

CHAPTER IV

CONCLUSION AND SUGGESTION

IV.1 CONCLUSION

It is clear from the previous chapter that the incidence of articulatory disorder among the cerebral-palsied children is high and may vary in severity; from near normal to very severe. Articulatory disorder among those with diplegic spastic is commoner than among hemiplegic spastic. In some cases where there are symptoms of both spasticity and athetosis, the articulation is apt to be more disordered than if spasticity alone is present.

A child is able to understand what is spoken to him but he is unable to speak. That is, he decodes or interprets what is heard but ca not encode or express himself in words. It can be said that he has normal auditory decoding ability but a deficiency in vocal encoding.

Articulatory disorder which occurs among the cerebral-palsied children are substitution, omission, and addition. All informants substitute and omit phoneme of some words given to them, and two informants substitute, omit, and add its phonemes. Substitution and omission occur in all position of the words (initial, medial, and final), whereas addition occurs only in medial and final position.

Substitution of Informant A (Left Hemiplegic Spastic) most frequently occurs in final and least often occurs in initial and medial position While substitution of Informant E and F (Diplegic Spastic) most frequently occurs in

initial and medial position, and least often occurs (for Informant E) and never occurs (for Informant F) in final position. Substitution of mixed type is severe and varied; substitution of Informant B (Diplegic Spastic Ataxic) occurs in initial and medial position, substitution of Informant C (Diplegic Spastic Athethoid) most frequently occurs in medial and final position, and substitution of Informant D (Quadriplegic Spastic Athethoid) occurs in initial and medial position. Thus, the position of the letter in the word determines whether they substitute or not.

Omission of all informants occurs in all position. Most of all informants omit phoneme *Apikoalveolar /r/*. Only Informant A that does not do this. He substitutes the phoneme with phoneme *Apikoalveolar /l/* when in initial and medial position, and with phoneme *Apikoalveolar /n/* when in final position.

Addition only occurs to Informant A and C. Informant A adds *Vokal Tengah Madya /ə/* between two contiguous consonants, and Informant C adds *Laringal /h/* after the vowels which take place in final of the words.

There are some disorder words, which cannot be categorized to one of those four phonologic disorders produced by cerebral-palsied children. The children substitute and omit phonemes of the words at once, so the words produced are very deviated. For example word [wə rɔ̃l] becomes [wə tun].

Beside phoneme *Apikoalveolar /r/*, the informants disorder phonemes individually. Articulatory disorders among the cerebral-palsied children depend on individual characteristics. There is no general phonemes which are disordered by the cerebral-palsied children.

Two informants produce distinctive feature with the same phoneme. One informant cannot distinguish phoneme *Mediopalatal /c/* from *Mediopalatal /j/*. The other cannot distinguish phoneme *Mediopalatal /c/* from *Mediopalatal /j/*, and phoneme *Laminoalveolar /s/* from *Mediopalatal /c/*.

Finally, this study finds that consonants are disordered most frequently than vowels. The cerebral-palsied children tend to do that because consonants are more difficult to produce than vowels.

IV.2 SUGGESTIONS

Knowing the condition undergone by cerebral-palsied children, the writer suggests the parents to take care of their cerebral-palsied children patiently. The children need the parents' participation to overcome their problem. Parents should treat the children with some therapies. Physiotherapy, Occupational Therapy, and Speech Therapy must be implemented and organized thoroughly to the children.

The writer hopes there will be researchers who are interested in this object because there are still a few researches concerning this study. By conducting further study, this research is expected to improve our knowledge of psycholinguistics and neurolinguistics.

BIBLIOGRAPHY