

CHAPTER I

INTRODUCTION

This chapter presents the overview of the research. It consists of research background, previous studies, statement of research problem, research objective, research significance, and definition of key terms.

1.1 Research Background

Human speech mechanism is a complex process. It requires both mental and physical activity to be able to express the ideas that are in the mind with speech tools to produce language sound. Because of its complex process, sometimes people experience errors when speaking with others under certain circumstances depending on their psychological condition. Sometimes the speakers do not realize when they make errors in their speech such as mispronouncing words, having long pause, repeating words, and experiencing tip of the tongue. This phenomenon is normal because almost 90% of speakers around the world have experienced a situation when words in the mental lexicon suddenly become inaccessible, resulting speech errors (Schwartz and Metcalfe, 2011). However, there are also conditions when some people always experience speech errors every time they speak. Even other aspects related to language are also disturbed. This is no longer a common error that people normally experienced but it is already considered as a language disorder.

Language disorders are often experienced by people who have brain damage. This can occur due to brain injury, brain cancer, brain tumors, and strokes, causing the language part of the brain to be disturbed. One of the types of language disorders is Aphasia. Most stroke survivors develop Aphasia as common sequela from the stroke. According to Yule (2010), “Aphasia is an impairment of language function due to localized brain damage that leads to difficulty in understanding and/or producing linguistic forms”. People with Aphasia lose almost all verbal abilities including abnormal verbal expression, difficulties in understanding spoken or written language, repetition, naming, reading, and writing (Sinanović et al., 2011). All these impairments make them unable to communicate effectively.

There are several types of Aphasia based on damage to the language areas of the brain. One of them is Broca's Aphasia. It is caused by damage in the Broca's area, precisely in the front of the left hemisphere of the brain. It makes the speakers have difficulty finding the right words and have very limited ability in speaking. Their knowledge of vocabularies or words at any given time disappears from consciousness. There will be a lot of long pauses and hesitation in their speech. People with Broca's Aphasia will lose the ability to form linguistics units and it makes them experience language deficits.

Language deficit is a decrease in language skills. In Merriam Webster, deficits mean a lack or impairment in an ability or functional capacity. In this case, it means that language deficit is a condition when a person experiences a degradation or lack of

ability in terms of lexical, morphological, phonological, and syntactical which results in a decrease in the quality of their language. Because of this degradation, they will often experience errors in producing speech. People with Aphasia not only experience speech production errors but can also suffer from speech comprehension errors as language deficits (Blumstein, 2015). It makes the quality of their speech in communication decrease, both in spoken or written communication. Communication is fundamental to expressing oneself, creating self-identity, building and maintaining relationships, and managing emotional well-being (Rangamani and Judovsky, 2020). Someone with Aphasia will find it challenging to hold conversation to maintain communication with others due to language deficits.

Based on the explanation above, the researcher is interested in analyzing language deficits in people with Broca's Aphasia. Language is essential in daily life, but people with Broca's Aphasia lose the ability in every aspect related to language because they have language deficits. It makes them cannot communicate effectively. The researcher will analyze the language deficits in Sarah Scott, a teenager from London who suffers from Broca's Aphasia due to a stroke. She has struggled for about ten years undergoing therapy to restore her language ability. She had a stroke when she was 18 years old in 2009. Her mother regularly uploaded her Broca's Aphasia journey on the *SymphUK* YouTube channel. She is a piece of conclusive evidence that teens can also suffer from stroke because there are still many people who are not aware of stroke can be suffered by young people and can lead to Aphasia.

The title used for this research is Language Deficits by Sarah Scott as A Broca's Aphasia Patient. Since language is a broad term consisting of speaking, reading, listening, and writing, therefore this research will only focus on Sarah Scott's speaking ability because the videos that are going to analyze only present the data regarding oral communication between Sarah and her mom. The focus of this research is to find out the types of speech errors as language deficits that Sarah Scott made as a Broca's Aphasia patient and how speech errors as language deficits affect Sarah Scott's oral communication skill.

To analyze the types of speech error as language deficits, the researcher will use the theory of Reason (2000) regarding common type of speech errors that Broca's Aphasia patient usually made. By analyzing speech errors, it can be seen how language deficits affect Sarah's speaking quality which will affect her oral communication with others. Furthermore, the researcher will use Johansson's (2012) theory to analyze how speech errors as language deficits affect Sarah's oral communication skill with others. The effect of language deficits in Sarah's communication can be known by analyzing communicative concept which is conversational principles, communicative functions, and communicative context.

The researcher will analyze language deficits based on videos uploaded by her mother, Joanie Scott, on the *SymphUk* Youtube channel. The videos meet the characteristics of language deficits in terms of phonological error, lexical error, and morphological error. The videos also meet the characteristic of how language deficits

affect Sarah's oral communication skills with others in everyday life. Due to a large number of available videos about her Aphasia journey, considering that Sarah has been undergoing therapy for more than ten years, the researcher will only use videos in the first three years since she suffered from Broca's Aphasia to reduce the scope of the object.

Several studies about Aphasia have been conducted to expand the information regarding this language disorder. Previous studies also can enrich the researcher's knowledge about Aphasia, especially Broca's Aphasia. The first previous study was a thesis by Syarifah (2020) from UIN Maulana Malik Ibrahim Malang entitled Broca's Aphasia Word Production of Sodderland In My beautiful Broken Brain Movie. This study discussed the speech errors experienced by the main character in the movie, Sodderland, who had Broca's Aphasia when she was 34 years old. Based on the research findings, Sodderland had difficulty producing words when speaking. She often experienced difficulty finding the right words, like other Aphasia's patients. She also made speech errors, such as errors in prepositions, verbs, nouns, and composed incoherent sentences. Then the writer also explained that Sodderland had difficulty socializing because people did not understand what she was saying and how her social life is changed after she had Aphasia.

The second previous study of Aphasia was a thesis by Cahyantini (2018) entitled *Gangguan Fonologi Pada Anak Penyandang Afasia Perkembangan di Klinik Bina Wicara Jakarta* from State University of Jakarta. The study discussed the

phonological disorders experienced by children with Aphasia. These children had speaking difficulty, especially in pronouncing vowels and consonants, which made the child experiences substitution, addition, and omission. Based on the analysis of the data in the study, it was found that these pediatric patients had problems pronouncing language sounds, both vocal and consonant. For example, most of the children failed to pronounce “warna”, but instead, they pronounced it “walna”. This type of phonological error is included in omission. Out of 234 children, the most common phonological error was omission because 123 errors were found. This far-reaching comparison occurs because, generally, children with developmental Aphasia had not been able to pronounce consonants that are difficult to pronounce.

Another study regarding Aphasia was a thesis by Hanum (2018) from Muhamadiyah University North Sumatera. The thesis entitled *Cacat Gramatikal Keluaran Wicara Penderita Afasia Broca Pasien Yang Mengalami Gangguan Stroke Studi Kasus di Rumah Sakit Tentara TK IV Binjai*. The writer focused her research on Indonesian grammatical errors in the field of syntax in sentences produced by Broca's Aphasia patient. The writer interviewed two elderly patients to find out if there were grammatical errors such as clauses, phrases, words, and morphemes. The writer analyzed the patient's speech by dissecting the sentence according to Indonesian sentence patterns (*subjek, predikat, objek, keterangan*). In this study, the writer found that both patients with Aphasia had grammatical defects. However, the first sufferer

experienced more grammatical errors than the second sufferer in the omission of the subject (S) in the sentence production.

After exploring previous studies, the researcher assumed that this research is different from other studies that have been explained above. In the first study, Broca's Aphasia Word Production of Sodderland in My beautiful Broken Brain Movie, this research discussed many difficulties and errors in speaking experienced by Sodderland. The writer discussed the difficulty of producing words experienced by Sodderland such as effortful speech, shutter, and distortion of articulation. The writer also discussed about Sodderland's social relations. Meanwhile in the second study, *Gangguan Fonologi Pada Anak Penyandang Afasia Perkembangan di Klinik Bina Wicara Jakarta*, the study discussed only errors in pronunciation that were said by children aged seven to fourteen years. This study focused only in phonological errors. In the third study, *Cacat Gramatikal Keluaran Wicara Penderita Afasia Broca Pasien yang Mengalami Gangguan Stroke Studi Kasus di Rumah Sakit Tentara TK IV Binjai*, discussed only about grammatical error by elderly who suffered from stroke. This study used Indonesian grammatical sentence pattern. The research that the researcher will conduct focus on language deficits about speech errors as language deficits that Sarah Scott made as a teenager with Broca's Aphasia and how it affects Sarah Scott's oral communication with others.

1.2 Statement of Research Problem

People are expected to be able to speak fluently. Speaking may be an effortless activity but not for people with language disorders. Language disorders patients will always struggle to produce language sounds even though they know exactly what they want to say. Based on the description of the background research above, some problems about language disorder have been identified as follow:

1. What are the types of speech errors as language deficits that Sarah Scott made as a Broca's Aphasia patient?
2. How do speech errors as language deficits affect Sarah Scott's oral communication with others in everyday life?

1.3 Research Objective

According to the problems above, the objective of the research can be seen as follow:

1. To identify the types of speech errors as language deficits that Sarah Scott made as a Broca's Aphasia patient.
2. To explain how speech errors as language deficits affect Sarah Scott's oral communication with others.

1.4 Research Significance

This research is expected to be useful for readers or other interested parties. It has two significances of the research, there are:

1. Theoretically

This research will contribute in academic society, particularly in the scope of psycholinguistics because Aphasia is a language disorder that closely related to the failure of a person's cognitive ability in producing linguistic features to interact in daily life.

2. Practically

This research will provide new insight not only for the researcher but also for the reader. In addition, this research can increase people's awareness about what has been experienced by sufferer of Broca's Aphasia. How they always struggling every time they speak. Besides, this research can also be useful for the next researcher to gain knowledge about psycholinguistics especially in language disorder.

1.5 Definition of Key Terms

1. Broca's Aphasia

Broca's Aphasia is one of the serious language disorders. According to Yule (2010), Broca's Aphasia can be characterized by a significantly reduced amount of speech, distorted articulation, and slow, effortful speech. Broca's aphasia is named after the French surgeon Paul Broca.

2. Language deficits

Language deficit is a degradation of language skill. According to (Blumstein, 2015), people with Aphasia will experience speech production errors and speech comprehension errors as language deficits. She also stated that the clinical characteristics of Broca's Aphasia suggest potential deficits in the representations and processes involved in the reception and/or expression of speech and words.

3. Speech errors

Speech errors are mistakes that a person makes while speaking. According to Harley (2006), speech error is a mismatch between what we intend to say and what we actually say. Speech error is considered one of the language deficits experienced by people with brain damage.

4. Oral Communication

Oral communication is expressed by the spoken word through speech. The term oral is more specific when it comes to describing speaking activity than the verbal term, since written language cannot be expressed orally. It has the advantage of being the most efficient way to transmit a message even though it's not necessarily the quickest (Cabric, 2015).