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"MENINGKATKAN MUTU DAN PROFESIONALISME DOSEN MELALUI PENELITIAN"

LEMBAGA PENELITIAN, PEMBERDAYAAN MASYARAKAT DAN KEMITRAAN UNIVERSITAS DARMA PERSADA

LANGUAGE DISORDER

Irna n. Djajadiningrat
Sastra Inggris – Fakultas Sastra

ABSTRACT

Early estimates suggested upwards of 10 000 different speech errors are committed in the English language. These errors have become the source of investigation and experimentation in search of explanation of the basic processes that conduct speech production; from the basic stages of planning to the finished motor plan that produces audible speech. This paper discusses some aspects that should be taken into account in language disorder. Language disorders occur when a person is unable to produce speech sounds correctly or fluently. Due to the limited time the research focuses is only early identification of children on a videos who may be at risk for pronouncing difficulties in phonological aspects The predictive ability of expressive language and phonological awareness are discussed. The research results indicate that some level of phonological awareness in various combinations of syllable and phoneme deletion, syllable and phoneme blending. The research information reviewed here can help guide future investigations in the area of predicting language abilities.

Key words: Language disorder, phonological error, deletion, exchange, anticipation.

1. INTRODUCTION

Language is a significant part of what makes us human, along with other cognitive skills. The brain acts as command central for language and communication, controlling both physical and mental components of speech. There are many areas of the brainwork together to control speech. The two hemispheres are thought to contribute to the processing and understanding of language: the left hemisphere processes the linguistic meaning of prosody, while the right hemisphere processes the emotions conveyed by prosody. There is a great deal of physical evidence for the left hemisphere as the language center in the majority of healthy adults. The clue has to do with the evidence from studies of brain damage. The first language area within the left hemisphere to be discovered is Broca's area, who discovered the area while studying patients with aphasia, a language disorder. Broca's area doesn't just handle getting language out in a motor sense, though. It seems to be more generally involved in the ability to process language. A long-standing question is whether speech and language disorder are closely linked in the ability of human language. This question has implication that the speech production system is intrinsically linked at deeper levels to the underlying linguistic representations and processing systems.

There are some general issues appear in language disorders. The first is the language system itself. At the generic level, three domains are phonology/speech production; semantics; and syntax/grammar. Phonology and speech production are often considered at a relatively broad level, such as the general intelligibility of spoken language or the number of spoken sounds pronounced correctly (Clahsen, H., & Almazan, M., 1998).

The aim of the research is to describe and explain which aspects of the language faculty are impaired in a given language disorder. The idea is that a thorough study of the phonological deficits associated with language disorders might provide insights into the structure and organization of the normal language system. Phonological deficits are common in language disorders and have always been at the focus of research on language disorders. The investigation whether or not phonological deficits occur in a given acquired or developmental language disorder, which phonological structures or processes are eventually affected and how to capture such deficits in an explanatory theoretical account has dominated the linguistic research on language disorders since its very first beginnings to the present.

2. SPEECH AND LANGUAGE DISORDERS

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown (Chapman, R. S., & Hesketh, L. J. (2000))

Based on data analyzed errors made at the level of the phoneme, whether it be substitution, addition, deletion, or any others for that matter, are the most common of speech errors. An error at this level can occur within a word but more frequently will occur between separate words. The majority of these phonemic errors are anticipations, in which a substitution occurs of a sound that is supposed to occur later in the sentence. In this case, the speaker produces the

target phoneme earlier than intended and it interferes with the intended original phoneme; the interfering segment follows the error as shown in below table

Table 1: **Speech Errors Classified by Unit and Mechanism**

TYPE	UTTERANCE	TARGET
Perseveration	walk the bea*k* Sally *g*ave the boy	walk the bea*ch* Sally gave the *g*oy
Anticipation	a *l*eading list *bl*ocks of flowers *b*ake my bike whole *w*orm maca*m* macan	a *r*eading list box of *fl*owers **t**ake my bike *w*hole *t*erm maca*n*-macan
Exchange	bop a d*r*omb f*oo*l the pill memb*u*ta bat*a* bat*u* l*a*ut baru ke*h*utanan	d*r*op a bomb fill the p*oo*l membat*u* batu bat*a* laut b*i*ru ketu*h*anan
Deletion	a *m*eeting arathon	an eating *m*arathon

The very nature of these errors, and the fact that they occur indicate that speech is well planned before it is articulated. As words get confused, like we saw above, we could speculate that all words of a sentence exist as part of a single representation in production and are therefore susceptible to being mixed at that stage in planning. Of course this is intuitive, as a sentence could not be created if words were held as separate representations; at some point down then line the words must be integrated and related to create and complete the sentence. Dell et al (2000) noted a difference between perseverations and anticipations depending on the context of the sentence. If one is speaking a novel sentence, they are more prone to perseverations, where as anticipations are more common amongst practiced and recited phrases. Another possible phonemic error is the exchange of two segments, where the order of sound segments gets changed. Exchange errors have been interpreted as the possible combination of anticipation and perseverance as follows

a) feed the dog → deed the fog

b) left hemisphere → heft lemisphere

These phonological disorder always involve the exchange of like units; a vowel exchanges with a vowel and a consonant with another consonant. Never is there an exchange between a vowel and a consonant. This is known as the consonant-vowel category effect. All of the above examples involved the anticipation, perservation, or exchange of single segments. Errors consisted of small segments such as a vowel or a consonant. These individuals segments can further be combined. As individual segments, two consonants can be transposed. By addition of a consonant to a word, a cluster can be produced as opposed to an intended single segment. This is similar in all respects to the previously shown single segmented errors, the only difference now being that the affected segment has become a consonant cluster. A cluster however is not a single unit in speech production, but consists of a sequence of separable segments.

Although the focus on phonological error has thus far been on small-segment phonemic errors, this does not mean that errors amongst phonemes are the only source of speech error. Larger than phonemes are syllables that are also units of speech performance and susceptible to error. Nooteboom (1969) was the first to suggest that syllables could be a unit of measure in speech programming. He found that speech errors generally occur within seven syllables distance between the origin and target. This corresponds and fits with our understanding of a short-term memory span that allows us to comfortably remember seven consecutive items. Nooteboom supported the notion that segmental slips yield to a structural law of syllable placement. If we have two words, each with an equal amount of syllables, the corresponding syllables will be the ones to exchange in the event of an error. The first syllable of the origin word will replace the first syllable of the target word. Likewise, the final syllable of the origin word will exchange with the final syllable of the target word.

3. **CONCLUSION**

A language disorder is a significant delay in the use and/or understanding of spoken or written language. The disorder may involve the form of language (phonology, syntax, and morphology), its content or meaning (semantics), or its use (pragmatics) in any combination.

Language disorders can be classified according to the aspect of language that is impaired (phonology, syntax, morphology, semantics, and/or pragmatics); its severity (mild, moderate, or severe); whether it affects comprehension (receptive language), production (expressive language), or both. There are many potential causes of language disorders because language is a complex behavior influenced by genetic, biological, perceptual, cognitive, linguistic, and environmental factors.

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