, the origins of psycholinguistics can be traced back to the 1950s, when it was established as a distinct scientific discipline. According to Griffin and Ferreira (in Traxler & Gernsbacher, 2006), its foundation was influenced by Wundt's laboratory in Leipzig, which examined the intersection between psychology and language. This milestone laid the groundwork for further discussions and advancements in psycholinguistics, which later gained traction through seminars by the Social Science Research Council in the United States and the publication of *Psycholinguistics: A Survey of Theory and Research Problems* by Osgood and Sebeok (1965). These developments bridged psychology and linguistics, introducing concepts like the Sapir-Whorf hypothesis that highlighted the interplay between language and thought.

The Sapir-Whorf hypothesis highlighted the profound interplay between language and cognition, suggesting that the structure of a language influences how its speakers perceive and conceptualize the world. Building on this idea, Chomsky's theory of generative grammar expanded the exploration of language by proposing that the human mind is innately equipped with a universal linguistic framework. This theory posits that language is not merely a cultural tool for thought but a fundamental aspect of human biology and cognition. Chomsky's groundbreaking work introduced the concept of an innate language faculty, emphasizing that linguistic knowledge is deeply rooted within the human mind (Chomsky, 2000). This perspective aligns with psycholinguistics' focus on studying language as both a biological and psychological construct. Psycholinguistics also investigates how language development is influenced by psychological processes, with an emphasis on cognitive mechanisms that support the comprehension, production, and acquisition of language (Miller & Emes, 1983, as cited in Jodai, 2011). It is interdisciplinary by nature, encompassing insights from psychology, cognitive science, neuroscience, and linguistics (Tatlililoglu & Senchylo-Tatlililoglu, 2020). For example, it examines how individuals process language cognitively, connecting neurological activity with behavioral outcomes in speech and language use (Harley, 2005; Taştekin, 2016).

Psycholinguistics investigates the impact of psychological and neurological factors on language use in special contexts, such as language impairments. These include conditions like Tourette Syndrome, where speech production and comprehension can be disrupted. Such studies highlight how



individuals with these conditions adapt their communication strategies to accommodate social interactions (Ekmekçi, 1991; Taştekin, 2016). As a field, psycholinguistics aims to outline and describe the processes underlying human communication, offering valuable insights into both typical and atypical linguistic behavior (Garnham, 1998; Schmitt, 2002). Furthermore, it emphasizes how language and psychological processes interact, revealing universal principles governing language development, use, and breakdowns (Bates et al., 1995; Baba, 2020).

Psycholinguistics examines the psychological and neurobiological foundations of language, exploring both universal principles and individual variations, such as language impairments like Tourette Syndrome. This field is crucial for my research, as it provides the theoretical framework to analyze communication accommodation in adults with Tourette Syndrome, specifically through speech patterns observed on the Evie Meg's YouTube channel. By understanding how individuals with Tourette Syndrome adapt their communication strategies, this study will contribute to broader knowledge about language processing in atypical populations.

## **B. Language Disorder**

Language disorders are psycholinguistic conditions that disrupt an individual's ability to produce or comprehend language effectively. These disorders manifest in various forms, such as grammatical errors (syntax), difficulties in understanding meaning (semantics or pragmatics), or uncontrollable pronunciation issues. They arise from disruptions in the complex cognitive processes required for language formation, impacting both

spoken and written expression (Quinto-Pozos & Cooley, 2020). Understanding these disorders is crucial, as they not only hinder communication but also affect social interactions and learning experiences, highlighting the need for targeted interventions to support affected individuals.

The linguistic information process is closely connected to the emergence of language disorders. These disorders can involve syntax and morphology, comprehension of utterances (semantics and pragmatics), or other linguistic aspects. Language processing difficulties may appear as receptive (understanding language), expressive (producing language), or a combination of both. Additionally, these disorders can affect spoken, written, and even sign language (Van Dulm, 2012). Factors such as disrupted language acquisition or unsupportive conditions may lead to language disabilities or disorders. These can slow language development, cause structural abnormalities, or result in deviations from typical patterns. Language disorders are categorized into two types: developmental language disorders, which are congenital, and acquired language disorders, caused by external factors such as brain injury or illness.

Neurodevelopmental disorders are a group of conditions that typically emerge in early development, often before a child begins school, according to DSM-5. These disorders result in deficits in social, personal, academic, and occupational functioning. Examples include intellectual disabilities, communication disorders, autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and specific learning

disorders. Tourette Syndrome These conditions often share genetic backgrounds and risk factors, leading to similar neuropathological changes in the brain (American Psychiatric Association, 2013, Cravedi et al., 2017).

Tourette Syndrome often co-occurs with other neurodevelopmental disorders, such as ADHD, ASD, and specific learning disorders.

- ADHD: The most common comorbidity, with a prevalence of 17–68% in TS patients. It significantly impacts psychosocial and educational outcomes (Hirschtritt et al., 2015, in Cravedi et al., 2017).
- ASD is found in 2.9% to 20% of TS patients (Burd et al., 2009; Huisman-van Dijk et al., 2016, Cravedi et al., 2017).
- Specific Learning Disorders (SLD): Including dyslexia, with a prevalence of 20–30%. These are often associated with motor impairments, ADHD, or socialization challenges (Comings & Comings, 1987; Yeates et al., 1996, Cravedi et al., 2017).

Communication disorders, a subset of neurodevelopmental disorders, frequently co-occur with TS. Shared genetic and neuropathological mechanisms link TS, ASD, and communication disorders. Studies highlight similar brain connectivity patterns in areas related to motor and language functions (Hirschtritt et al., 2015; Ghanizadeh et al., 2009, Cravedi et al., 2017).

Language disorders affect an individual's ability to understand, produce, or use language effectively, impacting syntax, semantics, pragmatics, and phonology. In Tourette Syndrome (TS), these disorders primarily manifest as verbal tics, which are involuntary speech disruptions caused by

neurological mechanisms rather than cognitive deficits. These disruptions affect fluency, clarity, and social interactions, presenting unique communication challenges. This study examines language disorders in TS to analyze communication accommodation strategies in adults with TS, specifically through speech patterns observed on the Evie Meg YouTube channel, contributing to a broader understanding of language processing in atypical populations and adaptive communication in digital spaces.

### **C. Tourette Syndrom**

Tourette Syndrome (TS) is a neurodevelopmental disorder characterized by motor and vocal tics. These involuntary movements and vocalizations, such as coprolalia (shouting obscene words), echolalia (repetition of others' words), and palilalia (repetition of one's own words), often disrupt typical communication patterns (Bloch & Leckman, 2009). Tics are divided into simple and complex types. Simple motor tics involve single, brief movements, such as eye blinking, shoulder shrugging, or facial grimacing. In contrast, complex motor tics involve coordinated movements, such as hopping, and spinning, or inappropriate gestures like copropraxia (obscene gestures) and echopraxia (imitating others' gestures). Simple vocal tics include sounds like coughing, grunting, or sniffing, while complex vocal tics involve full words or phrases, including echolalia, palilalia, and coprolalia. It is important to note that coprolalia, often exaggerated in media depictions, affects only 10–15% of individuals with TS.

Tourette Syndrome (TS) is a complex developmental neuropsychiatric disorder classified as a neurodevelopmental disorder in

DSM-5. TS is characterized by motor and vocal tics lasting more than one year, with onset during childhood or adolescence. Tics are sudden, brief movements or sounds that occur out of context. They are distinguished by their waxing and waning severity, temporary suppressibility, and the presence of premonitory urges—uncomfortable sensations preceding the tic (American Psychiatric Association, 2013; Robertson, 2015, in Cravedi et al., 2017).

TS arises from a combination of genetic and environmental factors that disrupt cortico-striato-thalamo-cortical circuits, contributing to motor and vocal tic dysfunction. Comorbid neurodevelopmental disorders often exacerbate these disruptions, underscoring the interconnected nature of these conditions (Tagwerker Gloor & Walitza, 2016, Cravedi et al., 2017).

Research suggests that TS affects language production due to abnormalities in the Basal Ganglia, which leads to repetitive, uncontrollable tics. While the symptoms can range from mild (e.g., sniffing, throat clearing) to severe (e.g., self-harming behaviors or complex vocal outbursts), individuals with TS often develop unique strategies to navigate their communication challenges. These adaptations are particularly important in maintaining effective interactions in both offline and online settings (Albin, 2018).

Tourette Syndrome (TS) is characterized by tics that exhibit a dynamic nature, often fluctuating in intensity, sometimes increasing and sometimes decreasing. Factors such as stress, fatigue, excitement, or illness can exacerbate symptoms, while engaging in compelling activities like playing music or sports may temporarily suppress them. Additionally, some

individuals with TS can suppress their tics for short periods, but this requires significant mental and physical effort, often leading to exhaustion.

Tics are rarely interruptive of words or phrases and most often are inserted into ongoing speech at points of emphasis, pauses for punctuation, or between large speech units. Interestingly, complex phonic tics consisting of phrases often adhere to phonological and syntactic rules typically used in speech formulation. However, both simple and complex tics frequently violate semantic rules, as they are inserted into conversations without apparent contextual meaning. Despite this, tics generally do not derail the flow of propositional language, which is a defining characteristic of vocal tics (Burd et al., 2008).

From this understanding, Tourette Syndrome (TS) is a neurodevelopmental disorder characterized by motor and vocal tics, such as coprolalia and echolalia, which can interfere with communication. Tics vary from simple (brief movements/sounds) to complex (coordinated phrases/movements), with coprolalia affecting only 10-15% of sufferers. TS is caused by a disruption of brain circuitry and is often exacerbated by neurodevelopmental comorbidities. While tics can violate semantic rules, they rarely disrupt the flow of language.

#### **D. Communication Accommodation**

Communication accommodation is the process by which individuals adjust their verbal and non-verbal communication styles to achieve mutual understanding. This concept is central to Communication Accommodation Theory (CAT), proposed by Howard Giles in 1973, which

explains how communicators modify their behavior to align with or differentiate from their interlocutors (Giles, 1973). CAT outlines three key strategies: convergence, divergence, and maintenance. Convergence involves modifying communication to resemble the interlocutor's style, fostering comprehension and social approval. For example, in intercultural communication, individuals may simplify their language or slow their speech to facilitate understanding for non-native speakers (Coupland, 1984). Similarly, in online contexts, individuals may use simpler language or informal expressions to converge with their audience's communication norms (Dragojevic et al., 2016). Convergence is often motivated by the desire for social approval, as individuals seek to be perceived as likable or relatable by their conversational partners (Giles & Soliz, 2015). However, excessive convergence, known as over-accommodation, can sometimes be perceived as patronizing, particularly in intergenerational communication, where younger individuals may over-simplify their speech when talking to the elderly (Gasiorek & Giles, 2013).

Convergence in Communication Accommodation Theory (CAT) refers to a communicator's effort to reduce differences with their interlocutor, both linguistically and psychologically, to become more similar and socially accepted. For example, in interactions between younger and older generations, younger individuals often adjust their speech by speaking more slowly or using simpler examples to ensure better comprehension by older individuals (Dragojevic et al., 2016b). This strategy facilitates understanding, emphasizes similarities, enhances communication effectiveness, and reduces interpersonal anxiety.

While convergence aims to align communication styles, divergence emphasizes differences to assert identity or social distinctiveness (Giles, 1973; Dragojevic et al., 2016). This strategy is often employed to reinforce group identity or to resist assimilation into another group's communication norms. For instance, in a study by Giles et al. (1977), Welsh participants accentuated their Welsh accent and used local phrases when interacting with English speakers to assert their cultural identity. Divergence can also serve as a tool to highlight power dynamics or social hierarchies, as seen in professional settings where individuals may use technical jargon to assert their expertise (Coupland, 1984). In some cases, divergence is used strategically to encourage the interlocutor to adjust their communication style. For example, a bilingual speaker may pretend to struggle with vocabulary to prompt the other person to simplify their speech (Street & Giles, 1982). While divergence can strengthen group identity, it may also lead to negative evaluations, as it can be perceived as a lack of willingness to engage or cooperate (Giles & Gasiorek, 2013). In the context of Tourette Syndrome, divergence may occur when individuals aim to maintain authenticity or emphasize their unique identity, even as they navigate the challenges of verbal tics.

Divergence is a communication strategy in which a speaker deliberately emphasizes differences with their interlocutor, both verbally and nonverbally, to reinforce their social identity. For instance, in a study conducted by Giles et al. (1977), Welsh participants accentuated their accent and used Welsh phrases and vocabulary when interacting with English speakers, especially when the Welsh language was perceived as declining.



This was done to assert their cultural identity and create social distance from the outgroup.

Finally, maintenance refers to the strategy of retaining one's original communication style without adapting to the interlocutor's style, effectively resisting convergence or divergence (Giles, 1973; Dragojevic et al., 2016). This strategy is often used to assert independence or to avoid compromising one's identity. For example, in a study conducted in Montreal, Anglophone pedestrians maintained their use of English when asked for directions in French, reflecting a deliberate choice to preserve their linguistic identity (Bourhis, 1984). Maintenance can also occur in situations where individuals are unaware of the need to adjust their communication or lack the ability to do so, such as in cases of under-accommodation (Gasiorek & Giles, 2013). While maintenance can reinforce group boundaries and cultural identity, it may also hinder effective communication, particularly in intercultural or intergenerational contexts where mutual understanding is crucial (Gallois & Giles, 1998). In some cases, maintenance is perceived negatively, as it can be interpreted as a lack of effort to engage or accommodate the interlocutor's needs (Dragojevic et al., 2016).

Maintenance in CAT refers to a situation where a speaker retains their usual communication style without adjusting to their interlocutor. For example, in a study conducted in Montreal, a woman who asked for directions in both French and English found that nearly half of the English-speaking pedestrians responded in English, even when the question was asked in French (Bourhis, 1984). This indicates that they maintained their default language

without adapting to their interlocutor's language, which can be considered a form of divergence or non-accommodation.

Communication Accommodation Theory (CAT) by Howard Giles (1973) explains how individuals adjust their communication style through three strategies: convergence (approaching the other person's style), divergence (emphasizing differences), and maintenance (maintaining the original style). This theory is relevant in various contexts, such as intercultural communication, intergenerational interaction, and digital platforms. This theory is helpful for my research because it provides a clear framework for analyzing how individuals with Tourette syndrome like Evie Meg adjust or maintain their communication style in the digital context, such as YouTube.

## **CHAPTER III**

### **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 involves research design, data sources, data collection, and data analysis.

#### **A. Research Design**

This study uses a descriptive qualitative design as it focuses on describing, analyzing, categorizing, and interpreting the subject of the research, namely Evie Meg. The interpretive paradigm is applied because this study emphasizes understanding the dynamics of communication accommodation related to the case. The researcher's personal interpretation is essential in analyzing the data. The descriptive qualitative approach is suitable for this study as it examines a complex phenomenon of the dynamics of communication accommodation related to Tourette Syndrome within a specific context of digital communication. An exploratory case study design is used to gain insights into how Evie Meg adapts her communication during her YouTube videos.

#### **B. Data and Data Source**

The data includes Evie's utterances and specific strategies she uses to manage communication challenges, as well as accompanying images to complement these utterances. Five livestream videos from Evie Meg's Youtube channel, uploaded between 2021 and 2022, were chosen as the data

source to provide a sufficient basis for analysis. The selected videos are those that demonstrate her communication accommodation strategies in dealing with the effects of Tourette Syndrome. The links of the video are as follow:

<https://www.youtube.com/live/9kmCCHzV1-A?si=UmaikuONNsIFqIk8>

[https://www.youtube.com/live/FlzHVVa4es4?si=wMBUkIKU\\_1-hwe7J](https://www.youtube.com/live/FlzHVVa4es4?si=wMBUkIKU_1-hwe7J)

[https://www.youtube.com/live/y0a6y5-z0cY?si=nq4liqXYIGrA-U\\_h](https://www.youtube.com/live/y0a6y5-z0cY?si=nq4liqXYIGrA-U_h)

<https://www.youtube.com/live/PAMzodPMjhg?si=k-TJ-xCHkVrws20t>

<https://www.youtube.com/live/AlHemw5Xs10?si=6zhtp4XR06-S-EgA>

### **C. Data Collection**

The data were collected through observation, transcription, note-taking, and data coding. The researcher closely observed Evie Meg's videos multiple times to identify moments of communication accommodation. Transcripts, derived from the available subtitles on YouTube, were then used as the basis for analysis. Notes were taken to document specific communication strategies, such as managing verbal tics or clarifying messages. Screenshots were also taken to support the analysis visually. In addition, data coding was applied to categorize and label different instances of communication accommodation, allowing for a more systematic examination of patterns and strategies in the videos.

### **D. Data Analysis**

Data analysis in this study involved classifying several videos from Evie Meg's YouTube channel, focusing on moments where she demonstrated communication accommodation strategies. The classification process identified specific instances or patterns in her communication that reflected

adaptive strategies, such as managing verbal tics, interacting with viewers, or using humor and clarification to ensure effective communication. This analysis first examines the speech challenges Evie faces as an adult with Tourette Syndrome, specifically the spontaneous occurrence of verbal tics and their impact on the flow of interaction.

This research explores how Evie uses communication accommodation strategies to overcome the challenges posed by her tics during online interactions. These include strategies such as containing her tics, or offering clarification when her tics disrupt communication and she could have left her tics on instead. These strategies are analyzed to understand how they help her manage interactions while ensuring effective communication. The last step is the researcher draws conclusions from the results found.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the research findings regarding the application of the Communication Accommodation Theory (CAT) proposed by Howard Giles in 1973 to the case of a woman with Tourette Syndrome. The researcher applied three core strategies from Giles' framework: Convergence, Divergence and Maintenance. This study explores how the individual used communication strategies to manage interactions during live-streaming sessions on YouTube as well as identifying speaking challenges that arose in the process of her interactions.

#### **A. Findings**

This chapter presents the findings of an analysis of the communication strategies employed by a woman with Tourette Syndrome during her live interactions on YouTube, examined through the lens of Howard Giles' (1973) Theory of Communication Accommodation (CAT). The study focused on identifying how the subject applied the three core strategies of CAT-convergence, divergence, and maintenance-and then identifying the speech challenges that arose during her real-time interactions with her viewers. In the following data display, not all datum is accompanied by picture since it is only used to demonstrate motor tic.

## Datum 1



(Doing my makeup with tourettes. Duration 5.49)

**Viewer** : “What’s your worst tic?”

**Evie** : “I have screaming tic, that I don’t really like ...*Aaaaaa* (tic)  
yeah that one.

In Evie Meg’s live stream video, at exactly 5:49, Evie answers a question from a viewer who asks, “What’s your worst tic?” by saying, “I have a screaming tic that I don’t really like,” followed by the appearance of the screaming tic she experiences. After that, Evie laughs lightly and says, “Yeah, that one.”

The tics that appear in this video are **complex vocal tic**, where Evie makes loud, uncontrollable sounds. This is a type of tic that often involves involuntary sounds, such as screaming or certain words that appear spontaneously. These tics are part of the symptoms of Tourette Syndrome which affects motor and vocal control, and in this case, the tics are in the form of screaming that Evie does not want.

In this case, Evie’s interaction with the viewer’s can be analyzed using Communication Accommodation Theory (CAT), specifically the

maintenance strategy. Maintenance is a strategy where individuals maintain their communication style and behavior, even though it may highlight differences or create minor tensions between them and the viewer's. In this context, Evie does not attempt to change her speech or hide her tics to fit the viewer's expectations. She continues the conversation as usual, communicating openly, honestly, and casually.

Evie acknowledges her tics by stating, "I have a screaming tic..." in a calm tone. She then continues with a light laugh and says, "Yeah, that one," indicating that she is quite comfortable with her condition. In this way, Evie does not change her communication behavior despite the disruption of her uncontrollable tics, which instead demonstrates acceptance of her condition.

Evie's approach is an example of maintenance, where she chooses to maintain the authenticity of her communication style and does not attempt to conform to the viewer's expectations. She does not make excessive apologies or try to rewire her behavior to be more acceptable. Instead, she continues to communicate in a natural and authentic way, demonstrating that despite her tics, she is still able to speak in a pleasant and open manner.

Evie's actions in maintaining her honest communication style and not being affected by her tics are a clear example of a maintenance strategy. She maintains authenticity and integrity in her interactions with her viewer, responding to tics that arise without trying to cover them up or make them seem less obvious. In doing so, Evie shows how maintaining a consistent



and authentic communication style can strengthen relationships with her viewer and build mutual understanding and trust.

## Datum 2



(Helloooo. Duration 12.48)

**Evie** : "This like, umm, you can adjust this as well..." *A sudden movement of her head (tic)*

From this datum, precisely when Evie says, "This like, umm, you can adjust this as well..." accompanied by uncontrollable sudden head movements (tics), we can see how Evie deals with her medical condition, Tourette Syndrome, when trying to talk about her personal accessories, in this case the necklace she is wearing.

The tics that appear in this situation can be categorized as **simple motor tic**, which are sudden head movements. This type of tic is a symptom of Tourette Syndrome, where the movements occur spontaneously and uncontrollably, disrupting the smoothness of the ongoing conversation. However, Evie does not try to apologize or adjust her communication behavior after the tics appear.

From the perspective of Communication Accommodation Theory (CAT), this situation can be analyzed as maintenance. Maintenance in CAT occurs when individuals maintain their communication style or behavior, even though it may highlight differences or create tension between them and the viewer's. In this case, Evie chooses not to change her communication style even though the tics that appear can cause disturbance or discomfort to the viewer's.

Evie continues her conversation about the necklace she is wearing without attempting to change or adjust her behavior after the sudden head movement occurs. This shows that she is not trying to reduce tension or conform to existing social norms, but instead maintains her authentic way of communicating. The decision not to apologize shows that she prefers to remain honest and open with the viewers about her medical condition, without trying to hide it or conform to social expectations.

### Datum 3



(Helloooo. Duration 19.16)

**Evie** : *she opened her mouth while eats (tic) ...* “oh sorry I hate that tic, sorry guys”

**Evie** : “I hate that one, I’m so sorry”

In Evie Meg's live stream video, at 19.16, Evie experienced simple motor tics while chewing food, characterized by uncontrollable mouth movements. Afterwards, she immediately apologized by saying, “Oh sorry, I hate that tic, sorry guys.” This statement reflects Howard Giles' (1973) use of the convergence strategy in Communication Accommodation Theory (CAT), where individuals adjust their communication style to reduce social distance with the viewer's.

The tics that appear in this context can be categorized as **simple motor tic**, which are part of the symptoms of Tourette Syndrome. These simple motor tics are often involuntary body or facial movements, such as mouth movements that can occur when talking or eating. In this case, the tics disrupt the flow of the conversation, as they are sudden and uncontrollable.

However, instead of ignoring or trying to hide the tics, Evie chose to converge with her viewer's. She adapts her speech by stating, “Sorry, I hate that tic,” which shows her awareness of the discomfort the tics may cause. Evie is not just apologizing, but also expressing her displeasure with the tics, which is a form of self-disclosure. In this way, she seeks to make an emotional connection with her viewers, showing that she is open about her medical condition.

In addition, the use of the word “guys” at the end of the sentence also reinforces the informal and friendly tone of her communication, making viewers feel closer. This statement shows that despite the

communication disorder caused by tics, Evie tries to keep her viewers comfortable in a friendly and humble manner.

From a CAT perspective, Evie's convergence strategy is very visible. She makes adjustments to her viewer's, not only in terms of language but also emotional expressions. In this case, Evie reduces the social distance with her viewer's through adjusting her communication to be more empathetic and friendly.

#### **Datum 4**



(Helloooo. Duration 19.55)

**Viewers** : “so when will your tics be gone?”

**Evie** : “they won’t ever be fully gone ... brrr (tic) maybe in the future, they’ll be more .. kepalanya tiba – tiba menghadap ke kanan (tics) under control with like medication or some kind of .... She makes sound *bla bla bla* (tics) therapy .. melambatkan tangan (tics).

During the Evie Meg live stream video, at 19.55, Evie responded to a question from a viewer who asked, “So when will your tics be gone?” by explaining that her tics would not completely disappear. In her explanation, Evie experienced several types of simple motor tics, such as sudden head movements to the right and hand waving, all of which occurred spontaneously and could not be controlled. During this statement, Evie also

talks about the possibility of more controlled tics with medication or therapy in the future. The tics that appear in this video can be categorized as simple motor tics characterized by Evie's sudden head movement to the right. **Simple vocal tic** are characterized by uncontrollable sounds, such as “brrr” and “blah blah blah” that occur involuntarily while Evie is speaking.

However, instead of trying to avoid or hide her tics, Evie converges in her communication style. She tries to reduce tension with her viewer by openly explaining about her tics, and providing more information about the possibility of controlling tics through medication or therapy. This statement can be seen as self-disclosure, where Evie shares her experience with viewers to maintain interaction and increase viewers' understanding of her medical condition.

The use of words like “maybe in the future” and the explanation of possible treatments also shows convergence, where Evie tries to customize the conversation with viewers so that they feel more comfortable and understand more about her symptoms. This shows that Evie is very conscious of her viewers and tries not to make them feel awkward about their tics. In this way, Evie reduces the social distance between herself and the viewer, keeping the communication flowing despite unavoidable distractions.

In addition, despite the communication barrier caused by tics, Evie did not withdraw or alienate the viewer, but instead tried to explain openly. This shows that she not only accommodates the viewer, but also shows

empathy towards those who may feel curious or anxious about her condition.

From a CAT perspective, Evie's strategy is clearly an example of convergence. Evie tried to bring herself closer to the viewer by explaining her condition and using simple and friendly language. She not only customized her verbal communication, but also provided explanations that helped the viewer understand her personal experience better.

### **Datum 5**



(Helloooo. Duration 20.18)

**Evie** : ... Hey, don't comment my tics please" *after that she slump the table* (tic)

In this brief moment, Evie directly addresses the audience, asking them not to comment on her tics. This request reflects her desire to set boundaries and maintain control over the interaction. While there isn't a clear tic visible in this moment, her request to not comment on the tics emphasizes her personal preference for how she wants to be treated during the live stream.

This response can be seen as a form of divergence in Communication Accommodation Theory (CAT). Divergence occurs when a person chooses to emphasize their differences rather than adapt their behavior to match the social expectations of others. In this case, Evie is asserting her boundaries and making it clear that she doesn't want her tics to be treated in a trivializing or invasive manner. By asking the audience to refrain from commenting, she maintains her sense of individuality and rejects any responses that may undermine her experience with Tourette Syndrome.

After Evie utterances, an involuntery tic occurred in which her hand repeatedly struck the table without conscious intention. This behavior is categorized as a **complex motor tic** because it involves a series of coordinated, purposive – looking movements that are not simple or isolated but rather repetitive and more elaborate in nature.

#### **Datum 6**



(Helloooo. Duration 22.05 – 22.20)

**Viewers** : “if you could go back in time to stop having tics would you?”

**Evie** : “I didn’t do anything to give myself tics, like that I could go back and change. So, that I wouldn’t have tics because it’s in my brain I couldn’t change it. *Nooo* (tic)

**Evie** : “but I know what you mean, I would live without tics if I could .. (she giggles when says that)

In this segment, the viewer asks Evie whether she would want to stop having tics if she could go back in time. Evie explains that tics are something beyond her control, emphasizing that they are neurological and cannot be changed. She responds honestly and reflects on the idea of living without tics, expressing that she would prefer not to have them, but she also understands that it is part of her reality.

Evie’s response can be analyzed using maintenance again. She does not attempt to adjust her response to meet the viewer's expectation or make it more socially acceptable. Instead, she shares her personal experience with her tics and how they are something that she cannot control. The use of humor (“I would live without tics if I could ...”) adds a lighthearted touch, but Evie maintains her genuine communication style, reinforcing her authenticity.

In this datum, Evie exhibited a vocal tic by involuntarily saying a prolonged “Nooo.” This tic is classified as a **complex vocal tic** because it involves an extended and articulate utterance that resembles speech, rather than a simple, brief sound.



### Datum 7



(Hellooooo. Duration 33.50 – 34.14)

**Viewers** : “my brother thinks you’re faking the tics”

**Evie** : “I have a message for you’re brother .. F\*ck off (she laughing after say that words) I’m sorry i.m sorry .. *hmmm* (tic)

**Evie** : “tell him that I’m definitely not faking, oh, I know you know that video on my musically, where I do like a month with tourette’s and it’s like (dia meragakan Gerakan dari video musicallynya) saw him that one and he’ll see”

In this moment, Evie responds to a viewer’s comment about their brother thinking she’s faking her tics. Evie humorously and assertively tells the viewer to tell their brother to "F\*ck off" before apologizing for the language. She then further explains that she’s definitely not faking her tic and references a video she made showing her experiences with Tourette’s Syndrome.

This exchange can be analyzed as divergence. Evie reacts with strong emotions to the suggestion that she’s faking her tics, which indicates a clear rejection of the idea that her tics are not genuine. Her response, though delivered humorously, asserts her individuality and her experience with Tourette’s, emphasizing the authenticity of her condition. The use of

humor, combined with the directness of her reply, further illustrates her divergence from the audience's potential expectations of a polite, restrained response. She does not try to adjust her behavior to make the situation less uncomfortable or to appease the viewer's brother; instead, she stands firm in her truth. By doing so, she maintains her personal boundaries and reinforces her identity.

In this datum, Evie produced a tic in the form of a humming sound, "hmmm," resembling a low murmur. This is identified as a **simple vocal tic**, as it consist of a brief, nonverbal sound that does not form meaningful speech.

#### **Datum 8**



(First livestream!, may be adult language. Duration 0.10)

**Evie** : "Aaaaa (tic), helloo."

From the datum above, at 0.10 in the video, Evie experiences a sudden vocal tic, marked by a loud scream ("aaa"), followed by a greeting to the viewers: "helloo." According to the previous context, this type of vocalization, which is an involuntary sound, fits into the category of **simple vocal tic**, as it involves a brief, unintentional sound rather than a complex vocalization like full words or phrases.

In this instance, Evie's response can be categorized under maintenance in Communication Accommodation Theory (CAT). Maintenance refers to the strategy where an individual maintains their own communication style or behavior without making significant adjustments to align with the expectations of the viewers or the social context.

In this case, Evie does not apologize or attempt to minimize the impact of her tic. After the sudden scream ("aaa"), she simply proceeds to greet her viewers by saying "helloo." This indicates that Evie is continuing her communication without attempting to alter or downplay the effect of the tic on her interaction. The fact that she immediately transitions into a typical greeting with no effort to apologize or adjust suggests that she is maintaining her natural communication style, even though the tic is present.

Evie's decision not to adjust her communication or to make the viewers feel comfortable about the tic by acknowledging it further is a form of maintenance, as she continues to interact without reducing any social distance caused by the tic. The transition from the tic to a greeting also shows that Evie is comfortable with her behavior and does not feel the need to adjust it for the sake of fitting into social norms.

### Datum 9



(First livestream!, may be adult language. Duration 0.46 – 0.53)

Viewer : “I love your gloves.”

Evie : ... (tic) “thank you, they look fat like we have a cyber, but because I’ve put pads in them.”

Evie : “in them my tics go like that (as she slams both of her hands down) and hurt my knuckles”. Explains why there are pads in her gloves

In this datum, the interaction occurs between Evie and her viewers during the live stream. At 0.46–0.53, the viewer compliments Evie on her gloves, saying "I love ur gloves," and Evie responds with, "thanku," followed by a happy smile. She then explains that the gloves look “fat like we have a cyber but because I we’ve put pads in them” and adds, “in them cuz my tics go like that” (as she demonstrates by slamming both of her hands down) and “hurt my knuckles” (explaining why there are pads in her gloves).

This segment can be analyzed using the maintenance strategy from Communication Accommodation Theory (CAT). As previously explained, maintenance involves an individual sticking to their own communication style or behavior without making significant adjustments to meet the expectations or reduce the social distance with others.

In this case, Evie does not adjust or apologize for her tics. Instead, she openly discusses the presence of pads in her gloves as a direct result of her tics, which cause her to slam her hands in a way that could hurt her knuckles. Evie's explanation and her willingness to share this aspect of her condition with her viewers reflect maintenance because she is continuing to communicate in a straightforward, authentic manner, without trying to alter her behavior for the sake of social acceptance. She provides a natural explanation for why the gloves look the way they do, and her discussion is informative and genuine.

The fact that she demonstrates the movement and provides an explanation for the padding in the gloves without attempting to hide or adjust her actions shows that she is not trying to reduce any potential discomfort or awkwardness from her tics. Rather, she embraces it and integrates it naturally into her conversation with the viewers.

In this datum, Evie displayed an involuntary facial movement where her face pulled upward toward the left as she attempted to speak. This is categorized as a **complex motor tic** because it involves a coordinated movement affecting multiple muscle groups, occurring in a context-sensitive moment (during speech initiation), which distinguishes it from simpler, isolated motor tics.

### Datum 10



(First livestream!, may be adult language. Duration 5.25 – 5.33)

- Viewers** : “do you mind if people respond to tics, does it distract you?”
- Evie** : “no, I don’t mind. It really depends on situation for like .... *Wweuweu* (tic)
- Evie** : “when you can laugh it takes and depends but I don’t mind people like reacting to them

In this segment of Evie Meg's YouTube live stream, at 5:25–5:33, a viewer asks, "Do you mind if people respond to tics? Does it distract you?" Evie responds, saying, "No, I don’t mind. It really depends on situation for like ...www (tics)," followed by, "When you can laugh it takes and depends but I don’t mind people like reacting to them (tics)."

The tics present in this interaction can be identified as vocal tic. The sound "www" that Evie makes is a typical vocal tic that involves an involuntary sound or utterance. Since it is a repetitive and uncontrollable noise that occurs while she’s speaking, it fits within the category of **complex vocal tic**. Additionally, her mention of "tics" later in the conversation refers to her recognition of these spontaneous vocal sounds.

This exchange can be analyzed using Communication Accommodation Theory (CAT), particularly focusing on convergence. Convergence is when a speaker adjusts their communication style to fit the expectations or social context of their audience, aiming to reduce social distance and make the interaction more comfortable.

In this case, Evie's response reflects convergence because she immediately addresses the viewer's concern, reassuring them that she does not mind reactions to her tics. By saying, "No, I don't mind," she directly adapts her response to ease the viewer's potential discomfort. Evie's choice of words, along with her tone, helps to show that she's empathetic to the viewer's curiosity about her tics and is willing to accommodate their concerns.

Furthermore, when she says that her reaction to tics "depends on the situation," Evie gives the impression that she is flexible and understands that not all situations are the same. Her light-hearted mention of laughing and acknowledging that "it takes and depends" shows her willingness to engage in humor, which adds to the sense of openness and approachability. This response also helps the viewer feel at ease, knowing that Evie is not bothered by reactions to her tics, which in turn fosters a more relaxed atmosphere during the interaction.

By not distancing herself from the situation and instead expressing that she's comfortable with others reacting to her tics, Evie makes an effort to bridge any potential social gaps. This creates a positive, non-judgmental environment and helps maintain a connection with her audience.

### Datum 11



(I'll answer your question. Duration 2.05 – 2.10)

**Viewers** : “a canvas is hard to do with tics?”

**Evie** : “not really, my tics are usually quite good when I’m doing art

**Evie** : “my tics are bad, when I write through for some reason  
... *blu blu blu* (tic)

From the datum above In her Evie Meg’s YouTube livestream, at 2:05-2:10 minutes, a viewer asks, “Is it hard to create a canvas with tics?” Evie responds, “Not really, my tics are usually pretty good when I paint,” followed by, “My tics are bad when I write, for some reason... aa blu blu (tic).”

The types of tics identified here include simple vocal tics. **Simple vocal tic**, which are repetitive sounds such as “blu blu,” occur when she talks about her difficulties when writing. This interaction can be analyzed based on Communication Accommodation Theory (CAT) using the maintenance strategy. Maintenance occurs when someone continues their usual communication style and behavior, without adjusting to the expectations or comfort of the audience.



In this case, Evie shared that her tics are manageable when creating art, but become more problematic when she writes. She explains this directly, without changing her tone or conforming to the social expectations of the audience. Evie does not apologize for her tic or minimize its impact; she simply shares her honest experience. Her candor reflects a consistent communication style, which is a hallmark of maintenance.

By maintaining her natural way of speaking, Evie allows her tic to be part of the conversation without trying to hide or change it. This shows that she is not trying to conform to social norms that expect her to behave differently. Rather than minimizing or over-apologizing, she simply accepts her tic as part of her reality. This creates a more honest and authentic interaction where she openly discusses how her tic affects her differently in different contexts.

Evie's response is a clear example of maintenance in CAT. She sticks to her authentic communication style, openly sharing her experience with her tic while continuing her conversation naturally. This highlights that she is not changing her behavior for social convenience but is accepting her reality as it is.

## Datum 12



(Doing my makeup with tourettes. Duration 1.44)

**Evie** : "*Fuck, fuck off Clyde* (tic). That's a new or you laugh at a tic attack then yeah it's offensive"

In Evie Meg's live stream video, when Evie says “Fuck, fuck off Clyde (tics),” it is followed by an explanation that this is a new tic she experienced that morning and that she doesn't know who “Clyde” is. The tic that appears in this section is a **complex vocal tic**, in which Evie uncontrollably utters abusive words and mentions unfamiliar names.

These tics, which involve harsh words (“fuck, fuck off Clyde”) and the mention of an unfamiliar name (“Clyde”), indicate the presence of divergence within the Communication Accommodation Theory (CAT) framework. Divergence occurs when individuals assert their differences or maintain communication styles that differ from existing social norms, often to highlight their identity or individuality.

Evie did not try to apologize or de-escalate after the rant, which shows that she did not try to adjust her communication behavior to match the viewer's expectations. Instead, Evie casually acknowledged that it was a new tic that had appeared on her without trying to hide or change it. Her

statement, “I don't know who Clyde is”, further confirms that she did not intend to attribute any particular meaning to the word.

There was no attempt on Evie's part to adjust her speech or change her expressions to better suit the viewers' expectations. Instead, she accepted the tics as a reality of living with Tourette Syndrome. This clearly reflects divergence, where Evie accentuates her differences with the viewers, making no attempt to adapt or follow social rules that require the avoidance of harsh words or inappropriate behavior.

### **Datum 13**



(Doing my makeup with tourettes. Duration 2.42 – 2.49)

**Viewer** : is it offensive to laugh at your tics?

**Evie** : “not really if it’s like a laughable moment then it’s not offensive”

**Evie** : “but if you laugh when I’ve like hurt myself or you laugh at a tic attack then yeah it’s offensive

From the datum above, in Evie's live streaming video at minutes 2.42 to 2.49, Evie answered a question from a viewer who asked, "Is it offensive to laugh at your tics?" Evie answered, "Not really, if it's like a laughable moment then it's not offensive," and continued by saying, "But if you laugh when I've like hurt myself or you laugh at a tic attack then

yeah it's offensive," followed by a light laugh. Even so, her intonation still sounded relaxed.

The tics that appeared at this time included, Evie displayed a tic characterized by a sudden raising of her eyebrows combined with a vocal sound resembling a squeaky breath or creaking noise. The eyebrow movement is classified as a **simple motor tic** due to its brief and isolated muscle action, while the vocal component is considered a **simple vocal tic**, as it consists of a short, involuntary, and non-linguistic sound

However, what is interesting about this interaction is how Evie does not try to adjust her attitude or communication behavior to be more appropriate to the viewers. Instead, she clearly defines the boundaries between acceptable and unacceptable behavior in social interactions. By stating that laughing at tics that can be considered funny is okay, but laughing when she is in pain or having a tic attack is offensive, Evie is asserting her own values and rules of communication that do not have to be adjusted to the views of viewers.

This statement demonstrates a strategy of divergence, where Evie intentionally separates herself from a viewer that may have different or insensitive perceptions of her condition. Although she conveys this with a smile and a light laugh, the primary function of the statement is not to accommodate the viewer, but rather to convey her clear identity and communication principles. Evie asserts her right to be treated with the same respect as anyone else, especially in the face of her medical condition, without being treated in a derogatory or insensitive manner.

### Datum 14



(Doing my makeup with tourettes. Duration 2.56)

**Evie** : "*Aahh* (tic), oh god I'm sorry."

From this datum, at 2.56 in the video, Evie experiences a sudden vocal tic, which is a loud scream ("aahh"), categorized as a **simple vocal tic** based on the literature review in the earlier section. Simple vocal tics, as defined, include involuntary sounds or noises such as grunts, sniffing, or in this case, a scream. As soon as this tic occurs, Evie immediately apologizes with the phrase "oh god I'm sorry."

This situation can be analyzed within Communication Accommodation Theory (CAT), specifically as an example of convergence. Convergence in CAT refers to the strategy where an individual adjusts their behavior or communication style to reduce social distance or accommodate the expectations of their interlocutors. In this case, Evie's immediate apology after the unexpected vocal tic shows an effort to align with social norms and maintain a comfortable communication dynamic with her viewers.

By apologizing, Evie demonstrates self-awareness and a desire to manage any potential discomfort or disruption caused by the tic. Her

apology serves as a way to ease any possible tension and maintain a positive interaction with her viewers. This is a clear example of convergence, where Evie adjusts her behavior to acknowledge the tic and show empathy towards her viewer, reducing any social awkwardness that might have arisen from the involuntary sound.

Thus, this instance reflects a convergence strategy, where Evie actively modifies her communication to accommodate the social expectations of her viewer, maintaining a sense of closeness and understanding despite the disruptive nature of her tic.

#### Datum 15



(Doing my makeup with tourettes. Duration 3.56 – 3.59)

**Evie** : *Hits the table with the brush she's holding (tic)* "Oh shit, look what you've done, the wood must be really bendy".

From the datum above, at 3.56 to 3.59 in the video, Evie experiences a motor tic when she involuntarily hits the table with the makeup brush she is holding. This is a physical movement that characterizes **simple motor tic** in Tourette Syndrome, as explained earlier in the literature review. Following this sudden action, Evie expresses frustration and possible pain with the phrase "oh shit, look what you've done the wood must be really bendy," finishing the sentence with a chuckle or laughter. This expression

of discomfort and the laughter afterward are part of her coping mechanism with the tic.

This instance can be analyzed under the divergence strategy in Communication Accommodation Theory (CAT). Divergence occurs when an individual emphasizes their differences, either by maintaining or accentuating their own style of communication. It highlights a distinction between the communicator and the social norms or expectations of the conversation.

In this case, Evie does not attempt to minimize or adjust her behavior to match the expectations of her viewer. Instead, she embraces the tic and its consequences by reacting to it with a mix of frustration ("oh shit") and humor ("the wood must be really bendy"), which is followed by laughter. This response does not serve to reduce the social distance but rather illustrates her acknowledgment of the tic as part of her identity, without trying to mask it or apologize for it in a traditional sense. Her laugh at the end of the sentence also signals a sense of acceptance of her condition, despite the minor disruption it may cause.

The way Evie handles the situation by laughing and making a casual, almost detached comment about the situation ("the wood must be really bendy") suggests that she is diverging from typical social communication norms. Instead of trying to converge with the viewers by downplaying or apologizing for her tic, she uses humor to express her frustration, which emphasizes her individuality. She doesn't adjust her behavior to fit the

viewer's comfort zone but embraces the unique experience of living with Tourette Syndrome, thereby reinforcing her distinct communication style.

The following table 1 and 2 summarizes the analysis of each datum presented previously.

**Table 1. Summary of Evie Meg's Speech Challenges**

<b>No</b>	<b>Description of Tic Behavior</b>	<b>Type of Tic</b>	<b>Tic Category</b>
<b>Datum 1</b>	Uncontrollable screaming.	Vocal	Complex
<b>Datum 2</b>	Sudden head movement.	Motor	Simple
<b>Datum 3</b>	Uncontrolled mouth movement.	Motor	Simple
<b>Datum 4</b>	Head movement, hand waving, 'brrr' and 'blah blah blah' sounds.	Motor & vocal	Simple
<b>Datum 5</b>	Repeated table hitting.	Motor	Complex
<b>Datum 6</b>	Prolonged 'Nooo' utterance.	Vocal	Complex
<b>Datum 7</b>	Humming sound 'hmmm'.	Vocal	Simple
<b>Datum 8</b>	Scream 'aaa' before greeting.	Vocal	Simple
<b>Datum 9</b>	Facial pull upward to left during speech.	Motor	Complex
<b>Datum 10</b>	Repetitive 'www' sound.	Vocal	Complex
<b>Datum 11</b>	Repetitive 'blu blu' sound.	Vocal	Simple
<b>Datum 12</b>	Uttering 'Fuck off Clyde'.	Vocal	complex
<b>Datum 13</b>	Eyebrow raise and squeaky breath.	Vocal & motor	Simple
<b>Datum 14</b>	Scream 'aahh' followed by apology.	Vocal	Simple
<b>Datum 15</b>	Hits table with makeup brush.	Motor	Simple



**Table 2. Summary of Evie Meg's Communication Accommodation**

No	Data	Convergence	Divergence	Maintenance
1.	<b>Evie</b> : tics ... "oh sorry I hate that tic, sorry guys"	✓		
2.	<b>Evie</b> : "This like, umm, you can adjust this as well..." (simple motor tics) A sudden movement of her head.			✓
3.	<b>Evie</b> : "Fuck, fuck off Clyde (tics). That's a new tic that started this morning, I say f off Clyde but I don't know who Clyde is."		✓	
4.	<b>Evie</b> : "Aahh (tic), oh god I'm sorry."	✓		
5.	<b>Evie</b> : (Hits the table with the brush she's holding) "Oh shit, look what you've done, the wood must be really bendy" (laughs).		✓	
6.	<b>Evie</b> : "I have screaming tic, that I don't really like ...( <i>screaming tic</i> ) yeah that one			✓
7.	<b>Evie</b> : "not really if it's like a laughable moment then it's not offensive" <b>Evie</b> : "but if you laugh vocalwhen I've like hurt mysevocalIf or you laugh at a tic attack then yeah it's offensive"		✓	
8.	<b>Evie</b> : "Aaa (tics), helloo."			✓
9.	<b>Evie</b> : "Thank you, (smiles happily) they look fat like we have a cyber but because I've put pads in them." <b>Evie</b> : "In them because my tics go like that (as she slams both of her hands down) and hurt my knuckles" (explains why there are pads in her gloves).			✓
10.	<b>Evie</b> : "Not really, my tics are usually quite good when I'm doing art." <b>Evie</b> : "My tics are bad when I write though for some reason... aa blu blu (tics)."			✓
11.	<b>Evie</b> : "No, I don't mind. It really depends on the	✓		

	situation for like... www (tics)." <b>Evie:</b> "When you can laugh, it takes and depends, but I don't mind people reacting to them (tics)."			
12.	<b>Evie</b> : "they won't ever be fully gone ... brrr (tics) maybe in the future, they'll be more .. kepalanya tiba – tiba menghadap ke kanan (tics) under control with like medication or some kind of .... She makes sound bla bla bla (tics) therapy .. melambatkan tangan (tics).	✓		
13.	<b>Evie</b> : ... Hey, don't comment my tics please"		✓	
14.	<b>Evie</b> : "I didn't do anything to give myself tics, like that I could go back and change. So, that I wouldn't have tics because it's in my brain I couldn't change it. <i>Nooo</i> (tics)			✓
15.	<b>Evie</b> : "I have a message for you're brother .. F*ck off (she laughing after say that words) I'm sorry i.m sorry .. hmmm (tics) <b>Evie</b> : "tell him that I'm definitely not faking, oh, I know you know that video on my musically, where I do like a month with tourette's and it's like (dia meragakan Gerakan dari video musicallynya) saw him that one and he'll see"		✓	
<b>Total</b>		4	5	6

## B. Discussion

This discussion chapter elaborates on the findings presented earlier regarding the communication experiences of Evie, an adult with Tourette Syndrome (TS), during her interactions with viewers on YouTube. The

chapter addresses two main research questions: first, it explores the specific speech challenges Evie faces as a person with TS during live interactions; second, it examines how Evie employs communication accommodation strategies to manage these challenges and maintain engagement with her audience.

### **1. Speech Challenges Experienced by Adult with Tourette Syndrome**

Based on the data, Evie faces various speech challenges typical of Tourette Syndrome, manifested through a range of vocal and motor tics. These tics are involuntary, sudden, and sometimes disruptive to fluent communication. For example, in multiple moments (Datum 1, 3, 4, 14), Evie exhibits complex vocal tics, such as loud screams or uncontrollable utterances ("Aaaaa", "brrr", "Fuck, fuck off Clyde"), which interrupt her speech and can potentially distract both herself and her viewers.

Additionally, Evie demonstrates simple motor tics, including sudden head movements, blinking, mouth movements, and hitting surfaces (Datum 2, 3, 15), which also break the flow of her communication. These involuntary movements and sounds present unique challenges for Evie in maintaining smooth and coherent speech, especially during live streaming where interaction is immediate and dynamic.

In addition to this simple tic, more complex tics also interfered with Evie's verbal communication. In (Datum 5), the appearance of a complex motor tic-specifically, repetitive hand movements on the table-illustrates how involuntary body movements can interrupt the flow of speech and cause a breakdown in communication. Such a tic can distract from the

verbal content and lead to misunderstanding or loss of message coherence. Meanwhile, (Datum 6) highlighted a complex vocal tic in the form of prolonged utterances (“Nooo”), which posed challenges in speech fluency, especially when overlapping or delaying the delivery of intentional utterances. Similarly, (Datum 7) involves a simple vocal tic in the form of a humming sound (“hmmm”), which, although brief and non-verbal, disrupts turn-taking in conversation and can be misinterpreted as hesitation or confusion. Finally, (Datum 9) presents a complex motor tic in which facial and head movements occur simultaneously during the speech initiation phase. These physical distractions can interfere with articulation and intelligibility, making it more difficult for the listener to focus or understand the intended message. Overall, these examples show how vocal and motor tics contribute to the speech challenges faced by individuals with Tourette Syndrome, as they often appear suddenly during critical moments of communication.

The unpredictable nature of tics can create awkward or tense moments, possibly leading to misunderstanding or discomfort among viewers unfamiliar with TS. These findings are consistent with Bautista et al. (2022), who documented that children with TS exhibit speech disfluencies that resemble a mixture of stuttering, palilalia, and cluttering, with difficulties especially on articulation of initial and final phonemes. Bautista’s research also showed tics become more apparent during longer utterances, paralleling Evie’s worsened tics during writing tasks (Datum 11), supporting the observation that TS symptoms intensify with certain cognitive demands.

Moreover, Evie occasionally has to deal with viewers' perceptions and reactions, including misunderstandings such as accusations of faking tics (Datum 7), or insensitive responses like laughing at her tics (Datum 13). These social challenges add to the complexity of her communication, requiring her to navigate not only her neurological symptoms but also her audience's attitudes and behaviors. Such social navigation is less emphasized in prior TS clinical studies but is crucial in digital live interaction contexts where audience reactions are immediate and varied.

Overall, the speech challenges Evie experiences are characteristic of TS and include both physical interruptions (motor tics) and vocal disruptions (vocal tics), compounded by the social challenges of live digital interaction. These factors create a complex communicative environment that demands resilience and adaptability.

## **2. Communication Accommodation Strategies to Address Speech Challenges of Adult with Tourette Syndrome**

Evie actively applies various strategies rooted in Communication Accommodation Theory (CAT) to handle the speech challenges posed by her tics and the social dynamics with her audience. Her main approaches can be understood through the CAT concepts of maintenance, convergence, and divergence. According to Elhami (2020), these three strategies respectively involve maintaining one's original communication style, adjusting communication to be more similar to interlocutors, or emphasizing communication differences to assert identity.

- **Maintenance**

Maintenance is a strategy in which individuals maintain their original communication style or behavior without trying to adapt to the other person's style. Maintenance is sometimes seen as a form of divergence, as there is no attempt to adapt to the other person's communication. In other words, individuals stick to their “default” or natural way of communicating, without regard to the characteristics or needs of the other person. This can reflect an attitude of maintaining identity and authenticity, but it can also increase social distance if the interlocutor expects adjustment. Throughout many moments (Datum 1, 2, 6, 9, 11, 14), Evie adopts a maintenance strategy, continuing to communicate in her natural style without altering or suppressing her tics to fit social norms or audience expectations. For example, when her tics interrupt her speech or movement, she proceeds with the conversation without excessive apologies or attempts to hide her condition.

The maintenance reflects acceptance and authenticity, allowing her to maintain a consistent communication identity that embraces her condition openly. Her candid discussions about the nature of her tics and their effects demonstrate confidence and foster viewer trust by providing an honest insight into living with TS. This resonates with Bautista et al. (2022), who found that despite the presence of tics and speech disfluencies, individuals with TS retain phonological strengths and natural linguistic processing, supporting the legitimacy of maintaining authentic communication rather than masking their condition.

- **Convergence**

Convergence is a strategy in which individuals try to reduce communication differences with their conversation partners. The goal is to make their communication styles more similar, both verbally and nonverbally, thus increasing a sense of community and social understanding. Examples include adjusting speech rate, accent, intonation, as well as word choice to better suit the audience, with the aim of being better received and understood. Giles (1973) and subsequent researchers have referred to convergence as an attempt to “become more like others” in order to reduce social distance and increase interpersonal attachment. At times (Datum 3, 4, 10, 14), Evie employs convergence, adjusting her communication to reduce social distance and put her viewers at ease. She does this by apologizing when a tic disrupts the conversation (“sorry guys”), explaining her condition clearly, or reassuring viewers that their reactions (like laughter) are acceptable depending on the context.

By openly sharing information about her symptoms and responding empathetically to viewers’ concerns, Evie creates a more comfortable and inclusive atmosphere, facilitating understanding and reducing potential awkwardness or discomfort. This use of convergence parallels findings by Elhami et al. (2024) who observed that language teachers employ convergence tactics such as simplifying language, discourse management, and emotional expression to foster learner engagement and comprehension, thereby creating an inclusive communication

environment. Evie's empathetic communication helps bridge the gap with her audience, much like teachers connecting with diverse students.

- **Divergence**

Divergence is the opposite of convergence, where individuals emphasize their communication differences with the interlocutor. This strategy is used to emphasize identity and social distance, or to maintain a unique self. Divergence can arise when a person does not want or feel no need to conform, choosing instead to consciously express their differences in order to appear different and assert a particular social position or identity. Dragojevic et al. (2016) explain divergence as “an adjustment of communication behavior that accentuates verbal and nonverbal differences to appear different”.

Evie also uses divergence in specific situations (Datum 5, 7, 12, 13, 15). She asserts her individuality and sets boundaries by refusing to conform to social expectations that would downplay or censor her tics. For instance, when viewers comment on her tics in a way she finds invasive or disrespectful, she explicitly asks them to stop (Datum 5) or responds with humor and assertiveness when accused of faking her tics (Datum 7). Her use of strong language and refusal to apologize excessively signals a conscious choice to highlight her difference rather than mask it. This strategy empowers her to maintain control over how her condition is perceived and respected. While Elhami et al. (2024) note that divergence is less frequently used in teacher-student interactions where convergence predominates, Evie's deliberate divergence in a public digital space



exemplifies how this strategy can be critical for identity affirmation and boundary setting in contexts of neurodiversity and social stigma, extending CAT's application beyond traditional settings.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents research conclusions and suggestions from researcher. After presenting the findings and discussion in the previous section, the researcher concludes the research results and provides suggestions. This chapter will be useful for readers and also future researchers who have the same focus.

#### **A. Conclusion**

Based on the results of this study, the researcher concluded that Evie, an adult with Tourette Syndrome, frequently experiences simple motor tics such as sudden head movements, blinking, and involuntary hand movements, as well as complex vocal tics in the form of loud shouts, uncontrollable words, and spontaneous sounds that appear involuntarily. These tics periodically interfered with her smooth speech and movement during live interactions on YouTube.

In addition, in terms of communication accommodation strategies, the most frequently used by Evie is maintenance. She often maintains her natural communication style by continuing the conversation openly despite the tics, without trying to hide or apologize excessively. The convergence strategy was also seen when Evie adjusted her answers to the audience, such as apologizing, explaining the condition of her tics, and reassuring the audience to keep the atmosphere comfortable and empathetic. Meanwhile, divergence strategies are used selectively, especially when Evie asserts her

identity or sets boundaries, for example by responding to disrespectful comments or rejecting treatment that demeans her condition.

Overall, Evie's predominant use of maintenance, supported by moments of convergence and divergence, allows her to balance her neurological symptoms with the social demands of live streaming. This balance helps foster authentic, respectful, and meaningful communication with her audience, illustrating the vital role of communication accommodation strategies in managing speech challenges in digital interactions for individuals with Tourette Syndrome.

## **B. Suggestion**

Based on the limitations found in this study, there are several suggestions that can be considered and recommended for further research in order to produce more comprehensive and representative findings.

First, this study only took data from Evie's YouTube live stream video without conducting direct interviews or confirmation with the research subjects. Therefore, the analysis carried out is interpretive based on the researcher's observations alone, thus allowing for subjectivity and limited understanding of the context and meaning actually experienced by Evie. For further research, it is recommended that in-depth interviews or other direct data collection methods be conducted to obtain a more valid and holistic understanding of the subject's communication experience.

Second, the object of research in the form of Evie's live stream video was only taken from the period 2020 to 2021. Thus, the findings do not fully represent Evie's current condition, namely from 2022 to 2025. The development of Evie's health condition, experience, and

communication strategy may have changed significantly during this period. Further research is expected to use more recent and long-term data so that the findings obtained are more relevant and reflect the dynamics of the subject's actual condition.

Third, this study uses the Communication Accommodation Theory (CAT) theoretical framework developed by Giles in 1973. Although the theory is still relevant, there are newer and more comprehensive developments and modifications to the communication accommodation theory. Therefore, the suggestion for further research is to adopt and compare the latest theories in the field of communication accommodation so that the results of the analysis can be more in-depth and reflect conceptual developments in the field of interpersonal communication and digital media. Future studies are also encouraged to use real – time utterances from live interactions instead of video content, in order to enhance the authenticity and immediacy of the data.

By considering these suggestions, further research is expected to provide a more complete and accurate contribution to understanding the communication experiences of individuals with Tourette Syndrome, especially in the context of ever-evolving digital interactions.

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## CURRICULUM VITAE



**Vionna Adzkia Putri** was born in Jakarta on July 27<sup>th</sup>, 2002. She graduated from Nurul Ilmi Islamic Boarding School. During her study at the senior high school, she actively participated in organizational leadership and activities within dormitory and school. She also participated in extracurricular activities, including pencak silat and Scouts. In recognition of their dedication, they received the *Andika Teladan* award in Scouting. After graduating from high school. She completed an online tahfidz program at STUAH (2020). She started her higher education at UIN Maulana Malik Ibrahim Malang, department of English Literature in 2021. During her college years, she joined the English Literature Student Association (ELSA), became an event committee, and participated in several academic competitions.

## APPENDIX

No	Description of Tic Behavior	Type of Tic	Tic Category
<b>Datum 1</b>	Uncontrollable screaming.	Vocal	Complex
<b>Datum 2</b>	Sudden head movement.	Motor	Simple
<b>Datum 3</b>	Uncontrolled mouth movement.	Motor	Simple
<b>Datum 4</b>	Head movement, hand waving, 'brrr' and 'blah blah blah' sounds.	Motor & vocal	Simple
<b>Datum 5</b>	Repeated table hitting.	Motor	Complex
<b>Datum 6</b>	Prolonged 'Nooo' utterance.	Vocal	Complex
<b>Datum 7</b>	Humming sound 'hmmm'.	Vocal	Simple
<b>Datum 8</b>	Scream 'aaa' before greeting.	Vocal	Simple
<b>Datum 9</b>	Facial pull upward to left during speech.	Motor	Complex
<b>Datum 10</b>	Repetitive 'www' sound.	Vocal	Complex
<b>Datum 11</b>	Repetitive 'blu blu' sound.	Vocal	Simple
<b>Datum 12</b>	Uttering 'Fuck off Clyde'.	Vocal	complex
<b>Datum 13</b>	Eyebrow raise and squeaky breath.	Vocal & motor	Simple
<b>Datum 14</b>	Scream 'aahh' followed by apology.	Vocal	Simple
<b>Datum 15</b>	Hits table with makeup brush.	Motor	Simple

No	Data	Convergence	Divergence	Maintenance
1.	Evie : tics ... “oh sorry I hate that tic, sorry guys”	✓		
2.	Evie : "This like, umm, you can adjust this as well..." (simple motor tics) A sudden movement of her head.			✓



3.	<b>Evie</b> : "Fuck, fuck off Clyde (tics). That's a new tic that started this morning, I say f off Clyde but I don't know who Clyde is."		✓	
4.	<b>Evie</b> : "Aahh (tic), oh god I'm sorry."	✓		
5.	<b>Evie</b> : (Hits the table with the brush she's holding) "Oh shit, look what you've done, the wood must be really bendy" (laughs).		✓	
6.	<b>Evie</b> : "I have screaming tic, that I don't really like ...( <i>screaming tic</i> ) yeah that one			✓
7.	<b>Evie</b> : "not really if it's like a laughable moment then it's not offensive" <b>Evie</b> : "but if you laugh when I've like hurt myself or you laugh at a tic attack then yeah it's offensive"		✓	
8.	<b>Evie</b> : "Aaa (tics), helloo."			✓
9.	<b>Evie</b> : "Thank you, (smiles happily) they look fat like we have a cyber but because I've put pads in them." <b>Evie</b> : "In them because my tics go like that (as she slams both of her hands down) and hurt my knuckles" (explains why there are pads in her gloves).			✓
10.	<b>Evie</b> : "Not really, my tics are usually quite good when I'm doing art." <b>Evie</b> : "My tics are bad when I write though for some reason... aa blu blu (tics)."			✓
11.	<b>Evie</b> : "No, I don't mind. It really depends on the situation for like... www (tics)." <b>Evie</b> : "When you can laugh, it takes and depends, but I don't mind people reacting to them (tics)."	✓		
12.	<b>Evie</b> : "they won't ever be fully gone ... brrr (tics) maybe in the future, they'll be more .. kepalanya tiba – tiba menghadap ke kanan	✓		

	(tics) under control with like medication or some kind of .... She makes sound bla bla bla (tics) therapy .. melambatkan tangan (tics).			
13.	<b>Evie</b> : ... Hey, don't comment my tics please"		✓	
14.	<b>Evie</b> : "no, huuu (tics) I guess from like the very very very beginning like when I was .. I still have that hiccup tics which is my very first one but not that often you've had your eyes rules for quite. ... like blinking that was one of my first ones too like that.			✓
15.	<b>Evie</b> : "I have a message for you're brother .. F*ck off (she laughing after say that words) I'm sorry i.m sorry .. hmmm (tics) <b>Evie</b> : "tell him that I'm definitely not faking, oh, I know you know that video on my musically, where I do like a month with tourette's and it's like (dia meragakan Gerakan dari video musicallynya) saw him that one and he'll see"		✓	