

LANGUAGE DISORDERS SUFFERED BY CEREBRAL PALSY CHARACTER IN “MARGARITA, WITH A STRAW” MOVIE

Ni Putu Dian Angga Melani

English Department, Faculty of Humanities, Udayana University
diananggameyani@gmail.com

Ni Wayan Sukarini

English Department, Faculty of Humanities, Udayana University

Ni Luh Sutjiati Beratha

English Department, Faculty of Humanities, Udayana University

ABSTRACT

This research entitled “Language Disorders Suffered by Cerebral Palsy Character in Margarita, with a Straw Movie” was conducted to analyze language disorders in Cerebral Palsy. Seeing language and communication is crucial therefore this research is proposed to identify types of language disorders and their impacts on communication quality. The data of this were the utterances of a Cerebral Palsy character named Laila. This research used the language knowledge theory proposed by Carroll for examining language disorder types and the Communication Function Classification System by Hidecker et al for analyzing the effect of language disorders on communication quality. The data were analyzed by using the observation method and techniques of check, re-check, and cross-check where all data findings were observed, noted, and check properly then presented through words. From the analysis, Laila experienced; 66% phonological disorders where she stuttered and misarticulated words; 20% syntactic disorders where she forgot to use the auxiliary verb to be; 8% semantics disorders in which she uttered an idea that was not in accordance with the topic of discussion; and 6% pragmatics disorders whereas she gave irrelevantly and informatively answers. Her communication quality is level 4 where the phonological disorders greatly affect communication because people were difficult to understand her speech. Thus, the communication did not run effectively and efficiently.

Keywords: Language Disorder, Cerebral Palsy, Communication.

INTRODUCTION

Communication is important in our life. Communication is the way we can interact with other individuals. According to Logan and Pruska (2022:24), the main system of communication is language. Sapir (2023:9) assumes a language is a natural tool that is used for expressing ideas, feelings, and desires by using symbols produced by humans. By uttering our messages using language, people will understand our ideas and we also can be aware of others' thoughts. This situation encourages good communication that can be done well in society. Every human has an innate ability to use language, especially in receiving language, along with the cognitive ability which

makes us can understand and produce utterances. However, not all humans have the complete ability in using language, which means they can not comprehend and/or produce utterances. This situation is well-known as a language disorder (Carroll, 2008:356). In theoretical terms, language disorder as the main topic of this research is actually studied further in the psycholinguistics field. Therefore, this research can be categorized as psycholinguistics research.

Language disorder simply is an impairment in using language appropriately. Language disorders might appear as a result of a dysfunctional brain processing language both in understanding and uttering language (Slaich, 2009:7). There are not a few people in this world experiencing language disorders. In society, we may have experiences in speaking with people who they probably arduous in delivering their ideas which can be seen by their voice quality and understandable dictum level. These situations also possibly impact communication quality. Communication quality refers to the impact of language disorders on communication. Whether the communication is still comfortable and done effectively or instead increases incomprehensibility and ambiguity.

Language disorders probably occur in normal people or in diverse diseases such as autism. Based on the research findings on Google Scholar, it was found that there is a lot of research investigating both language disorders and autism such as an article written by Bahrami-Khorshid and Madanifard (2019) and Rahmawati and Sudawati (2021). Khorsid and Madanifard investigated sleep Problems and Language Disorders in Children with Autism Spectrum. Meanwhile, Rahmawati and Sudawati (2021) examined the receptive and expressive language disorders experienced by autistic child. Nevertheless, there is a disease that is not widely known by people namely Cerebral Palsy. Cerebral Palsy is a disease of disability muscle physical movement to operate normally caused by the dysfunctional brain (Slaich, 2009:6). It also affects the facial muscles which extremely impacts the process of speaking. Actually, the number of sufferers is high and usually found in special needs schools. People might have seen the sufferers in society or public areas since the sufferers of Cerebral Palsy are easy to identify because of their body characteristics and usually use wheelchairs. In fact, there are not many studies on Cerebral Palsy, especially about language disorders experienced by its sufferers.

Considering the explanations and objectives of the previous studies above, language disorders can be categorized as a common phenomenon in social life that can happen to any human. On the other side, one piece of information can be drawn that there is a disease that is not widely known by society, unlike autism which is familiar, namely Cerebral Palsy. Therefore, the phenomena of language disorders and Cerebral Palsy successfully encouraged this research to analyze both. The previous research mostly investigated types of language disorders in terms of receptive and expressive language disorders. Thus, this research tried to discover other findings that are not examined yet by linguistics researchers. Seeing that language and communication are important in human life, thus, this research aimed to analyze language disorders in terms of the inappropriately used of basic language patterns and their impacts on communication quality experienced by a Cerebral Palsy sufferer in a certain movie. It was formulated as the problems or focus of this research namely; (1) what kinds of language disorders are experienced by the Cerebral Palsy character in “Margarita, With A Straw” Movie in terms of language knowledge? and (2) how does language disorder influence the

communication quality of the Cerebral Palsy character in “Margarita, With A Straw” Movie?. Moreover, the purpose of this research was to discover the types of language disorders and the effect of language disorders on the communication quality experience by a Cerebral Palsy sufferer in the “Margarita, With A Straw” movie.

In order to solve the problems of the research, this research used the language knowledge theory proposed by Carroll (2008). It was the most suitable for solving this research, his theory of language knowledge was able to give complete explanations of four basic languages namely phonology, syntax, semantics, and pragmatics. Moreover, the theory of the Communication Function Classification System proposed by Hidecker, et al (2011) also was determined to be applied in this research considering it was able to describe the level of communication quality specifically for cerebral palsy. Carroll is an expert in psycholinguistics in which most of his statements and theories usually be references for researchers who examined psycholinguistics topics. Furthermore, Hidecker et al are experts in Cerebral Palsy who successfully created this theory always be cited in books about Cerebral Palsy.

Compared to previous studies, this research is completely different in the type of diseases, theories, objectives, and purposes of the research. Furthermore, this research is more complete because it included the field of syntax, phonology, semantics, and pragmatics and revealed a new finding that has never been analyzed that are the influences of language disorder on communication quality experienced by a Cerebral Palsy sufferer. Moreover, this research is very important because it revealed the inappropriate use of four language bases that are used as language foundations applied by societies and their impacts on communication quality according to research findings on Google Scholar, there are no research results found about it. In addition, the results of this research can contribute to providing information about language disorders in new aspects that have not been widely analyzed, namely in terms of language knowledge and communication quality of Cerebral Palsy sufferers.

DATA SOURCE

This research used primary data and more focus on words instead of numbers. The data source of this research is a movie entitled Margarita, With A Straw Movie directed by Shonali Base that was premiered on 8th September 2014. This movie is about disability especially Cerebral Palsy disease and the romantic story between the characters. The main character is a Cerebral Palsy character named Laila. The data of this research were all utterances of Laila in the form of sentences, phrases, or words that were expressed language disorders.

METHODS

In collecting the data, this research used the observation method and note-taking technique. The note-taking technique was conducted by writing down what is being heard and seen in the data (Bogdan et al, 2007:119). The Margarita, with a Straw movie, was observed by watching and listening

carefully to the utterances that are spoken by Laila. Then all of Laila's utterances and conversations that roughly indicate language disorders and not fluent communication were collected by writing them properly.

After the data has been collected, continued with the analysis by using the observation method and some techniques. The observation method was conducted by observing and noting all information during the data analysis process (Creswell & Creswell, 2018:262). The procedures and techniques based on Creswell & Creswell (2018:268-274) were; (1), identifying data by scanning them in which highlighted the utterances or conversations that indeed contained language disorders; (2) classifying data by using the techniques of (a) check by checking the identified data then classified data based on the types of language disorders, (b) re-check by re-checking the data that have been classified and ensuring there were no mistakes in classification, and last (c) cross-check by cross-checking all that by comparing to the explanations and examples of language knowledge theories and communication function classification system; (3) interpreting and description referred to the detailed analysis process of caused and how Laila experienced language disorders and analysis of her communication quality along with how her language disorders affected the communication.

After all of data have been analyzed, then they were presented by using formal methods through tables and informal methods by giving detailed descriptions through words and sentences (Sudaryanto, 2018:111). In this research, the data was first presented in general through graphics for easier understanding of the language disorder types in Laila's utterances, then each data finding was shown along with a detailed description of the analysis results.

THEORETICAL REVIEW

A. Language Disorder

A language disorder refers to problems in processing linguistic information (Bansal, 2019) and impacts the disturbances of certain areas of communication (Botting and Ramsden, 2004:23). Bishop (2004:321) describes language disorder as the disability of processing linguistic information such as difficulties in mastering the structural aspects of language that are phonology, and syntax, and in the field of semantics and pragmatics that rely on the meaning of utterances.

Adawiyah (2022:196) states that language disorders are divided into two forms; (i) expressive language disorder is a disability of producing language such as constructing words to form good phrases. (ii) receptive language disorder refers to the disability to comprehend the language and purposes of the communication. Bansal (2019) states there is a possibility to experience both of them which is called mixed receptive-expressive language disorder. In which the sufferers have difficulty understanding and delivering the language.

B. Cerebral Palsy

"Cerebral palsy is a broad term used to describe a group of chronic movement or posture disorders. "Cerebral" refers to the brain, while "palsy" refers to a physical disorder. Thus, Cerebral palsy refers to brain's ability to adequately control the body" (Slaich, 2009:6). Based on Patel et al (2020) Cerebral Palsy is fundamentally a neuromotor disorder that highly influences the development

of movement, muscle tone, and posture. Levitt and Addison (2009:1) state that Cerebral Palsy is an illness of the development of movement that impacting activity limitations that also influence sensation, perception, cognition, communication, speech, and behavior that is caused by progressive neurological conditions and genetic conditions. Levitt and Addison (2019:1) inform that the severity of cerebral palsy is asses by the sufferer's dependency, limited communication ability, and disability to talk, walk, and run.

C. Language Knowledge

Language knowledge is the principle in using language. Based on Carroll (2008:5) it consists of phonology, syntax, semantics, and pragmatics.

a) Phonology

Carroll (2008:5) states that phonological knowledge refers to the pronunciation of words. The difficulty in producing sounds is called phonological disorder (Goldstein and Horton-Ikard, 2010:46). According to Carroll (2008:73) phonological knowledge involves the articulatory of vowel and consonant sounds. Furthermore, phonological also refers to the appropriate pausing and intonation in speaking (Carroll, 2008:7). A pause is needed for respiratory purposes, and cognitive and linguistic purposes (Carroll, 2008:32). Moreover, intonation is about the emphasis on syllables in a sentence (Carroll, 2008:70). In addition, speech sounds are embedded in the context of fluent speech (Carroll, 2008:85) in which people whose language disorder may speak not fluently enough or it is called stuttering. The common symptoms are (1) existing of repetition of phonemes, syllables, or words such as c-c-computer, com-com-computer, a-got a-got a brother, and (2) an extreme lengthening of segments or syllables, for example; af::raid (Field, 2004:291).

b) Syntax

Carroll (2008:5) state that syntax refers to the grammatical arrangement of words within the sentence. It covers nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunction, and interjection (Carroll, 2008:105). Furthermore, syntax is about the sentence constructions: (1) Negatives: I won't be coming for dinner on Friday, (2) Questions: Can your baby walk? (3) Passive Sentence: The cat was chased by the dog, (4) Complex Sentence: Jill loved rock and Sally loved jazz (Carroll, 2008). By having the syntactic knowledge) we can know how to use nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunction, and interjection correctly. By having syntactic knowledge, we can speak grammatically correctly and people will understand what we are talking about easily. In further, the disability to use the grammatical arrangement of sentences is called syntactic disorders.

c) Semantics

Semantics refers to the knowledge of words, concepts, symbols, and objects (Carroll, 2008:51). In further, semantics covers the meaning of sentences and words (Carroll, 2008:5). There are some kinds of meaning relations: (a) Synonymy for two words mean the same things, such as fear and panic. (b) Coordination for two words stand at the same level, such as cat and dog. (c) Meronymy for the part of object, such as black and legs are meronyms of chair. (d) Hypernymy for the superordination relationship of words, such as bird is a hypernym of sparrow, and (e) Hyponymy is the opposite, such as sparrow is a hyponym of bird (Carroll, 2008:108). By having semantic knowledge, we can know

the meaning of words. Consequently, we can get into the discussion because we can give a response rapidly, correctly, and semantically related word or topic. For example, when she is thinking about the dentist, the listeners respond with tooth (Carroll, 2008:38-39). In addition, the disability to understand the meaning is called semantics disorders (Verhoeven and Balkom, 2004:11).

d) Pragmatics

Carroll (2008:5) states that pragmatics knowledge refers to the social rules involved in language use. Verhoeven and Balkom (2004:283) define pragmatics as the research of the communicative use of language. In detail, Carroll (2008:144) added that pragmatics theory is generally a linguistic communication that happens in the context of shared assumptions about communication. It forces us to be informative, clear, relevant, and truthful in delivering ideas in communication. The difficulties in language use are called pragmatics impairment (Perkins, 2010:228), pragmatics disorder, or pragmatics disability to describe an inability to select and match a suitable linguistic form to the most appropriate and effective communicative function (Varhoeven and Balkom, 2004:283).

D. Communication Function Classification System (CFCS)

According to Hidecker et al (2011), Communication Function Classification System or CFCS. It is used to describe everyday communication performances by categorizing the sufferers' communication capacity in everyday situations with the discrepancy between levels depending on their ability to send and receive information with familiar or unfamiliar communication partners. It is also measured depending on the effectiveness of communicating the message.

Hidecker et al (2011) convey five levels of CFCS; (i) Level I in which the sufferers from all people effectively and efficiently; (ii) Level II in which the sufferers still can send and receive information from familiar people, but need extra time for unfamiliar people; (iii) Level III in which the sufferers still can effectively send and receive information with familiar partners, but totally not with unfamiliar partners; (iv) Level IV in which the sufferers inconsistently sends and/or receives information even with familiar partners; (v) Level V, the sufferers seldom effectively send and receive information from all people.

RESULTS AND DISCUSSION

The analysis was presented sequentially starting with the language disorder types and continuing with the analysis of language disorder's effects on communication quality. Below is a table of the data findings in general.

Table 1. Types of Language Disorders

Language Disorders	Amount of Data	
Phonological Disorders	42	66 %
Syntactic Disorders	13	20 %
Semantics Disorders	5	8 %
Pragmatics Disorders	4	6 %
Total	64	100%

Table 1 indicates that Laila, as a Cerebral Palsy sufferer, experienced all types of language disorders whereas 42 data of her utterances belonged to phonological disorders, 13 data were syntactic disorders, 5 data categorized as semantic disorders, and 4 data indicated pragmatic disorders. Compared to the results of previous studies especially those conducted by Rahmawati (2021), the result shows similarities in the sufferer of Cerebral Palsy dominantly experienced expressive language disorders that were shown difficulty in expressing or producing language. In this research, Laila as a sufferer of Cerebral Palsy was difficulty uttering speech correctly and fluently. It was shown by a lot of occurrences of phonological disorders in terms of articulatory consonant sounds.

- (1) Laila: /n-neŋk.juh/ /a-al/ /bi/ /jʊ/ /tə'mə:wʊh/
 n-nank you...I-I'll bee you tomowoh
 Thank you...I'll see you tomorrow
 /θæŋk.ju:/ /aɪ'l//si://jʊ/ /tə'mə:r.ʊʊ/

According to Carroll (2008:73) phonology refers to the used of articulatory vocal and consonant sounds. Moreover, it involves the context of fluent speech (Carroll, 2008:85). The not fluent speech is called stuttering characterized by the repetition of phonemes or words, or lengthening of syllables (Field, 2008:291). Therefore, the utterance of Laila above indicated the occurrence of language disorders namely phonological disorders that were shown by her misarticulating of consonant sounds and stuttering while speaking. As a Cerebral Palsy sufferer, her brain was sometimes disabled to control every speech. Furthermore, based on Patel et al (2020) Cerebral Palsy also experienced the stiffness of muscles. It impacted her tongue hard to move and greatly made her could not pronounce the [th] sound that can only be pronounced when the tip of the tongue rises and touches the upper front teeth. Based on the Cambridge dictionary /thank you/ must be pronounced /θæŋk.ju:/ with [th] sound, however, Laila can only produce the [n] sound. Moreover, she could not articulate the [r] sound that requires the tongue to touch the top mouth palate. Thus, /tomorrow/ which must be pronounced /tə'mə:r.ʊʊ/ with [r] sound, instead she is like saying [w] replacing [r] sound. This tongue condition also disabled her to articulate [l] clearly enough in the phrase /I'll/. Actually, Laila was still possible to pronounce [s] in the word /see/, however, her brain lost control of the utterances that were issued, thus she pronounced it /bi/ by unconsciously articulating [b]. Laila's brain disability also made her pronounce /thank you/ and /I/ not fluently which she stuttered by repeating the phonemes [t] in /thank you/ and the vowel [a] in /I/. In addition, her brain was also disabled to control the exhaled breath so that the breath comes out strongly making the [h] sound at the end of /thank you/ and /tomorrow/.

- (2) Laila: *No worry*, aai (mother)

The utterance of Laila contains language disorders, especially the inappropriate use of grammatical arrangement or syntactic disorders. It based on the theory of Carroll (2008:5) that states syntactic knowledge refers to the grammatical arrangement of words within the sentence. It covers the use of nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunction, and interjection (Carroll, 2008:105). Specifically, Laila's utterance contained the error of the use of noun and verb. As a sufferer of Cerebral Palsy, this situation occurred because of a lack of ability in Laila's brain to

determine the correct grammar to use in a sentence and was triggered by her brain's disability to control the speech that was expressed. The phrase "no worry" in Laila's utterance was grammatically incorrect which is also not allowed in the dictionary. There are ways can be used to correct it. First, "worry" as a noun should not be written in the singular form after the "no". "no" is still can be used, however, according to the Cambridge dictionary, "no" should be followed by the plural form of "worry" which is "worries". Thus, the correct phrase is "no worries" which means something that went wrong but still accepted or forgiven (Cambridge dictionary). Second, in the negative context, "worry" as a verb should be preceded by an auxiliary "do" and adverb "not". According to the formula of simple present tense, the verb "worry" still can be used as the present verb (Verb 1), however, the word "no" must be changed into "do not". It is because "do not" must be followed by the first form of the verb. It becomes "do not worry or don't worry" that is according to the Cambridge dictionary means telling someone not to worry. Therefore, "no worry" is inappropriate, instead both phrases "no worries" and "don't worry" are grammatically correct according to the Cambridge dictionary and commonly used by society.

(3) Jared: So...you don't think I'm cute anymore?

Laila: *Now...I have a...I'm with someone.*

Jared: so what?

The conversation between Jared and Laila indicated the occurrence of language disorders namely semantics disorder because there are semantically unrelated words in it. The analysis was supported by the theory from Carroll (2008:5) who assumes semantics covers the meaning of sentences and words. Semantics also refers to the meaning relations of two or more words (Carroll, 2008:108). For example, talking about the dentist, the listeners respond with tooth (Carroll, 2008:38-39). Therefore, by having semantic knowledge, people can know the meaning of words and able to get into the discussion by giving a response rapidly, correctly, and semantically related word or topic. In this case, extensively, the unrelated appeared between what was uttered by Jared and the answer given by Laila. The keywords in Jared's utterance were cute and asked Laila's opinion about himself. This was also a topic in that conversation. However, Laila's utterance did not contain those keywords, instead, she answered with a statement beyond the topic. In this case, Laila should respond to Jared's question previously by giving an opinion about him or at least answering what he asked before starting a new topic of conversation. Considering this is a jocular conversation, the response could be "I think so", "I don't think so", or "yeah still cute" then continuing with "Now...I have a...I'm with someone". In fact, her utterance was not the answer that Jared wanted. It can be seen from the answer given by Jared "so what". It shows that he was not too interested in Laila's utterance because basically, that was not what he was asking. This situation occurred triggered by the lack of Laila's brain's ability to control the cognitive to think and understand what are others' ideas. It makes she has difficulty determining the correct and semantically related words to say. Therefore, her solution was to deliver a new topic that indeed she experienced to keep the conversation going.

(4) Caregiver: I'm going to tell you right up. I don't do the bottoms.

Laila : Excuse me?

Laila's utterance in the conversation indicated a language disorder, especially pragmatic disorders. It belonged to pragmatics disorders by seeing at language knowledge theory from Carroll (2008:5) that believes pragmatics knowledge refers to the social rules involved in language use. Moreover, Fernandez and Cairns (2011:256) consider pragmatics as speech acts that not only have a particular linguistics form but also an intended function and an effect on the listener or simply it is about an intended meaning that is obtained in someone's utterance. Specifically, through these theories, it can be seen that the response given by Laila indicated that she could not understand the words of her caregiver. As a Cerebral Palsy sufferer, it was caused by a lack of Laila's cognitive ability and intelligence to maximally comprehend every word or idea of utterances she heard. There were two sentences issued in the caregiver's utterance "I'm going to tell you right up. I don't do the bottoms". The first sentence contained common and simple words that still could be understood by Laila. However, the second sentence had a "bottom" word that emerged confusion and ambiguity. Laila entirely did not understand what "bottom" referred to because "bottom" in the Cambridge dictionary means "the lowest part of something". Moreover, there were no discussions before this conversation, thus Laila was difficult to comprehend the object of "bottom" seeing it can refer to anything. It can be the bottom of the mattress, the shirt, the lower body, or other things. Here, the caregiver should understand that Laila was her disabled foster child who should be given clear information, straightforward to the point, and not increased ambiguity. It also can reduce the misunderstandings experienced by Laila. The caregiver could deliver the object directly instead of "bottom", therefore Laila can shortly understand and be able to respond appropriately.

Regarding the effect of language disorders on communication quality, below is the table of data findings and analysis.

Table 2. The Effect of Language Disorders on Communication Quality

Types of Language Disorders	Levels of Communication Function Classification System				
	1	2	3	4	5
Phonological Disorders	-	-	-	√	-
Syntactic Disorders	-	-	-	-	-
Semantics Disorders	-	-	-	-	-
Pragmatics Disorders	-	-	-	-	-

Table 2 shows that language disorders especially phonological disorders experienced by Laila influenced her communication quality. Below is the data findings and their analysis.

(5) Laila: /aɪ/əɪm//baɪ.../ → I am bi....

I am bisexual

/aɪ/əɪm//baɪ'sek.fu.əl/

Laila's mother: am I any less of bai (maid in English)

Laila: what?

The utterance of Laila shows the occurrence of language disorders namely phonological disorders. It is categorized as phonological disorder considering the language knowledge theory by Carroll (2008:70) which believes intonation means stress or emphasis on syllables in a sentence. In

this case, Laila experienced stiffen tongue muscles and her brain could not work properly in controlling the utterance. Thus, Laila experienced a phonological disorder specifically, her intonation was not very good. Her voice volume was low and getting lower and lower which made her speech unclear. Consequently, the sentence that actually should be pronounced "I am bisexual" could only be heard as "I am bi.." [aɪ/əm/baɪ] by her mother, and not with the rest "sexual". It resulted in her mother misunderstanding the pronunciation of /baɪ/ in the bi-sexual as "maid" in Indian. Therefore, her mother gave a joke about "maid". Laila was confused about why her mother said it, then she responded with "what". It was clear that the phonological disorder experienced by Laila disturbed the communication where Laila's intention to say "she was bisexual", but could not be accepted by her mother even changed the topic of conversation. It can be seen that Laila's phonology disorder greatly impacts the quality of communication because the communication did not run smoothly, effectively, and efficiently.

According to the Communication Function Classification System theory by Hidecker et al (2011), there are five levels that can show the communication quality of Cerebral Palsy sufferers that range from mild to severe. Level I means the sufferers are still able to communicate with all people. Level II shows that sufferers need extra time to communicate with unfamiliar people. Level III indicates the sufferers could not communicate with unfamiliar people. Level IV means the sufferers seldom effectively communicate with all people. And last, level V shows the sufferers are not able to communicate with people. Seeing that her mother is indeed familiar to her. Therefore, the quality of Laila's communication in this situation is categorized as level 4.

CONCLUSION

After presenting the findings of the data and the analysis, there are some information can be concluded. From the sixty-four data, it shows that Laila experienced all types of language disorders, but she most often experienced phonological disorders. In general, Laila experienced; 66 % of phonological disorders, that was 42 data indicating she misarticulated and stuttered in uttering words; 20% of syntactic disorders which are 13 data or utterances generally expressed by the lack of use of the auxiliary verb to be in sentences; 8% of semantics disorders, that are 5 data showing she experienced the discrepancy between the ideas spoken by her and the keywords of the topic of conversation; and 6% of pragmatics disorders, that was 4 data showed the unrelated and uninformative answers uttered by Laila to questions given.

In addition, from the data, it can be found that language disorders experienced by Laila greatly affect the communication quality in the conversation between Laila and other characters. The most influential type of language disorder was phonological disorder where people have to ask twice about what she was talking about due to her unclear voice. Thus people are difficult to understand it. Consequently, the communication ran ineffectively and inefficiently. It happens to both familiar such as her friend and mother, and unfamiliar speaking partners. Therefore, her level of communication quality is level IV.

There are some suggestions that are offered for future research. First, it is expected for the next research to do field research, especially analyzing the utterances and a conversation directly with the real sufferers because it will open the opportunity to be able to observe and interact with the real sufferers. Second, this research is the first that investigates the impact of language disorders on communication quality in a Cerebral Palsy sufferer using the Communication Function Classification theory. Therefore, it is suggested that future research is able to analyze this problem better whether using the same theory or another seeing this problem is interesting and important to analyze because not much has been studied and communication is prominent in human life.

REFERENCES

- Adawiyah, R. 2022. *Buku Ajar Psikolinguistik*. Bali: Udayana University Press.
- Bahrami-Khorshid, S & Madanifard, M. 2019. Sleep Problems and Language Disorders in Children with Autism Spectrum Disorder. *Journal of Sleep Sciences*, 4 (3), 69-75.
- Bansal, S.K. 2019. A Research on Language Disorder in Learners. 178-183.
- Batolu, D. F., & Bustam, M. R. (2022). ANALISIS VISUAL DAN VERBAL PADA UNGGAHAN INSTAGRAM WORLD HEALTH ORGANIZATION (WHO). *MAHADAYA Jurnal Bahasa, Sastra, dan Budaya*, 2(1), 25-30.
- Bishop, D.V.M. 2004. Specific Language Impairment. In: Verhoeven, L., Balkom, H.V (Eds). *Classification of Developmental Language Disorders: Theoretical Issues and Clinical Implications* (pp. 321). London: Lawrence Erlbaum Associates.
- Bogdan, R.C & Biklen, S.K. 2007. *Qualitative Research for Education*. Fifth Edition. U.S.A: Pearson Education.
- Bortfeld, H et al. 2001. Disfluency rates in conversation: Effects of age, relationship, topic, role, and gender. *Language and speech*, 44 (2), 123-147.
- Botting, N & Ramsden, G. 2004. Characteristic of Children With Specific Language Impairment. In: Verhoeven, L., Balkom, H.V (Eds). *Classification of Developmental Language Disorders: Theoretical Issues and Clinical Implications* (pp.23). London: Lawrence Erlbaum Associates.
- Bustam, M. R. (2018, November). Media Attention for Jerusalem Declaration: a Comparative Discourse Analysis on International Online Newspapers. In *International Conference on Business, Economic, Social Science and Humanities (ICOBEST 2018)* (pp. 131-134). Atlantis Press.
- Carroll, D.W. 2008. *Psychology of Language*. Fifth Edition. U.S.A: Thomson Wadsworth.
- Creswell, J.W & Creswell, J.D. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth Edition. Los Angeles: Sage.
- Goldstein, B.A & and Horton-Ikard, R. 2010. Diversity Considerations in Speech and Language Disorders. In: Damico, J.S., Muller, N., Ball, M.J (Eds). *The Handbook of Language and Speech Disorders* (pp.46) United Kingdom: Blackwell Publishing Ltd.
- Field, John. 2004. *Psycholinguistics: The Key Concepts*. London: Routledge.
- Hidecker M.J et al. 2011. Developing and validating the Communication Function Classification System (CFCS) for Individuals with Cerebral Palsy. *Developmental Medicine and Child Neurology*, 53 (8), 704-710.

- Kesumawati, E., Utami, V. & Santika, D. 2022. Errors In Lexis Made By the Machine Translation from the Captions of National Geographic Indonesia's Instagram. *Appollo Project: Jurnal Ilmiah Program Studi Sastra Inggris*, 11 (2), 69-80
- Levitt, S & Addison, A. 2019. *Treatment of Cerebral Palsy and Motor Delay*. Sixth Edition. United Kingdom: Wiley Blackwell.
- Logan, R. K & Pruska-Oldenhof, Izabella. 2022, *A Topology of Mind: Spiral Thought Patterns, the Hyperlinking of Text, Ideas and More*. Swiss: Springer International Publishing.
- Patel, D.R et al. 2020. Cerebral Palsy in Children; A Clinical Overview, 9, 125-135.
- Perkins, M.R. 2010. Pragmatic Impairment. In: Damico, J.S., Muller, N., Ball, M.J (Eds). *The Handbook of Language and Speech Disorders* (pp.227-233). United Kingdom: Blackwell Publishing Ltd.
- Rahmawati, D.A & Sudarwati, E. 2021. I Can Speak Like You, I am Just Different: A Psycholinguistics Research of Autistic Child. *Retorika: Jurnal Ilmu Bahasa, Universitas Brawijaya*, 7 (2), 141-151.
- Sapir. 2023. In: Cardini, F (Ed). *Consciousness and the Cultural Invention of Language* (pp.9) India: Taylor & Francis.
- Slaich, Veena. 2009. *Cerebral Palsy*. New Delhi: Jaypee Brothers Medical Publishers Ltd.
- Sudaryanto. 2018. In: Azwardi (Ed). *Metode Penelitian Pendidikan Bahasa dan Sastra Indonesia*. Aceh: Syiah Kuala University Press.
- Verhoeven, L & Balkom, H.V. 2004. *Classification of Developmental Language Disorders: Theoretical Issues and Clinical Implications*. London: Lawrence Erlbaum Associates.