

Speech Disorder (Stuttering) in Students of Batu Merah SLB, Sirimau District, Ambon City

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Abstract

This study seeks to thoroughly investigate the behaviors of a stuttering student at SLB Negeri Batu Merah in Sirimau District, Ambon City. The researcher delineates the study into numerous micro sub-problems: the communication context, communication occurrences, and communication behaviors of stuttering pupils at SLB Negeri Batu Merah, Sirimau District, Ambon City. The research methodology is a qualitative case study technique underpinned by psycholinguistic theory. This study focuses on a single individual, Muhamad Basir, a student with special needs (SLB) who suffers from a speech impairment (stuttering). The research encompasses the design, the researcher's involvement, data sources, the research setting, data collection methods, data analysis techniques, and validity checks through triangulation and literature review. The research findings indicate that the communication circumstances of students who stutter at SLB Negeri Batu Merah, Sirimau District, Ambon City, during class activities are highly tense, and their speech is markedly halting. This contrasts with the scenario outside the classroom at recess, when their pronunciation is less hesitant. The communication event encompasses several elements that the researcher will elucidate, specifically through the term "speaking," which includes: the setting, both within and outside the classroom; and the participants, comprising teachers, parents, and Muhamad Basir, a student from SLB Negeri Batu Merah in Sirimau District, Ambon City, who experiences mild stuttering. Muhamad Basir, a student at Batu Merah State Special School in Sirimau District, Ambon City, predominantly employs nonverbal communication above spoken communication during interactions.

Keywords: *Ambon City; SLB; Speech Disorder*



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INTRODUCTION

Language serves as the fundamental instrument of communication in human existence; without it, the development of social interactions within a community is challenging, since language enables individuals to convey messages and collaborate (Kridalaksana: 2005:4). Language serves as a medium of communication, facilitating the transmission of messages from the speaker to the listener. Linguistic skill at the cognitive level is then expressed through the speech apparatus. The process of language articulation entails a complex system and multiple organs within the human body. Pathologies or impairments of the speech apparatus might hinder effective communication.

The speech disorder of Muhamad Basir, a student at SLB Negeri Batu Merah in Sirimau District, Ambon City, commenced at the age of 2, coinciding with the onset of his speech development. From ages 9 to 15, the rate of speech does not consistently match the rate of cognition. During that period, he frequently reiterated specific words until he could articulate the desired term. From ages 17 to 20, he was acquiring speech skills, rehabilitating his speech muscles, expanding his vocabulary, structuring sentences, and understanding the formulation of questions and the implications of his statements. Consequently, Muhammad Basir, at the age of 24, continues to encounter speech fluency difficulties. Data indicates that Muhamad Basir has immediate family members who also exhibit stuttering. Additionally, a contributing factor to Muhamad Basir's stuttering is a disease in the right hemisphere of the brain, associated with linguistic capabilities, which can impair verbal coordination, timing, and the rhythm of speech. Another factor that may contribute to Muhamad Basir's stuttering is environmental changes, such as relocating to a new school and adapting to a different environment, necessitating adjustment to his everyday routine.

The research question for this study is: In what manner does fluency disorder (stuttering) present in Muhamad Basir, a student at SLB Negeri Batu Merah, Sirimau District, Ambon City? This study aims to delineate the fluency disorder (stuttering) exhibited by Muhamad Basir, a student at SLB Negeri Batu Merah in the Sirimau District of Ambon City. The theoretical advantage of this research is to enhance the corpus of knowledge regarding Psycholinguistic theory. This research provides students with essential understanding regarding speech fluency disorders, including stuttering, and facilitates the use of psycholinguistic studies in language utilization. This research enables researchers to comprehend speech abnormalities, namely the etiology of stuttering.

LITERATURE REVIEW

As indicated etymologically, the word psycholinguistics is generated from the words psychology and linguistics, which are two discrete fields of study, each standing alone with distinct procedures and methodologies. However, both of them study language as their formal object. Only their material subjects differ; linguistics explores the structure of language, while psychology examines language behavior or the process of language.

Stuttering is a speech impairment characterized by the halting pronunciation of words. Stuttering happens when part of a word feels lost, the speaker knows the term, but cannot produce it (Cahyono, 1994: 262). Generally, it manifests as a sudden loss of the child's capacity to verbalize what they wish to say, resulting in broken and repetitious speech like "m-m-mother...", until they are unable to make any sound at all for a length of time. This reaction is followed by spasms in the neck and diaphragm muscles caused by poor synchronization of the speaking muscles. Once the tension has built up, a sequence of phrases will flow until another muscle spasm occurs.

Types of stuttering include developmental stuttering, which frequently occurs in children aged 2-4 years and adolescents nearing puberty. Temporary stuttering in moderate cases, children can speak normally and fluently in some contexts, such as when they are alone, whispering, singing, or around individuals they regard to be of lower rank or age than themselves. This developmental stuttering can occur in children aged 3-8 years. It is usually caused primarily by physiological irregularities of the speech organs and will continue to exist, with some of the words the stutterer tries to say feeling lost. The latter stutters badly, and besides finding it difficult or even being unable to speak words starting with the letters b, d, s, and t, it is also commonly accompanied by repetitive motions in portions of the body that he cannot control. It's called tics, which occur on the face or are little, repetitive, and involuntary movements in the back. In the study of

speech and language problems (Speech Language Pathology), speech disorders often include fluency abnormalities, articulation disorders, and voice disorders. The treatment for children who stammer involves speech therapy, oral motor therapy, and melodic intonation therapy. Here are some tips for talking to persons who stutter: First, you need to be patient, speak deliberately, don't talk too fast, and communicate clearly.

The research design is descriptive qualitative, employing a case study methodology to examine speech fluency impairments (stuttering), specifically concentrating on Muhamad Basir, a student at SLB Negeri Batu Merah in the Sirimau District of Ambon City. Lincoln and Guba (in Moleong, 2005:8) delineate some fundamental aspects of qualitative research. It possesses a natural environment. Humans as an instrument. Qualitative methodology. Characterized by descriptiveness, constrained by the emphasis, and valuing the procedure above the result. The researcher's presence is contingent upon the established research design, making it an essential and inescapable element, as they serve as a pivotal instrument in the study. This is articulated because, in qualitative research, as previously established, the researcher serves as the principal data collector. Consequently, while gathering field data, the researcher actively engaged in observing and documenting speech fluency impairments (stuttering) in Muhamad Basir, a student at SLB Negeri Batu Merah, Sirimau District, Ambon City.

RESEARCH METHODS

The research data for this study is oral speech, specifically from Muhamad Basir, a stutterer at SLB Negeri Batu Merah, Sirimau District, Ambon City. The data source is Muhamad Basir, a student at SLB Negeri Batu Merah, Sirimau District, Ambon City, who experiences stuttering, a speech fluency disorder, in this case, as described by Muhamad Basir.

Identity:

Name : Muhamad Basir

Age : 24 years old

Class : XII

The research location is the location chosen by the researcher to conduct the study, which is SLB Negeri Batu Merah in Sirimau District, Ambon City. Data collection techniques are the techniques used in collecting data on speech fluency disorders (stuttering) in Muhamad Basir, a student at SLB Negeri Batu Merah. Observation methodologies, interview methodologies, field note methodologies, recording methodologies, documentation methodologies. Qualitative data analysis approaches are a persistent, iterative, and continual endeavor. Miles and Huberman (1991: 15-16) assert that data gathered through diverse methods are processed via recording and transcription. Data analysis involves three simultaneous activities: data reduction, data display, and conclusion formulation. The research findings require validation. The method employed to verify data veracity is the triangulation technique, which leverages external sources for comparison or validation against the data (Moleong, 2005:330). This study employs a triangulation strategy that integrates data sources, theoretical frameworks, and methodologies.

RESULTS AND DISCUSSION

School Identity

School Name: SLB Negeri Batu Merah Ambon

Building Location: Tanah Rata Galunggung

School Principal: Ny. Zaenab Holle. S. Pd

Year of Establishment: On August 28, 2005, there were four levels: Kindergarten, Elementary School, Junior High School, and Senior High School. The total number of students was one hundred and fifty-six, with twenty-six teachers.

The results of data collection from students with stuttering speech disorders at SLB Negeri Batu Merah, Sirimau District, Ambon City are as follows:

Stutterer:

Name : Muhamad Basir

Age : 24 years old

Class: XII

1. Ka-kaka b-b-beta s-s-su selesai ujian (Sister, I'm done with the exam) (DR. 1)
2. T-t-tanggal t-tujuh b-b-baru de-dengar hasil (The test results will only be available on the seventh) (DR. 2)
3. Be-beta mau-k-k-kuliah-di-di-sulawesi (I want to study in Sulawesi) (DR. 3)
4. Do-dolo m-m-masih-k-klas satu be-beta p-p-perna iko pramuka (Back in first grade, I used to be in Scouts) (DR.4)
5. K-k-katong ada t-t-tiga-o-orang yang dapa pake I have three people who can be used) (DR. 5)

- 1) *Ka-kaka b-b-beta s-s-suabis ujian* (DR. 1).

Context: A stuttering patient is talking about an exam they have completed.

Ka-kaka b-b-beta s-s-suabis ujian

Kakak beta suabis ujian

My sister has finished his exam.

- 2) *T-t-tanggal t-tujuh b-b-baru de-dengar hasil* (DR. 2)

Context: The stuttering patient informs that they will hear the test results on the seventh.

T-t-tanggal t-tujuh b-b-baru de-dengar hasil

Tanggal tujuh baru dengar hasil

Heard the results on the seventh.

- 3) *Be-beta mau k-k-kuliah-di-di-sulawesi* (DR. 3)

Context: The stuttering patient informs that he will be studying in Sulawesi.

Be-beta mau k-k-kuliah-di-di-sulawesi

Beta mau kuliah di sulawesi

I want to study in Sulawesi

- 4) *Do-dolo m-m-masih-k-klassatu be-beta p-p-perna iko pramuka* (DR. 4)

Context: The stuttering patient mentioned that they participated in scouting in their first year of high school.

Do-dolo m-m-masih-k-klassatu be-beta p-p-perna iko pramuka

Dolo masih klas satu beta perna iko pramuka

When I was in my first year of high school, I once participated in scouting.

- 5) *K-k-katongada t-t-tiga-o-orang yang dapa pake* (DR. 5)

Context: The stuttering patient is telling how many of their friends are involved in scouting.

K-k-katongada t-t-tiga-o-orang yang dapa pake

Katong ada tiga orng yang dapa pake

Only three people are being used.

Based on data collected from Muhamad Basir, a student at SLB Negeri Batu Merah in Sirimau District, Ambon City, who experiences stuttering. The following will be discussed.

The theory used to discuss the research data is the theory of language acquisition by Kenneth Wexler and Peter W. Culicover, who put forward the G.I.P.B. theory, which states that:

G is a class of grammars (proper grammars).

I is a class of input devices or input data. PBB is a language learning procedure that maps various inputs into grammar. The following will discuss each speech disorder data point for stutterers.

- 1) *Ka-kaka b-b-beta s-s- su abisujian* (DR. 1) In the sentence ka-kakabe-beta s-s- su abis u-ujian

G : Sister has finished exam.

I : Ka-kaka b-b-beta s-s- su abis ujian

PBB: Language learning procedures for stutterers in sentences ka-kaka b-b-beta s-s-su abisujian, In the syllable "ka," because the sound is not produced with the back of the tongue and air from the lungs is not released, there is repetition in the consonant "b" because it is a stop consonant. The consonant "s" is repeated because the tongue position vibrates and does not approach the lower gums. Therefore, the meaning of the sentence is "My older sibling has finished the exam."

- 2) *T-t-tanggal t-tujuh b-b-barude-dengar hasil* (DR. 2) In the sentence t-t-tanggal t-tujuh b-b-baru de-dengar hasil

G : Heard the results on the seventh

I : T-t-tanggal t-tujuh b-b-baru de-dengarhasil

PBB : The language learning procedure for stutterers in the sentence "t-t-tanggal t-tujuh b-bbaru de-dengar" resulted in repetition of the consonant "t" because the tip of the tongue was not placed on the gums, and repetition of the consonant "b" because it is a stop consonant. In the syllable "de," the tip of the tongue was not placed on the gums and the tongue was not in the front position, so the meaning of the sentence is "tanggal tujuh baru dengar hasil" (heard the results on the seventh).

- 3) *Be-beta mau-k-k-kuliah-di-di-sulawesi* (DR. 3) In the sentence be-beta mau-k-k-kuliah-di-di-sulawesi

G : I want to study in Sulawesi

I : Be-beta mau-k-k-kuliah-di-di-sulawesi

PBB : The language learning procedure for stutterers in the sentence "I want to go to college in Sulawesi" shows repetition in the syllable "be." This repetition occurs because "be" is a stop consonant and the tongue is not raised. Repetition also occurs in the consonant "k" because the sound is not produced with the back of the tongue. In the syllable "di," repetition happens because the tip of the tongue is not placed on the gums and the tongue is not in the front position. Therefore, the meaning of the sentence is "I want to study in Sulawesi."

- 4) *D-d-dolo m-m-masih-k-klas satu be-beta p-p-pernaiko pramuka* (DR. 4) In the sentence d-d-dolo m-m-masih-k-klas satu be-beta p-p-pernaiko pramuka

G : When I was in first grade, I once joined the Scouts.

I : D-d-dolo m-m-masih-k-klas satu be-beta p-p-pernaiko pramuka

PBB : The language learning procedure for stutterers in sentences like "d-d-dolo m-m- still k-klas one be-beta p-p-pernaiko pramuka" (which translates to "I was still in first grade, I used to join scouts") shows repetition in the consonant d because the tip of the tongue is not placed on the gums, in the consonant m because both lips are closed, in the consonant k because the sound is not produced with the back of the tongue, in the syllable be because it is a stop sound and the tongue is not raised, and in the consonant p because the upper and lower lips are not tightly closed, so air from the lungs is not held back from being released. Therefore, the meaning of the sentence is "I was still in first grade, I used to join scouts."

- 5) *K-k-katong ada t-t-tiga-o-orang yang dapa pake* (DR. 5) In the sentence k-k-katong ada t-t-tiga-o-orang yang dapa pake

G : Only three people are being used

I : K-k-katong ada t-t-tiga-o-orang yang dapa pake

PBB : The language learning procedure for stutterers in the sentence "k-k-katong ada t-t-tiga-o-orang yang dapa pake" is as follows: for the consonant k, because the sound is not produced with the back of the tongue; for the consonant t, because the tip of the tongue is not placed against the gums; and for the vowel o, because the lip position is not rounded. Therefore, the meaning of the sentence is "we have three people who are used."

CONCLUSION

Muhamad Basir, a student at SLB Negeri Batu Merah in Sirimau District, Ambon City, exhibits a speech disorder characterized by stuttering, which manifests as numerous disruptions or repetitions in the articulation of both vowel and consonant sounds within words, regardless of their position in a sentence. For instance, my elder sibling has recently completed their examinations. Mother remarked to my elder sibling, "You will return to instruct me later." I infrequently visit the market while at home. I require some time to compose. Upon our arrival in Bali, we resided at the hotel for a week.

According to the discussion, individuals who stutter are unable to articulate words flawlessly and fluently during communication with others. Numerous repeats of both vowels and consonants exist. The speech condition of stuttering warrants early intervention, as neglecting it may result in its continuation into adulthood. Consequently, it is anticipated that this author will capture readers' attention to comprehend the topic of stuttering in communication. This is intended as a reference for students to comprehend the speech disorder of stuttering patients, illustrating the use of psycholinguistic studies in language. It is advisable for future researchers to conduct a more comprehensive and in-depth examination of language phenomena, particularly psycholinguistic studies related to stuttering speech disorders.

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