THE INFLUENCE OF GOLDENHAR SYNDROME TOWARDS SPEECH DISORDER

THESIS

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By

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APPROVAL

Assalamu’alaikum wr.wb
After reading and revising everything extended necessary, so we agree that the thesis with the title “The Influence of Goldenhar Syndrome Towards Speech Disorder” can be submitted to Munaqasyah exam in part of fulfillment to the Requirement for the Degree of Humanities Scholar. We submit it in order be received well. Thus, we hope it can be useful for all.

Wassalamu’alaikum wr.wb

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By signing this latter, I state that the thesis entitled: “The Influence of Goldenhar Syndrome Towards Speech Disorder.” This is my original work. If this thesis is not original or cheating from other researcher, I will be ready to be responsible and get punishment based on the role of Adab and Humanities Faculty of the State Islamic University Sultan Thaha Saifuddin Jambi. Therefore, I make this statement in good health and mind.

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Indeed, after the difficulty there is ease.

Sesungguhnya Sesudah Kesulitan Itu Ada Kemudahan.

Q.S. Al-Insyiroh: 6
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This thesis is far from perfection, the writer needs some critics and suggestion, so that the writer can be better in the future. Finally, the writer hopes this thesis will give positive contributions for readers, especially for the students of English Literature Department of Adab and Humanities Faculty.

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ABSTRACT

Dwi Juwita Rizky, 2019 : The Influence of Goldenhar Syndrome Toward speech Disorder. The Students of English Literature Department, Adab and Humanities Faculty, University of Islamic Sultan Thaha Saifuddin Jambi.

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The objective of this research is to describe the kinds of speech disorder cause of goldenhar syndrome. The data were taken from the video in the five videos of Austin’s YouTube channel. The data above are the reasons why the research does investigation about the kinds of speech disorder cause of goldenhar syndrome.

The present study used descriptive qualitative method by Jalaluddin Rahmat and phonology theory by J.W.L Bernard. The speech disorder that has been stated is in speech point of view, acquiring, producing, and processing of speech sound information.

The findings of research shows there are 3 kinds of speech disorder have of Austin’s. They are: phonetics 3 data, phoneme system 3 data and phonological disorder 3 data. Then the informations for speech production in the speech organs will be interrupted as well. As the result, someone who has goldenhar syndrome will get any disturbance in ability of speech production. As for the kinds of Speech disorder problem of Austin, the researcher can classify there are three kinds of Austin’s speech disorder problem that caused by Goldenhar Syndrome, they are phonetics, phoneme system and phonological disorder. From 14 videos, the writer find 3 phonetics, 3 phonology disorder, 3 phoneme system.

Keywords : Speech Disorder, Goldenhar Syndrome, YouTube.
Tujuan penelitian ini adalah untuk menggambarkan jenis gangguan bicara yang di sebabkan oleh sindrom goldenhar. Data yang di ambil dari sumber YouTube Austin. Data tersebut adalah alasan mengapa riset ini menganalisa jenis gangguan bicara yang di sebabkan oleh sindrom goldenhar.


Temuan penelitian menunjukkan ada tiga jenis gangguan bicara yang di alami Austin. Diantaranya adalah ponetik 3 data, sistem ponem 3 dan gangguan fonologi 3 data. Maka untuk informasi produksi bahasa dalam organ bicara akan terganggu. Akibatnya seseorang yang mengidap sindrom goldenhar akan mengalami gangguan dalam kemampuan berbicara. Mengenai kesulitan dalam berbicara Austin, peneliti dapat mengklasifikasi ada tiga jenis problem gangguan bicara Austin yang disebabkan oleh sindrom goldenhar, yaitu kelainan sistem fonem, fonem system dan gangguan fonologis. Dari 14 video, penulis menemukan 3 fonetik, 3 gangguan fonologi dan 3 sistem fonem.

Kata kunci: Gangguan Bicara, Sindrom Goldenhar, YouTube.
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etc.: et cetera
GERD: Gastroesophageal Reflux Disease
GS: Goldenhar Syndrome
IQ: Intelligence Quotient
p.: Page
CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a tool of communication, language becomes an important thing for communicating in our daily activities. We live in a world of language. Then when we discuss and learn about developments through language and how the users of the language itself.²

Language is not only about oral and written, it is more than that simple concept. Signs, gestures, sounds are included in language as long as human can understand. Language is a communication tool which has an important role in human survival. Because language is the whole existence of the human and civilized society there is no human activity that is not accompanied by language.

Language is a system that relates sounds or gestures to meanings.³ Realized how important language’s presence, human created a study that focused in discussion about all of part that has correlation with language as known as Linguistics. People need language to form relationship with others. People usually use language verbally to serve many important roles.

Language is used to share ideas, express feelings, transfer some information and others. And this is reason why we call humans social beings who need language and help from others in theirs lives. It mean that as language can shape reality and even transcend reality called hyperrealistic. Language has protection function. Language can be used as an imaging tool. Language can even change the situation. Language is the first needed by humans for communication.

² Victoria, Fromkin, Et al. An Introduction to language Australia: Harcout Brace & Company: 1996) p 1
Language is mainly symbolic in that the relations between the sound sequences and their meanings are conventional and have to be learn. Language is system of communication used by a particular country or community. The method of human, communication, ether spoken or written, consisting of the use of words in a structured and conventional way. Language is a communication tool which has an important role in human survival.

The study of language into a study that is not endless to be discussed, because language is the whole existence of the human person and civilized society there is no human activity that is not accompanied by language. Language is a system that relates sounds or gestures to meanings. People need language to form relationship with others. People usually use language verbally to serve many important roles. Language is used to share ideas, express feelings, transfer some information and others. And this is reason why we call humans social beings who need language and help from others in theirs lives.

Realized how important language’s presence, human created a study that focused in discussion about all of part that has correlation with language as known as Linguistics. This matter is strengthened by Akmajian & Richard who stated Linguistics is the study of human natural language, is a growing and exciting are of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience and artificial intelligence. Fundamentally the field is concerned with the nature of language and (linguistics) communication.

In human society language and communication are so closely interrelated that one might be forgiven for thinking the two are synonymous, but this is far from being the case. Individuals with normally developed linguistic skills may be singularly uncommunicative,
showing little desire or perhaps ability to share ideas, thoughts and needs with those around them, and restricting their speech to the minimum which enables them to do their work, travel and buy what purchases they choose. At the other extreme there are children who though quite unable to talk, and with no "inner" verbal language at their disposal, are astonishingly effective in communicating with those around. In doing so they resort to all the various devices at their disposal, including the use of voice, facial expression, hand gesture and mime, and general bodily activity.

Every human being needs organs that can emit sound and language, and speaking is one way to communicate with the people around us. But there are times when god creates his creation differently from the others and god gives a little weakness to his creation which he considers to be a strong being, even though it is considered an unwanted thing and can also be called a thing that does not make luck. For example people who have facial defects especially in the jaw and mouth, and they have difficulty communicating with others because the sound produced that is not perfect and that is a weakness that is categorized as a speech disorder.

Speech disorders refer to speech fluency that causes damage to understand and the expression of language, and as a result they experience interference with speech production and also understanding. Speech disorder is a disorder that involves the process of linguistic information. The problems experienced are phonology, syntax, semantics or pragmatics. People with speech disorder may have problems in their activities and their daily conversations.

The problems of speech disorder may be impaired (impaired language comprehension), expressive (language production), or a combination of both. It is above explains that Speaking or Speech is a sound process for communicating. Language is communicating ability that consisted of 4 domains or aspects those are semantic, syntax, phonology, and pragmatic. Semantic is giving meaning for every word,
Syntax is combining of the words to form a sentence, phonology is combining any sound from language, and pragmatic is social usage of language.

Speech disorder is caused by Goldenhar syndrome, because the Goldenhar syndrome influences the speech organs structure. Goldenhar syndrome is present at birth, it usually manifests as congenital anomalies of the eye, ear on one or both sides of the face, as well as spine. It can also affect other parts of the body such as jaw development.

From the information above, the researcher can explain the data and objects as follows:

Datum 1:

Picture 1.1

Video of Austin's from YouTube

Context: This example shows several symptoms of Speech Disorder. The sentences below are taken from his introduction to start the video in his channel. His name is Austin Niehaus, but whenever he says “my name Austin” sounds vague.

Austin: “Hallo my name is Austin...aaaaa... i thank you for all of the donation i am, i am very...... wow.... it’s just..... it’s just
awesome. How i was able to do this...aaaa.. was just being my self.....aaaa... And just being awesome like all of you guys. If you  If you need to have something accomplished...aaaa.. just be your self and be awesome, just act awesome, feel awesome and belive in god thet you can be awesome. God bless and love you all”.

The words that underlined are example of speech disorder that Austin has because his Goldenhar Syndrome. very..... wow.... it’s just .... it’s just word is one of blocks example that he has. Then, we can see this it’s just ... it’s just, this is one of stuttering that he has. Obviously, we can see here that Austin is unable to control what he is going to say, which this matter makes he gets problem in speak fluently and we see this phenomena as Phonological case.

From the information above, the reseacher are interested and tried to analyze what kinds of speech disorder are experienced by Austin and how does Austin solve his speech disorder problem. The words are the example of Speech Disorder that Austin has caused by Goldenhar Syndrome. The word is one part of example that trouble faced by Austin in the way he is breathing.

The writer sees that the Goldenhar Syndrome cases are the condition that never be written in the previous in Speech of view in our university especially in English literature department. This case could be interpreted in phonology’s point of view which strengthened by evidences or samples in enable number as requirements of research project. There are couples of Goldenhar Syndrome sufferer that present how does he has speech disorder, how does he deal with his condition and any videos that explains how their first symptom.

The data above are the reasons why the reseacher does investigation about the correlation of Speech Disorder and Goldenhar Syndrome. The research has seen the fact that Goldenhar Syndrome is rare syndrom that no body knows, and finally with this thesis entitled
"The influence of Goldenhar Syndrome towards Speech Disorder" the researcher strongly believe can share knowledge to other people.

B. Formulation of the Problem
The researchist formulates the problem as questions below:

1. What kinds of speech disorder are experienced by Austin?
2. How does Austin Solve his Speech Disorder Problem?

C. Limitation of the Research
This research analyzes the influence of goldenhar syndrome towards speech disorder. The data are taken from the sufferer and the owner of this channel all at once. Called as Austin, boy who is diagnosed has Goldenhar Syndrom. The researcher can classify there are three kinds of Austin’s speech disorder problem that cause of goldenhar syndrome, there are phonetics, phoneme system, and phonological disorder. But in this research the researcher only focus on the kinds of speech disorders in phonology point of view.

D. Purpose of the Research
Based on limitation of problem above, the purpose of this research is:

1. To describe kinds of Speech disorder are experienced by Austin.
2. To describe the way Austin Solve his Speech Disorder Problem.

E. Significance of the Research
Through this research, the researcher is expected to be able to make theoretical and practical contributions which can help everyone especially the students of english literature department. Considering this thesis, the research serves and discusses something new that never to be researcher in the previous time. Theoritically, In this research, the researcher is not the first researcher who does research about Speech disorder, before there are some students or researchers who ever did same research about Speech disorder but has differences focus in different sources of data and objects. Then, this research is expected to be one of references and additional informations to other researchs, readers and researchers who interested in phonological research especially for
Goldenhar Syndrome and speech disorder. Through this research the researcher hopes, this Speech Disorder caused by Goldenhar Syndrome researcher can educate the readers especially for students who studies about language.
CHAPTER II
THEORETICAL FRAMEWORK

A. Linguistics

Everyone is really good at language but not everyone can explain well what the language is and what the purpose is. Considered how important language’s presence, human created a study that focused in discussion about all of part that has correlation with language as known as Linguistics.

This matter is strengthened by Akmajian & Richard who stated Linguistics is the study of human natural language, is a growing and exciting are of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience and artificial intelligence. Fundamentally the field is concerned with the nature of language and (linguistics) communication.6

1. Phonology

Recent studies have raised a number of questions about the nature and role of phonological representations in the analysis of intonation. One area of uncertainty involves the division of labor between the phonological component and phonetic implementation. That is a phonology of intonation separate from the phonetics; attempts to frame the phonological generalizations in purely phonetic terms lead to loss of explanatory force. Expressing such intonational features as downdrift and ‘key raising’.

According to J.W.L Bernard:

The phonological or phonemic level is in charge of the brainwork that goes into organizing the speech sounds into patterns of sound contrasts. The sounds need to contrast with each

other, or be distinguished from one another, so that we can make sense when we talk.

Phonological not only explains their distribution more effectively but also reduces the size and perhaps the complexity of the phonetic implementation component.

A second issue involves the nature of prosodic constituents, i.e. phonological domains, within which phonological rules apply. Hausa offers evidence of intonational phrases, prosodic constituents which, although they are constrained by syntactic constituent structure, do not mirror it exactly.⁷

Phonology is the study of the sound systems in language; studies, being what they are, aim to provide us with methods of analysis of spoken utterances which will allow us to represent them on paper in a way that provides us with a deeper insight into how our language works.

According to Yule, the terms used to describe many sounds are those which the mouth can be constricted denote the places of articulation of the sound, those are bilabials, labiodental, dentals, alveolar, palatals, velar and Glottal with the definitions of every parts.⁸

a. Bilabials

These are sounds formed using both upper and lower lips. The initial sounds in the words pat and bat. They are represented by the symbols (p) which is voiceless, and (b) and (m) which are voiced.

b. Labiodental

Labiodentals are sounds that formed with the upper teeth and the lower lip. The initial words of labiodental are (f) and (v).

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For example, the sound /b/ in the word bat it utters as /v/. Sound /b/ is a part of bilabial but it changed by the sound /v/.

c. Dentals
Dentals are sounds that formed with the tongue tip behind the upper front teeth. The symbols that include in dentals is (θ), it is usually called theta. The second symbol is called ‘eth’ like the and there. For example, the sound /t/ in the word but is uttered as /th/. /t/ is a part of alveolar, but it changed by sound /th/.

d. Alveolar
Alveolar is sound formed with the part of the tongue on the alveolar ridge and above the upper teeth. The initial sounds are top, zero, stop and desk. It may also the sounds of bus and buzz that have to be (s) or (z) and (l). For example, the word watch by the end of /ch/, but the sound /ch/ is uttered wat. /ch/ is a part of palatal. Additionally, the sound /th/ in the word there is uttered as /d/.

e. Palatals
Palatals is sound which are produce with the tongue and the palate. The sounds refers to palatals are sh, and ch. The other sounds are dj and j. For example, the word sheel is a part of alveolar, but the sound /s/ is uttered as jeel.

f. Velar
Velar is the sounds that produce with the back of the tongue against the velum. The symbols or sounds include in velar is (K), (g) and (ŋ). For example, the sound /ch/ in the word kitchen is a part of palatal, but it utters as /k/ in the sound /ch/.

g. Glottal
In the glottal there is one of the sounds that is produced without active use of the tongue and other parts of the mouth.
The sounds Glottal is (h). for example, the word *what* that the letter /w/ is a part of bilabial, but it uttered as *hwat*.

Phonology is part of the language system. Have speech production problems that are specific to deficits in knowledge of phonological rules simplification of the sound system that affects intelligibility. Have problems with organizing the patterns of sounds and the output. Not like articulation which has problems in motor production.

Phonology is the study of speech sounds in language or a language with reference to the distribution and patterning and to tacit rules governing pronounced.

Children acquisition of sound patterns and processes underlying such patterns. Underlying knowledge of the rules and sound system of language. Phonology is the branch of linguistics concerned with the study of speech sounds with the study of speech sounds with reference to their distribution and patterning.

Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organisation of speech sounds in languages, how speech sounds are organised in the mind and used to convey meaning.

In this section of the website, we will describe the most common phonological processes and introduce the concepts of underlying representations for sounds versus what is actually produced, the surface form.

Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning. Adjective: phonological. A linguist who specializes in phonology is known as a phonologist. In Fundamental Concepts in Phonology (2009), Ken Lodge observes that phonology "is about differences of meaning signaled by sound."

As discussed below, the boundaries between the fields of phonology and phonetics are not always sharply defined.
One way to understand the subject matter of phonology is to contrast it with other fields within linguistics. A very brief explanation is that phonology is the study of sound structures in language, which is different from the study of sentence structures syntax, word structures morphology, or how languages change over time historical linguistics.

But this is insufficient. An important feature of the structure of a sentence is how it is pronounced its sound structure. The pronunciation of a given word is also a fundamental part of the structure of a word, and certainly the principles of pronunciation in a language are subject to change over time. So phonology has a relation to numerous domains of linguistics. Phonology can be related to many linguistic disciplines, including psycholinguistics, cognitive science, sociolinguistics and language acquisition. Principles of phonology can also be applied to treatments of speech pathologies and innovations in technology.

In accordance with the widely accepted theory of the organization of language into levels, phonology distinguishes segmental phonemic and suprasegmental prosodic levels of language. In suprasegmental levels of language there are units that correspond to such phonemes on the segmental level as the prosodeme and toneme. These phonemes are also described in terms of certain distinctive features, for example, the features of register and contour, which describe tonal oppositions. The main function of both segmental and suprasegmental units of phonology is to identify and differentiate meaningful units of language.

Phonology also investigates the demarcative function of sound units, that is, the signaling of word and morpheme boundaries in the spoken chain. An example of a phonological boundary signal is the fixed stress in Czech, which indicates the beginning of a word. The German phonemes [h] and [n] may occur only at the beginning and end of a word, respectively, thus indicating its boundaries.

A final function of phonological units, and particularly of such suprasegmental features as duration and pitch, is to express the emotional
state of the speaker and his attitude toward what is being said. Synchronic phonology studies the phonological system of a language at a certain historical period. Diachronic phonology, on the other hand, provides a phonological explanation of phonetic changes taking place during the history of a language by describing the phonologization, dephonologization, and rephonologization of sound distinctions, that is, the transformation of positional variants of a single phoneme into independent phonemes, the elimination of a given phonemic opposition, and alterations in the basis of phonemic opposition, respectively.

During the 1970’s, generative phonology has developed within generative grammar. Generative phonology is essentially a system of rules for the placement of stress and for the transformation of abstract morphemic symbols into concrete sound chains. The primary unit in generative phonology is not the phoneme but the distinctive feature, since all phonological rules are formulated in terms of distinctive features and positions. The concepts of generative phonology are used in both synchronic and diachronic phonology.

B. Speech Disorder

Other than problems that cause disturbance in language processing, there is a problem caused by a malformed speech organ. This condition is called Speech Disorder. Certainly, Speech Disorder is different from Language Disorder. Schum R.L in Ronny Suwennto stated as follows:

a. Speech: Sounds production for communication.

b. Language: Ability of communication that contains domain those are Semantics, Syntax, Phonology, and Pragmatics. Semantics is giving meaning to each word, Syntax is combining of the words into sentences, Phonology is combining any sounds of language and Pragmatics is social function of language.

In the United States, statistics from the early 21st century compiled by the National Institute on Deafness and Other Communication
Disorders revealed that approximately 5 percent of American children had detectable speech disorders by age six or seven. About 7.5 million Americans were found to be unable to use their voice normally. Disorders of articulation among young children were frequent. Children present with reduced intelligibility due to combination of speech motor and phonological factors.

According to J.W.L Bernard, from book of speech sound disorder: *Speech is the spoken medium of language. Speech has a phonetic level and a phonological (or phonemic) level.* Speech is the verbal expression of one's cognitive content and process, and emotions. Clarity of speech is essential to social interaction, and educational and occupational functioning, as well as one's self confidence, self image, and sense of self efficacy. Speech disorder is a condition in which a person has problems creating or forming the speech sounds need to communicate with others, common speech disorders are: articulation disorders, phonological disorders, disfluency, voice disorders.

Speech disorder are different from language disorders in children. Speech disorders affect a person's ability to form the sounds that allow them to communicate with other people. They are not the same as language disorders. Speech disorders prevent people from forming correct speech sounds, while language disorders affect a person's ability to learn words or understand what others say to them.

However, both speech and language disorders can make it more difficult for a person to express their thoughts and feelings to others. Disfluencies are disorders in which a person repeats a sound, word, or phrase. Stuttering may be the most serious disfluency. Articulation disorders may have no clear cause. They may also occur in other family members. Other causes include: Problems or changes in the structure or

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shape of the muscles and bones used to make speech sounds. These changes may include cleft palate and tooth problems.

Damage to parts of the brain or the nerves (such as from cerebral palsy) that control how the muscles work together to create speech. Hearing loss. Voice disorders are caused by problems when air passes from the lungs, through the vocal cords, and then through the throat, nose, mouth, and lips. A voice disorder may be due to:\(^{11}\)

1. Acid from the stomach moving upward GERD.
2. Cancer of the throat.
3. Cleft palate or other problems with the palate.
4. Conditions that damage the nerves that supply the muscles of the vocal cords.
5. Laryngeal webs or clefts a birth defect in which a thin layer of tissue is between the vocal cords.
6. Noncancerous growths polyps, nodules, cysts, granulomas, papillomas, or ulcers on the vocal cords.
7. Overuse of the vocal cords from screaming, constantly clearing the throat, or singing.

1. **Phonetics**

The phonetic level takes care of the motor act of producing the vowels and consonants, so that we have a repertoire all the sounds we need in order to speak our language. The production of any speech sound involves the projection of the air stream from the lungs through the mouth and or the nose. In this passage, it may be momentarily interrupted or not interrupted at all. It may be made to vibrate a lot or a little by the vocal cords. Phonetic is the branch of linguistics concerned with the physiological and acoustics bases of speech, and with such questions as how speech sounds are produced and perceived.

Phonology is concerned with the abstract, whereas phonetics is concerned with the physical properties of sounds. In phonetics we can see infinite realisations, for example every time you say a ‘p’ it will slightly different than the other times you’ve said it. However, in phonology all productions are the same sound within the language’s phoneme inventory, therefore even though every ‘p’ is produced slightly different every time, the actual sound is the same. This highlights a key difference between phonetic and phonology as even though no two ‘p’s are the same, they represent the same sound in the language.

Figure 2.1

Position of Articulation in the Mounth

Phonetics interfaces with phonology in three ways. First, phonetics defines distinctive features. Second, phonetics explains many phonological patterns. These two interfaces constitute what has come to be called the substantive grounding of phonology (Archangeli & Pulleyblank, 1994). Finally, phonetics implements phonological representations. The number and depth of these interfaces is so great that one is naturally moved to ask how autonomous phonetics and phonology

are from one another and whether one can be largely reduced to the other.  

a. Articulation Disorder

In essence, an articulation disorder is a Speech disorder that affects the Phonetic level. The child has difficulty saying particular consonants and vowels. The reason for this may be unknown (e.g., children with functional speech disorders who do not have serious problems with muscle function); or the reason may be known (e.g., children with dysarthria who do have serious problems with muscle function). Articulation disorder is a problem with making certain sounds, such as "sh." Phonological process disorder is a pattern of sound mistakes, such as not pronouncing certain letters.

Articulation disorder is the inability to form the certain word sounds correctly past a certain age. Word sounds may be dropped, added, distorted, or swapped. Keep in mind that some sound changes may be part of an accent, and are not speech errors. Signs of an articulation disorder can include:

a) Leaving off sounds from words example: saying "coo" instead of "school".

b) Adding sounds to words example: saying "puhlay" instead of "play".

c) Distorting sounds in words example: saying "thith" instead of "this".

d) Swapping sounds in words example: saying "wadio" instead of "radio".

1. Influence of Dialect

Not all sound substitutions and omissions are speech errors. Instead, they may be related to a feature of a speaker's dialect (a rule-governed language system that reflects the regional and

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xxx
social background of its speakers). Dialectal variations of a language may cross all linguistic parameters, including phonology, morphology, syntax, semantics, and pragmatics. An example of a dialectal variation in phonology occurs with speakers of African American English (AAE) when a "d" sound is used for a "th" sound (e.g., "dis" for "this"). This variation is not evidence of a speech sound disorder, but rather one of the phonological features of AAE.

2. Influence of Accent

An accent is the unique way that speech is pronounced by a group of people speaking the same language and is a natural part of spoken language. Accents may be regional; for example, someone from New York may sound different from someone from South Carolina. Foreign accents occur when a set of phonetic traits of one language are carried over when a person learns a new language. The first language acquired by a bilingual or multilingual individual can influence the pronunciation of speech sounds and the acquisition of phonotactic rules in subsequently acquired languages. No accent is better than another. Accents, like dialects, are not speech or language disorders but rather only reflect differences.

Another rule of speech is that some words start with two consonants, such as broken or spoon. When children don't follow this rule and say only one of the sounds ("boken" for broken or "poon" for spoon), it is more difficult for the listener to understand the child. While it is common for young children learning speech to leave one of the sounds out of the word, it is not expected as a child gets older. If a child continues to demonstrate such cluster reduction, he or she may have a phonological process disorder.
b. The Articulatory Characteristics of Consonants

It is customary to classify consonants according to place of articulation and manner of articulation (degree of obstruction of the air stream). The places of articulation should be clear from Figure 2.1. Sounds may be produced that involve both of lips (“labials”: [p, b, m]), or the lower lip and upper teeth (“labiodentals” : [f, v]). Other sounds are produced by the tongue between the teeth (“interdentals” : [Θ, δ]), by movement of the tongue toward the hard ridge immediately behind the front teeth (“alveolars” : [t, d, n, s, z]), by movement of the tongue toward the hard palate behind the alveolar ridge (“palatals” : [ʂ, ź, č, ǰ]). By movement of the tongue toward the soft palate (“velars” : [k, g, ŋ]), or by constriction of the glottis or vocal cords (“glottal” : [h]).

Manner of articulation involves presence or absence of voicing and of nasality, as well as degree of obstruction:

a. Voiced versus voiceless sounds : These differ according to whether or not the vocal cords of the glottis (Adam’s apple) vibrate when the air stream moves through it. Vibration produces voicing. The main difference between [s] and [z], for example, is that in the latter, the vocal cords vibrate, while in the former, they do not. When we whisper, all sounds are voiceless.

b. Nasal versus nonnasal sounds : The difference between nasal [m] and nonnasal [b], both of which involve lip closure and voicing, is that in [m], the velum (“soft palate”) is open, allowing air to pass through the nose as in figure 2.1. In [b], it is closed (the velum is raised against the back of the nasal cavity), preventing air from passing through the nose. When we have a cold, and the nasal cavity is blocked, our [m]s, [n]s, and [ŋ]s sound more like [b], [d], and [g], because the air cannot pass through the nose, even through the velum may be open.

14 Elizabeth Closs Traugott, Mary Louise Pratt. Linguistic for Students of Literature. New York San Diego Chicago San Francisco Atlanta London Sydney Toronto. p.51
c. **Stopped sounds**: Consonants pronounced with the air completely closed off or stopped at some point in the oral cavity are called “stop” ([p, b, m, t, d, n, k, g, ŋ]). Nasals are fully stopped in the oral cavity although they are not obstructed in the nasal cavity. Because of this, nasals are usually listed separately from stops in articulatory charts.

d. **Fricatives and affricates**: If the air stream passes through a narrow passage without being totally stopped, friction results. Sounds articulated in this way ([f, v, θ, ð, s, z, ʃ, ʒ, h]) are called fricatives. Another term for these is “spirant”, from Latin *spirare*, “to blow”. If a stop has a fricative release, we have what is called an affricate. The only affricates in English are [č] and [ǰ]. [č, ǰ, s, z, ʃ, ʒ] are all “hissing” sounds and are sometimes classed together as “sibilants”.

e. **Liquids and glides**: These are sounds with very little obstruction of air. In English, the liquids are [l] and [r], and the glides are [y] and [w]. Glides are produced with so little obstruction that one might think of them as vowels. However, they are not vowels in that they do not carry pitch or stress. Rather, they are not vowels. From these reasons, they are sometimes called semivowels.
Figure 2.2\textsuperscript{15}
Chart of English Consonants

<table>
<thead>
<tr>
<th>PLACCE OF ARTICULATION</th>
<th>Labial</th>
<th>Labiodental</th>
<th>Interdental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. stops</td>
<td>$\textit{p}$ $\text{pit}$</td>
<td>$\textit{t}$ $\text{tip}$</td>
<td>$\textit{k}$ $\text{kit}$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vd. Stops</td>
<td>$\textit{b}$ $\text{bit}$</td>
<td>$\textit{d}$ $\text{dip}$</td>
<td>$\textit{g}$ $\text{get}$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. fricatives</td>
<td>$\textit{F}$ $\text{fat}$</td>
<td>$\text{0}$ $\text{thing}$</td>
<td>$\textit{s}$ $\text{sip}$</td>
<td>$\textit{\v{z}}$ $\text{ship}$</td>
<td>$\textit{h}$ $\text{hip}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vd. Fricatives</td>
<td>$\textit{v}$ $\text{vit}$</td>
<td>$\textit{\partial}$ $\text{thy}$</td>
<td>$\textit{z}$ $\text{zip}$</td>
<td>$\textit{\v{z}}$ $\text{measure}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. affricate</td>
<td></td>
<td></td>
<td></td>
<td>$\textit{\v{c}}$ $\text{church}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vd. Affricate</td>
<td></td>
<td></td>
<td></td>
<td>$\textit{\j}$ $\text{judge}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>$\textit{m}$ $\text{mat}$</td>
<td>$\textit{n}$ $\text{nip}$</td>
<td></td>
<td>$\textit{\eta}$ $\text{thing}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquids</td>
<td></td>
<td></td>
<td></td>
<td>$\textit{l}$ $\text{lip}$</td>
<td>$\textit{r}$ $\text{rip}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glides</td>
<td>$\textit{w}$ $\text{wet}$</td>
<td></td>
<td></td>
<td>$\textit{y}$ $\text{yet}$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Phoneme System

Phonology is not only about phonemes and allophones. Phonology also concerns itself with the principles governing the phoneme systems that is, with what sounds languages 'like' to have, which sets of sounds are most common and why and which are rare and also why.

It turns out that there are prototype based explanations for why the phoneme system of the languages of the world have the sounds that they do, with physiological, acoustic or perceptual explanations for the preference for some sounds over others.

Phonemes are the meaningfully different sound units in a language the smallest units of sound. For example, ‘pat’ and ‘bat’ differ in their first phoneme: the “p” and “b”. Vowels are also phonemes, so “pat” and “pet” differ by a phoneme, too. But phonemes don’t always match up with spelling. When two words differ by a single phoneme they are known as a minimal pair.

Allophones are different ways to pronounce a phoneme based on its environment in a word. For example, the two allophones of /l/ in “little” are actually produced slightly differently, and the second one sounds slightly deeper. These different “l’s always occur in different environments in words, which is known as “complementary distribution” Linguistics one of the set of speech sounds in any given language that are used as a term referring to disorders in the voices produced.
3. **Phonological Disorder**

Phonological disorder is a type of speech sound disorder. Speech sound disorders are the inability to correctly form the sounds of words. Speech sound disorders also include articulation disorder, disfluency, and voice disorders. Children with phonological disorder do not use some or all of the speech sounds to form words as expected for a child their age.

The phonological disorder theory suggests that dyslexia affects a person's ability to represent the smallest units of speech sound (phonemes). The fact that the majority of dyslexic people show problems with short term verbal memory adds a great deal of weight to this argument (see bottom of page for evidence).\(^\text{16}\)

The phonological disorder theory is generally the most popular explanation of dyslexia. It ties up most of the unusual symptoms that are seemingly not related to reading. The fact that the majority of dyslexic people have problems with verbal short term memory adds weight to the argument. With a language with lots of irregular spellings having a good short term verbal memory must be fundamentally important.

However the fact that the phonological disorder is not a worldwide effect is a fundamental flaw. It is most recognizable in languages which use more irregular letter to sound combinations, such as English. The main point is dyslexic people struggle to work with the smallest units of speech sound.

Beside on the foregoing, it can be deduced that disorders of speech are a specific disorder in pronunciation and voice resulting in the processing of language information. Phonological process disorder is a regular pattern of certain word speech mistakes.

The mistakes may be common in young children learning speech skills, but when they persist past a certain age, it may be a disorder. Signs

\(^{16}\) https://www.beatingdyslexia.com/phonological-disorder.html. Accesed on 20 November 2019
of a phonological process disorder can include: Saying only one syllable in a word example: "bay" instead of "baby".

a) Simplifying a word by repeating two syllables example: "baba" instead of "bottle".

b) Leaving out a consonant sound example: "at" or "ba" instead of "bat".

c) Changing certain consonant sounds example: "tat" instead of "cat".

C. Speech Sound Disorder in Children

As young children learn language skills, it's normal for them to have some difficulty saying words correctly. That's part of the learning process. Their speech skills develop over time. They master certain sounds and words at each age. By age 8, most children have learned how to master all word sounds.

But some children have speech sound disorders. This means they have trouble saying certain sounds and words past the expected age. This can make it hard to understand what a child is trying to say. Speech sound disorders include articulation disorder and phonological process disorder.

Children as well as adults, both can have a problem with producing speech or sound clearly. And the unclear speech might be difficult to understand. They are termed as articulation (phonetic) disorder and phonemic disorder. The articulation disorder is categorized as difficulty in producing sound physically most preferably by kids.

Sounds might be overlooked or adjusted throughout the speech. A toddler may substitute sounds (such as “wabbit” instead of “rabbit”) or add irregular sounds to the words.

While figuring out how to talk, kids will regularly show some articulation issues. However, they are relied upon to “come out of this disorder” by a particular age. For that, they need articulation therapy. Where phonemic disorder is categorized as difficulty in learning one
word with different sounds. e.g. ‘fi’ for fish or ‘at for cat and puh-lane for a plane.

D. Treating speech sound disorder

According to David L. Paul. Ph.d, from the book’s of Speech Disorder and Speech Sound Disorder, Therapery: Speech disorders are abnormalities or barriers experienced by a person in the process of speaking and communicating caused by certain factors. Patients who experience fluency disorder usually experience stuttering, repetition of words, talk, or extend sound, silaba, or certain words. People who stutter actually know that the speech they produce is not correct, but they cannot control the speech.

In addition to stuttering, fluency disorders can also be psychogenic disorders such as talking spoiled, talking to sexual, and talkative. People who experience articulation disorders are usually having trouble pronouncing sounds or reciting sounds incorrectly. Articulation disorders can be caused by mouth and throat cancer, accidents, birth defects (such as cleft lip), or other factors that cause damage to the speech organ. Articulation disorders in children are still considered normal, but along with its development, if articulation disorders still occur, then this can already be considered as a disorder or disease.

The pathologist can then recommend a therapy plan to help your child overcome his or her disorder. Speech-language pathologists work with children to help them, recognize and correct sounds that they are making wrong learn how to correctly form their problem sound practice saying certain words and making certain sounds the pathologist can also give you activities and strategies to help your child practice at home.

If your child has a physical defect in the mouth, the pathologist can also refer your child to an ear, nose, throat doctor or orthodontist if needed. In cases of severe birth defects, surgical care was first applied

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in infancy or up two years. Thereafter, a treatment for the cytomatic complex was performed. Goldenhar syndrome without a multistage surgery is incurable. The number and volume of operations depends on the severity of pathology.

Such patients usually experience osteosynthesis of compression disorder; Endoprosthetic join temporomanbual, mandibuar down and up; Osteophones of the nose, jaw and upper, repairing developmental defects and the pathological bite; plastic surgery genioplasty, rhinoplasty. To prevent inflammatio, antibiotic therapy and vitamin therapy are prescribed. For the surgical manipulation of maxillofacial, as a rule, an osteoropika antibiotic was prescribed: penicillin, lincommisin, erythromycin.\textsuperscript{18}

E. Goldenhar Syndrome

Speech Disorder is caused by Goldenhar syndrome, because the Goldenhar Syndrome influence the speech organs structure. Goldenhar Syndrome is a disorder that is present at birth. It usually manifests as congenital anomalies of the eye, ear on one or both sides of the face, as well as spine. It can also affect other parts of the body such as jaw development.

Austin Niehus was born with Goldenhar Syndrome. It’s rare disease that is characterized by a craniofacial birth defect of the physical signs of the disease. He suffers from deformities of the ears, nose, lips, and mandible. You might think that Austin has learned to deal with his disease, but a lot of other people make it hard for him to live a normal life. Austin has grown into a kind, intelligent and gentle young boy even after enduring bullying most of his life. He has a great future in front of him, as well as many more surgeries. Here’s the solve syndrome goldenhar of Austins.

\textsuperscript{18} Goldenhar M, en particulier le syndrome dermoïde épibulbaire-appendices auriculaires-fistula auris congenita et ses relations avec la syostose mandibulo-faciale. Associations malformatives de l'oeil et de l'oreille J Genet Hum. 1952;1: 243–282
According to Goldenhar-Gorlin syndrome In 1952, Maurice Goldenhar published a case collection of congenital mandibulo-facial malformations with or without epibulbar dermoids, auricular appendages and auricular fistulas. With the attempt to systematically classify these malformations, he described for the first time what later became known as the Goldenhar syndrome. The exact cause of Goldenhar syndrome is unknown but considered to be multifactorial, i.e. A combination of gene interactions and environmental factors that causes a maldevelopment of the first and second branchial arches during the first trimester of pregnancy. Males are affected more often than females (3:2). About 10-30% of patients have bilateral, usually asymmetric facial microsomia. There is no agreement on the incidence of Goldenhar syndrome in the literature.  

F. YouTube

According to Kindarto, YouTube is video portal site that accessed by internet user which they can share any video and can be seen by anyone who clicks that video. There are multiple kinds of video such as tutorial, music video, news, and so on, as he said in his book:

"YouTube adalah situs portal video yang sering diakses para pengguna internet, juga mempunyai fitur berbagi video (video sharing) sehingga dapat dilihat oleh siapapun yang mengklik video tersebut. Terdapat didalamnya berbagai macam video seperti tutorial, video musik, berita dan lain-lain."  

Through the lens of Media System Dependency theory, I perform a qualitative content analysis on comments generated by users of YouTube. Results show that YouTube plays an important role in facilitating emotional expressions as the analysis uncovered a variety of emotions (i.e. sadness and grief, anger and frustration). I also identify other possible micro-level and macro-level effects which may have
influenced these emotional responses. This study also found that emotional expressions differed between gender with respect to the passage of time, ongoing events in the environment, and negative reports.21

G. Review of Related Research

In this research, the writer is not the first researcher who does research about Speech disorder, before there are some students or researchers who ever did same research about Speech disorder but has differences focus in different sources of data and objects.

Firstly, In this research, the writer is only focus in the speech disorder. Researchers who ever did same research about Speech disorder but has differences focus in different sources of data and objects. The title of review of related research is *Language, Articulation, Voice And Resonance Characteristics In 4 Children With Goldenhar Syndrome. Folia Phoniatri Logop. 2004.* This study was to describe the language, articulation, voice and resonance characteristics in children with Goldenhar syndrome. The 4 Dutch-speaking subjects were 2 boys (age 4.5 and 10.2 years) and 2 girls (aged 5.0 and 5.4 years) with normal cognitive functioning. Language testing showed a delay in the development of morphosyntactic abilities. Speech analysis showed that these four children were capable of producing all the sounds of their mother tongue. One type of distortion error, namely dentalization, was found in 2 children. Phonological process analysis revealed the persistence of processes such as final consonant deletion, unstressed syllable deletion and cluster reduction, which are normal in young children but are suppressed with maturation. Also the substitution process of devoicing was observed in these 4 children. It is not clear how the speech and language problems demonstrated in these 4 children are to be explained. It must be taken into consideration that the Goldenhar

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syndrome has a variable expression. It is possible that the presence of a mandibular defect, hearing impairment, the type and severity of palatal abnormality and decreased linguistic processing skills influence articulation in an individual child. The voices of 2 children were characterized by the presence of slight roughness, corresponding with a higher jitter percentage. How the occurrence of the hoarse voices is to be explained is not quite clear. Laryngoscopic evaluation of the vocal folds showed no organic or functional voice disorder. Regarding resonance, only the child with a cleft palate showed hypernasality and nasal emission. The ENT specialist and the speech-language pathologist must be aware of these communication disorders in order to start preventive and early ‘tailor-made’ speech and language intervention as soon as possible.

Secondly, in this research the writer found the same case but the researchers only focused on speech disorder caused by syndrome goldenhar. The review of related research is Special Kinds of Developmental Disorders of Speech and Language. Developmental disorders of speech and language (DDSL) may be subclassified into specific DDSL (SDDSL) and DDSL associated with language-relevant comorbidities (DDSLC). For SDDSL (synonym: primary or specific language impairment, SLI), other language-relevant comorbidities or conditions are excluded. They are mainly caused by genetic factors. For DDSLC (synonym: secondary language impairment), either the comorbidity is the only reason for the language disorder or additional factors are present that are also causal of SDDSL. Comorbid disorders may be persistent (e.g. sensorineural hearing loss) or intermittent (e.g. otitis media with effusion). Hearing loss, syndromes, pervasive disorders such as autism-spectrum disorders, other developmental disorders and intellectual disability are important comorbid disorders affecting speech and language development. Non-pathological sociogenic or environmental factors, such as adverse social conditions,
may cause abnormalities in speech-language development and have to be discerned from DDSL. Only DDSL needs a language therapy, but both DDSL and sociogenically caused language abnormalities benefit from more and high-quality language input.

A special entity of developmental speech-language disorders is childhood apraxia of speech (CAS; synonym: developmental verbal dyspraxia), a neurological speech sound disorder in which the precision and consistency of speech-related movements are impaired in the absence of neuromuscular deficits. CAS is associated with impaired planning or programming of spatiotemporal patterns of movement sequences, leading to errors in speech sound production and prosody.

This chapter focuses on the above-named differential diagnoses of developmental speech-language disorders and their aetiology. Additionally, it highlights the specific diagnostic and therapeutic approaches to CAS.

Thirdly, in this research the writer only focus on the kinds of speech disorder experienced by the object and how researcher sees the object in overcoming these speech disorder. The review of related research is Rose-Marie Svensson & Karin Myrberg 2018. A Shift of Treatment Approach in Speech Language Pathology Services for Children With Speech Sound Disorders A Single Case Study of An Intense Intervention Based on Non-Linear Phonology And Motor-Learning Principles. The purpose of the present case study was to investigate the effects of an intensive specialist therapy, based on non-linear phonological analysis and motor learning principles. The participant was a boy aged 4:10 years with severe SSD, who previously had received indirect therapy from age 3 with, very limited results. A single subject ABA design was used. At baseline, whole word match was 0%, Word shape CV match was 39% and PCC was 22, 7%. He had no multisyllabic words, no consonant clusters and no established coronals. Intervention was given 4 days weekly for 3 weeks in two periods with a
7-week intervening break and a post therapy assessments. Therapy was focused on establishing multisyllabic words, iambic stress pattern, clusters and coronals with the principle of using already established elements for targeting new elements. At post therapy assessment, whole word match was 39%, word shape CV match was 71% and PCC 69.1%. Multisyllabic words (86%), coronals (82%) and word initial clusters (80%) were established. Without being targeted, back vowels were also present and segment timing improved. The strong treatment effects of this study demonstrate that at least severe cases of SSD require the clinical knowledge and skills that only a SLP can provide and that frequent direct therapy is both beneficial and needed.

From that review of related research, the writer only focus on the kinds of speech disorder experienced by Austin and how writer sees the object in overcoming these speech disorder. In this research, the writer is not the first researcher who does research about Speech disorder, before there are some students or researchers who ever did same research about Speech disorder but has differences focus in different sources of data and objects. In this research the researcher find the same case, but the researcher only focused on speech disorder caused by Goldenhar Syndrome.
CHAPTER III

METHOD OF RESEARCH.

A. Design of Research

In this research, the researcher uses qualitative descriptive method which is suitable with the aims of this research. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from the data that help us understand social life through the study of targeted populations or places.

Merriam in Patricia Duff’s book said that the qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of the analysis (the bounden system, the case) or the end product. This theory relates with the theory of Hancock which stated to analyse this research. Hancock said that qualitative research is concerned with developing explanations of social phenomena.

In this research, the researcher use the descriptive method, because the descriptive method can be defined as a problem solving procedure investigated by describing the state of the subject or object in the study. Descriptive method is a method in examining the status of the group of humans, an object, a set of conditions, a system of thought, or class of events in the present. The purpose of this descriptive study is to make a description, painting systematically, factually and accurately of the facts, the characteristics and relationships between the phenomena and investigated.

According to Jalaluddin Rahmat in Ibrahim’s book stated:

“Metode deskriptif dapat diartikan sebagai sebuah penelitian yang dilakukan untuk melukiskan variable demi variable, satu demi satu,

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dengan mengumpulkan data secara unvarian, yang digunakan untuk mencari teori-teori tentatif, bukan mengkaji teori”.

From the quotation above, the researcher concludes that descriptive method refers to a method that provides an accurate portrayal of the characteristics of a particular individual, situation, or group. In short, descriptive method deals with everything that can be counted and studied, which has an impact on the lives of the people it deals with. It can be concluded that the qualitative descriptive method is a way of working in the research that emphasizes aspects of the deepening of the data. It also helps the writer collecting the data to interpret and report in order to get the result of the research.

B. Sources of Data

In this research the writer takes the data from five videos of Austin’s YouTube Channel, that mostly appear in these five videos of Austin is: Awesomeness is What Awesome Austin-surgery 58 (00.00-00.04), Austin’s Personal Video to Teddy (00.00-07.64), Austin Being Awesome (00.00-01.37), Austin’s Birthday Party (00.00-00.56), Austin’s Thank you for All Your Inspirational Cards, Letters and Gifts (00.00-03.19).

A channel of Austin Niehause where Austin does review of his daily life as a Goldenhar Syndrome sufferer. Collecting all data from the video that had been taking from the Austin’s YouTube channel and other sources which are closely related to the aim of the research and also watching repeatedly and comprehensively for some utterances, dialogues and symptoms of Goldenhar Syndrome that appeared in the video.

C. Technique of Data Collection

To collect the data of this research, the writer used documentation technique in technique of data collecting.

Sudaryono stated that:

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24 Ibrahim, “Metodology Penelitian Kualitatif,” (Bnadung: Alfbeta, 2015), P.59
“kegiatan dokumentasi adalah ditujukan untuk memperoleh data langsung dari tempat penelitian, meliputi buku, laporan kegiatan, foto, filem dan data yang relevan penelitian”.

It means that documentation is an effort to get data that related to the object of the research. The data can be get trough do directly observation toward the object or books, reports, pictures, and films that directly related to the object. He added that “Dokumen yang berbentuk gambar misalnya foto, gambar hidup, sketsa dan lain-lain”.

The researcher used some documents that have correlation or support the problem of the research, because this is a descriptive research that is why the researcher described and analyzed the data that has been found in Austin’s YouTube Channel to answer the problems that has been formulated in the formulation of the problem.

The writer did some steps in collecting the data, in order to make this research more specific. The steps in collecting data are:

a. Watching the video repeatedly, after getting all important sources, the writer watch it to make sure that the data is correlated to the research.

b. Collecting the data and all information, then making a note of data. After watch the sources carefully the researcher marked any kinds of speech disorder to halp the writer in analayzing proces.

c. Identifying and classifying the data, after finding all the data completely, the researcher processed the data to analyze them.

Finally, the researcher made a good arrangement for the thesis proposal as the last step in finalizing research.

D. Technique of Data Analysis

The aim of data analysis is to understand well the data and answer the formulation of problem. In this research, the researcher used descriptive technique to analyze the data. By using the descriptive

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Technique the researcher hope is can be easy to analyse the data have been found. After collecting the data, the researcher analyzed the data distinctly. In qualitative research, technique analysis data is used to answer the formulation of the problem in analysis data. In this research, the researcher used technique descriptive analysis to analyse the data in to information. Descriptive analysis technique is used to describe the object of research from the data or sample which has been collected and make the conclusion.27

This statement is appropriate with the aim of data analyzing and show the way of how the researcher analyzed the data. The writer did some steps in analyzing the data, in order to make this research more specific. The steps are:

a. Identifying

The researcher identified the data and made assumptions or finds the symptoms of speech disorder that appeared from Austin’s utterances or the causes in his video of Austin’s YouTube Channel.

b. Classifying the data

The researcher classified the data which has taken into several parts of classification of data that will answer the formulation of the problem.

c. Analyzing, describing, explaining

The researcher analyzed, described and explained the data about the speech disorder in Austin’s YouTube Channel.

d. Making the conclusion

After all the data have been analyzed, described and explained in the research, the researcher made the conclusion of the research.

CHAPTER IV
FINDING AND ANALYSIS

A. Finding

This chapter presented the finding and discussion of the research. It explains the finding and discussion in two research questions in the formulation of the problem. The first research question is explored about kinds of speech disorder are experienced by Austin, and the last one is how does Austin solve his speech disorder problem.

In this chapter, the researcher explains the result of video from YouTube channel of Austin Niehus as the source of the data, the research found the kinds of speech disorder experienced by Austin. Then the informations for speech production in the speech organs will be interrupted as well. As the result, someone who has goldenhar syndrome will get any disturbance in ability of speech production. As for the kinds of Speech disorder problem of Austin, the researcher can classify there are three kinds of Austin’s speech disorder problem that caused by Goldenhar Syndrome, they are phonetics, phoneme system and phonological disorder. From 14 videos, the writer find 3 phonetics, 3 phonology disorder, 3 phoneme system.

As for the aspect of linguistics that effected, there are two aspect of Speech those are phonology and phonetics. The writer find two error production of speech sound of Austin and two broken articulation of phonetics. Then Austin solves his speech disorder problem, by two aspects they are medical syndrome goldenhar and therapy.

B. Analysis

1) Kinds of Speech Disorder Experienced by Austin

In this part, the researcher describes the kinds of speech disorder problem. Speech disorders can affect the way a person creates sounds to form words. Certain voice disorders may also be considered speech disorders. One of the most commonly experienced speech disorders is
stuttering. Other speech disorders include phonetics and phoneme system.

Speech disorders refer to speech fluency that causes damage to understanding and the expression of language, and as a result they experience interference with speech production and also understanding. Speech disorder is a disorder that involves the process of linguistic information. The problems experienced are phonology, people with language disorder may have problems in their activities and their daily conversations.

The problems of speech disorder may be impaired (impaired language comprehension), expressive (language production), or a combination of both. Such as Goldenhar Syndrome, Goldenhar syndrome is a disorder that is present at birth. It usually manifests as congenital anomalies of the eye, ear on one or both sides of the face, as well as spine. It can also affect other parts of the body such as jaw development.

One of the most commonly experienced speech disorders is articulation, other speech disorders include phonological and phonetics. Speech disorders refer to speech fluency that causes damage to understanding and the expression of language, and as a result they experience interference with speech production and also understanding. Speech disorder is a disorder that involves the process of linguistic information.

The problems experienced are phonology, phonetics or phoneme. People with language disorder may have problems in their activities and their daily conversations. The problems of speech disorder may be impaired (impaired language comprehension), expressive (language production), or a combination of both. Such as Goldenhar Syndrome, Goldenhar syndrome is a disorder that is present at birth. It usually manifests as congenital anomalies of the eye, ear on one or both sides of
the face, as well as spine. It can also affect other parts of the body such as jaw development.

Researchers are tried to analyze the influence of goldenhar syndrome towards speech disorder by Austin and how does Austin solve his speech disorder problem. For example, when Austin said “one, ...arrhhhh is to always be yourselft no metter what. Two,....don’t lett other people and other things get in the way. Tree, do your thing”, the researcher describes the kinds of speech disorder. Speech disorders can affect the way a person creates sounds to form words. Certain voice disorders may also be considered speech disorders.

1. Phonetics

Phonetic is the branch of linguistics concerned with the physiological and acoustics bases of speech, and with such questions as how speech sounds are produced and perceived. Here are the analyses of phonetics, phonetics has one part of phonetics is articulation and there are tree kinds of articulation:

Datum 1 :

mom : “hay,
Austin : “hy”
mom : “how do you feel abaut all this”
Austin : “......there’s no words....”.
Mom : “what would you want to potentially do or say to halp people that are in the same situation as you?”
(Q&A with my mom. Duration 00.00-00.05)

The word “......there’s no words....” are types of articulation disorder that uttered by Austin, articulation disorder is a problem with making certain sounds. The utteren by austin is part of articulation leaving off sounds from words example saying “rice no wolds” instead of “......there’s no words. He does not mean to say those words when he tries to answar the question and tray to
explain what does he means but he’s having difficulty because his speech disorder problem caused by Goldenhar Syndrome.

**Datum 2:**

Austin: “one, ...arrhhhh **is to always be your selft** no metter what.

Two,.....don’t lett other people and other things get in the way. Tree, do your thing”

Mom: ”so if you had one message to get across to somebody what wold that be?”

(awesomeness is what everybody is born with.”... Austin N00.06-0.59)

The word **...is to always** are types of articulation disorder that uttesed by Austin. The utteren by is part of articulation swapping sounds in words example saying “**is you always be you save**” instead of “**is to always be your selft**”.

**Datum 3**

Austin: “kids are for lots of parents are always and will be the best things that has happend to any new parents or sometimes parent. But ....ammm ....or ...this always happens... it’s okay .. i always forget”

(Awesomeness is what everybody is born with.”... Austin N.Duration 04.01-04.30)

The word **or** are types of articulation disorder that uttesed by Austin. The utteren by is part of b) Adding sounds to words example: saying ”**or** ” instead of "all”.

2. **Phoneme system**

Phonemes are the meaningfully different sound units in a language the smallest units of sound. For example, ‘pat’ and ‘bat’ differ in their first phoneme: the “p” and “b”. Vowels are also phonemes, so “pat” and “pet” differ by a phoneme, too But phonemes don’t always match up with spelling. When two words
differ by a single phoneme they are known as a minimal pair. Here are the analyses of phoneme system:

**Datum 1:**

**Austin** : “hallo my name is Austin...aaaaa... i thank you for all of the donation i am, i am very...... wow.... it’s just ..... it’s just awesome. How i wos able to do this...aaaa.. was just being my self.....aaaa... And just being awesome like all of you guys”. If you...If you need to have something accomplished...aaaa.. just be your self and be awesome, just act awesome, feel awesome and belive in god that you can be awesome. God bless and love you all”

(Austin Being Awesome, subtitles & CC Enabed. Duratin 00.00-01.37)

From the conversation above we can see that the word ““it’s just” he saying “it’s is” there are several sentences and movements that appear many times such as Adding sounds or syllables to words.

**Datum 2:**

**Austin** :“hallo my name is Austin...aaaaa... i thank you for all of the donation i am, i am very...... wow.... it’s just ..... it’s just awesome. How i wos able to do this...aaaa.. was just being my self.....aaaa... And just being awesome like all of you guys”. If you... If you need to have something accomplished...aaaa.. just be your self and be awesome, just act awesome, feel awesome and belive in god that you can be awesome. God bless and love you all”

(Austin Being Awesome, subtitles & CC Enabed. Duratin 00.00-01.37)

From the conversation above we can see that the word “...aaaaa... i thank you for all of the donation i am, i am
very...... wow.... it’s just ..... it’s just awesome. How i wos able to do this...aaaa.. was just being my self.....aaaa...”. “...aaaa.. just be your self”, this sentence is related of symtoms of Speaking with a hoarse or raspy voice. Austin has been saying a llot of wrong prononciation, it is obvious that we can here every word in a phonetic that wrong sounds. Like it’s jus Austin said it is

Datum 3 :

Austin : “that nice meesage for a a fool”
Brother :”hey i’m sterling boss’s brother thank you for all that things you’ve sent to us and you are sending sending us thank you for all of your donations and whatever you can provide thank you”.

(Austin’s thank you for all your inspiration cards, leeters and gifts, duration 00.00-03-19)

From the conversation above we can see that the word “that nice meesage for a a fool”, this sentence is related of symtoms of Having difficulty pronouncing words correctly voice.

3. Phonologycal disorder

Phonological disorder is a type of speech sound disorder. Speech sound disorders are the inability to correctly form the sounds of words. Speech sound disorders also include articulation disorder, disfluency, and voice disorders.

The phonological disorder theory suggests that dyslexia affects a person’s ability to represent the smallest units of speech sound phonemes. The fact that the majority of dyslexic people show problems with short term verbal memory adds a great deal of weight to this argument. Phonological process disorder is a regular pattern of certain word speech mistakes. Here are the analyses of phonologycal disorder:
Datum 1:

Austin: “kids are for lots of parents are always and will be the best things that has happened to any new parents or sometimes parent. But ....ammm ... or ...this always happens... it’s okay .. i always forget”

(Awesomeness is what everybody is born with.”... Austin N. Duration 4.00-4.06)

From the conversation above we can see that the word ....ammm ... or ...this there are several sentences and movements that appear many times such as mumbling.

Datum 2:

Mom: “it’s okay. brain farts stink. Are you stinking right now?”

Austin: “no it’s the chicken salad”

Mom: “are you ready for your trac meet tomorrow?”

Austin: “mmm .. yes ...”

Mom: “i know you’re going to do good. You know you’re going to do good”

Austin: “because i’m going to be flaying around the track with angel wings and God”

(Awesomeness is what everybody is born with.”... Austin N. Duration 4.06-5.45)

From the conversation above we can see that the word leaving out a consonant sound example “is” instead of “it’s”.

“Ya i don’t know, God pretty much loves you a lot dude. Mmm it’s kind of a” there are several sentences and movements that appear many times such as slurred speech.

Datum 3:

Austin: ”hellow everyone i think until five what to say thank you cards from pessence and volume is constant that
girl had said or give to me, i .... i felll iam very amazed i just want to say that awesome and or exhaustion oil ..... there’s also something else that i’m accessing i what you to by roper and a half lashes for me.

Sister: “hi i don’t know what to say but i just want to say that, that’s my littel brother he’s an inspiration towards me and on the older one um thank you all for doing what you have done for my family and i provided and jus loved us like the huge family i guess um mmmm think think that’s about it i can’t leave everything else.

(Austin’s thank you for all your inspiration cards, leeters and gifts, duration 00.00-03-19)

From the conversation above we can see that the word saying only one syllable in a word example “what” instead of “want”. there are several sentences and movements that appear many times such as Speaking too slowly or too quickly.

Based on J.W.L Bernald theory, the writer found three kinds of speech disorder by Austin, they are phonetics, phonem system and phonological disorder. From 14 selected videos, the researcher found same case in review of related research but the researcher only focused on kinds of speech disorder by Austin. From the review of related research, the researcher find same theory about phonology and difference focuse In this research, the researcher is not the first researcher who does research about Speech disorder, before there are some students or researchers who ever did same research about Speech disorder but has differences focus in different sources of data and objects. In this reseacer the researcher found the same case but researcher only focused on speech disorder caused by Goldenhar Syndrome.
2). How Austin Solves his Speech Disorder

In May 2014, his mother started a GoFundMe campaign to raise money for Austin’s 53rd surgery. On their campaign site she researchers, “Austin has grown into a kind, intelligent and gentle young boy even after enduring bullying most of his life. He has a great future in front of him, as well as many more surgeries.

Austin’s next surgery will be his 53rd. It is a major surgery to repair his open pallet. Insurance won’t cover the plate they will be using to close his pallet. It costs $4,000. We need to raise this amount by June 2015.” The GoFundMe site also features a five-minute video of Austin sharing his story and asking others to help his mother pay for his next procedure. In the video, the teen uses notecards to communicate because he was born deaf and blind.

Initially, Austin was hesitant to ask for help. He explained, “I was nervous to do this well … because I was bullied so bad and made fun of a lot! So to make this video I guess I am being brave!”

Remarkably, Austin’s mother has raised over a quarter of a million dollars ($285,545) for his surgery. Watch Austin’s moving plea in the video below.

Datum 2:

Picture2.4

Video of Austin’s from YouTube

28 Duration, 00:00-00:00:33
This picture shows symptoms that Austin has, in the picture of Austin’s is mentioned as baby. Austin was born with Goldenhar Syndrome, he is 14 years old he has had over 50 surgeries.

He just wanted a friend and crave social interaction. As time went on, he felt that chances of finding a real friend were slim. Still, his family encouraged him to continue to try to make friends. Despite the bullying, Austin has great personality, and his family says he is a pleasure to be around. He has never let his diseases stop him from achieving his dreams. Even when things get hard, he has a positive attitude.

According to the Children’s Hospital of Philadelphia;

“goldenhar syndrome is rare congenital condition characterized by abnormal development of the eye, ear, and spine. It affects one in every 3,000-5,000 births. Children with partially formed or totally absent ears, benign growths of the eye, and spinal deformities, such as scoliosis. Goldenhar syndrome may also affect the facial structure and other body organs, such as heart, kidney, lungs, and nervous system. In most cases, the deformity only affects one side of the body.”

That Austin has done to solve his Speech Disorder Problem, from the data the researcher classified how does Austin to solve his speech disorder as the follows:

a) Medical Syndrome Goldenhar

Thereafter, a treatment for the cytomatic complex was performed. Goldenhar syndrome without a multistage surgery is incurable. The number and volume of operations depends on the severity of pathology. Such patients usually experience osteosynthesis of compression disorder; Endoprosthetic joint temporomanbual, mandibular down and up; Osteophones of the nose, jaw and upper, repairing developmental defects and the pathological bite; plastic surgery (genioplasty, rhinoplasty). To prevent inflammatio, antibiotic therapy and vitamin therapy are prescribed. For the surgical manipulation of maxillofacial, as a
rule, an osteoropika antibiotic was prescribed: penicillin, lincommsin, erythromycin.

Datum 3:

Picture3.4

Video of austin’s from YouTube

As stated before that Austin did more than 50 times for as stated before that Austin surgeries to cope his goldenhar syndrome. In order to make his face looks normal. After he did the surgeares, the video showed that Austin has better face whit almost perfect shepe like normal people. Than Austin flet confident and able to speak well then before although he did not able to speak like normal people.

b.) Therapy

According to David L. Paul.Ph.d, from the book’s of Speech Disorder and Speech Sound Disorder, Thererapy: Speech disorders are abnormalities or barriers experienced by a person in the process of speaking and communicating caused by certain factors. From the information above, Austin experienced the therapy after his surgaryes, from his births until 14 years old. According to Austin;s video on his facebok support page, doctors didn’t think he’d to see his firsdt brithday. But now, at almost 15 years old.

The pathologist can then recommend a therapy plan to help Austin overcome his disorder. Rrecognizes and correct sounds

30 Duration, 00:00->00:00:33
that Austin are making wrong learn how to correctly form his problem sound precites saying certain words and making certain sounds the pathologist can also give you activities and strategies to help your child practice at home.

**Datum 4:**

**Picture3.4**

*Video of austin’s from YouTube*

We can see that picture, he suffers from deformities of the ears, nose, lips, and mandible. You might think that Austin has learned to deal with his disease, but a lot of other people make it hard from him to live a normal life. Austin has grown into a kind, intelligent and gentle young boy even after enduring bullying most of his life.

from the explanation above, the researcher classified there are two aspects of Austin to solve his goldenhar syndrome. There are medical syndrome goldenhar and therapy. Based on those two aspects, the researcher assumes that the medical syndrome goldenhar more gave changes of Austin, because it was able to change Austin to have better look while therapy was only supports the medical syndrome goldenhar in order to help the works of medical syndrome goldenhar and to control the progress of Austin.

31 Duration, 00:00:00-00:00:33
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research is designed to describe the kinds of speech disorder experienced by Austin, and how does Austin to solve his speech disorder problem. The researcher can classify there are three types of Speech disorder problem that Austin has as a sufferer caused by Goldenhar Syndrome, they are phonetics, phonological disorder, phoneme system and speech sound disorder. After research the researcher have found From 14 videos from Austin’s YouTube channel, from the data of the research the researcher have found the speech disorder of Austin. And after that the researcher collecting the data, make formulation of the problem, and making limitation of the research to limit the research question.

The kinds of speech disorder that mostly appear in five videos of Austin is Awesomeness is what Awesome Austin-surgery 58 (00.00-00.04), Austin’s Personal Video to Teddy (00.00-07.64), Austin Being Awesome (00.00-01.37), Austin’s birthday party (00.00-00.56), Austin’s thank you for all your inspirational cards, letters and gifts (00.00-03.19), In the problem formulation.

There are two aspect of Speech, those are Phonetics and Phonological. The writer find three error production of speech sound of Austin’s. In this research the writer use the theory of phonology by J.W.L Bernard. As for the aspect of linguistics that effected, there are two aspect of Speech those are phonology and phonetics. The writer find two error production of speech sound of Austin, and two broken articulation of phonetics.

As for how Austin solve his speech disorder problem, the researcher have found two aspect of Austin’s solve his speech disorder problem. Among them is Medical Syndrome Goldenhar and Therapy.
B. Suggestions

The researcher states several points that could be used as suggestion and recommendation for the readers who are interested in studying the speech disorder of Goldenhar syndrome because there are a lot of things that can be discussed about linguistic especially about phonological of speech disorder problem in the different discussion and point of view.

Meanwhile, for the student who are learning the speech disorder problem, this research can be alternative reference, because this research present the speech disorder problem in the Austin’s YouTube Chennel that involving the study of phonem, phonetic, phonology and so on.

In addition, it also recommended for the next researchers who are interested in doing further research in the same area to use these findings as a starting point in conducting the research. Moreover, by using the theory by J.W.L Bernard, it is suggested to use other sources of data such as from the book or journal, advertisement or even in spoken language like speech and so on.

Overall, this research hopes to be useful for all the readers, especially who are interested in the same field because rhetorical devices is an interesting topic to discuss.
REFERENCES

BOOKS


Beverly Hancock, Elizabeth Ockleford, and Kate Windridge. (2007). National Institute for Health Research.” An Introduction to Qualitative Research”, (The East Midlands and Yorkshire & The Humber: The NIHR RDS EM/YH.


JOURNALS


DICTIONARY
APPENDIX

Appendix 1 is about data that show types of speech disorder that Austin’s have.

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>Video &amp; Duration</th>
<th>Types of Speech Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>“Well, this os like a really, really, really, really, really early breakfast”</td>
<td>N.DURATION 06.09-06.13</td>
<td>phonetics</td>
</tr>
<tr>
<td>2.</td>
<td>“Like how this has all been, no words”</td>
<td>N.DURATION 02.30-02.39</td>
<td>phonetics</td>
</tr>
<tr>
<td>3.</td>
<td>“one, ...arrhhhh is to always be yourself no metter what. Two.....don’t lett other people and other things get in the way. Tree, do your thing”</td>
<td>N.DURATION 00.22-00.50</td>
<td>phonetics</td>
</tr>
<tr>
<td>4.</td>
<td>“my quote. My quote that i created. Erhhh.......it pretty much goes like this. Awesomeness is what everyone is born with. and... i feel that comes from my</td>
<td>N.DURATION 01.06-01.23</td>
<td>Phoneme system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>“because he helped make and create everything that has happened. He helped me touch every viewers heart. Arhhhh .. whether it was positive or negative. He still touched their hearts”</td>
<td>Awareness is what everybody is born with.”... Austin. N.Duraion 01.41-02.07</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>“kids are for lots of parents are always and will be the best things that has happened to any new parents or sometimes parent. But ammm ... or ...this always happens... it’s okay .. i always forget”</td>
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<tr>
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<td>Austin Being Awesome. 00.00-01.37</td>
<td></td>
</tr>
</tbody>
</table>

**Phoneme system:**
- The text contains phoneme system annotations, indicating specific phonetic elements.

**Phonology disorder:**
- The text contains annotations indicating phonological disorders or challenges in the speech.
...aaaa.. just be your self and be awesome, just act awesome, feel awesome and belive in god thet you can be awesome. God bless and love you all”

| 8. | “I thanks for all” | Austin’s birthday party 00.31-00.33 | Phoneticts |
| 9. | “Austin i have goldenhar syndrome” | Awesome Austin-surgery 58 00.00-00.04 | Phoneme system |
| 10. | “Hallo i’m Austin and i” | Austin’s Personal Video to Teddy 00.00-07.64 | Phonem system |
APPENDIX

Appendix 2 is about how does Austin to solve his Speech disorder.

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>Video &amp; Duration</th>
<th>The steps has done by Austin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In May 2014, his mother started a GoFundMe campaign to raise money for Austin’s 53rd surgery. On their campaign site she writes, “Austin has grown into a kind, intelligent and gentle young boy even after enduring bullying most of his life. He has a great future in front of him, as well as many more surgeries.”</td>
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