

CHAPTER I

INTRODUCTION

1. Background Of Study

Aphasic is the person or child that has the disorder in the language because of the damage of left hemisphere.¹ Usually difficult to perceive, process or produce language, speech or sign. Generally, the difficult to receive and produce the language but still understand what other said named Broca's Aphasia or Executive Aphasia; the difficult to understand what other said named Wernicke's Aphasia or Receptive Aphasia.

Canadian Association for children and adults with learning disabilities, identifies the understanding of disability pupil that is they who are not able to follow the lessons in the school despite their intelligence including normal slightly above normal, or slightly below normal. This situation as a result of dysfunction minimal brain that occurs because of irregularities brain development which can be either in variety of a combination of symptoms, such as: impaired perception, concept formation, discussion, memory, control attention or disorder hatched. This situation is not caused by interference primed in sight, hearing, motor disability or emotional disturbance, mental retardation, or environmental impact.²

¹Nick Cipollone, *et al.*, *Language Files 7th ed.*, *Materials for an Introduction to Language & Linguistics* (Department of Linguistics: Ohio State University Press, 1998), 262.

² Susilo Fitri Yatmoko, "Murid Tuna Cakap Belajar," <https://susilofy.wordpress.com/2011/01/09>

Aphasia is partial or total loss of the ability to articulate ideas or comprehend spoken or written language, resulting from damage to the brain caused by injury or disease.³ In addition, many teachers who lack attention to children with disabilities such as aphasia is lacking in speech. Or perhaps it is difficult to cope with aphasic to speak, especially a foreign language.

Aphasia divided into several types: Broca's Aphasia, Wernicke's Aphasia, Conduction Aphasia, Alexia and Agraphia. These types are names of aphasia with its characteristics or causes.

The facts that an Aphasic experienced the retardation to study the vocabulary are: "... they also display a tendency for telegraphic speech, or speech without inflection and function words such as *to* and *the*, although the basic word order is correct. Below is a sample of speech produced by someone with Broca's aphasia:

Example 1: *Broca's Aphasia*

Examiner: Tell me, what did you do before you retired?

Aphasic: Uh, uh, uh, pub, par, partender, no.

Examiner: Carpenter?

Aphasic: (shaking head yes) Carpenter, tuh, tuh, twenty year.⁴

³ Houghton Mifflin, "The American Heritage Dictionary of The English Language", (eds.) Aperture/apocalyptic (Boston:Houghton Mifflin,1969),83.

⁴Nick Cipollone, et al., *Language Files 7th ed., Materials for an Introduction to Language &Linguistics* (Department of Linguistics: Ohio State University Press,1998), 262.

The example above is the researcher takes summary that an aphasic difficult in speech even speech haltingly and loss of ability in naming something or signs. “Language disorder can affect kids in a number of ways, both socially and academically. Here are some examples.

Social skills: Understanding what others are saying and expressing themselves through words helps children from relationships. When kids can’t communicate clearly, they may struggle to make friends and be part of a social group...

Academic struggles: some research suggests that children with language disorders also have reading issues. Some kids also struggle with writing because of their limited vocabulary and poor grasp of grammar.⁵

According to “Wig and Semel that Aphasia as involving those who have acquired a language disorder because of brain damage resulting in impairment of language comprehension formulation, and use.”⁶

Deliberately teaching vocabulary is one of the least efficient ways of developing learners= vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme. The main problem with vocabulary

⁵ Understood, “Understanding Language Disorders,”[https:// www.understood.org/en/2014/06/308](https://www.understood.org/en/2014/06/308)

⁶ Abdul Manaf, *et.al.* “Kesulitan Belajar (Disleksia dan Aphasia)” dalam *Makalah*, (Desember, 16, 2013), 8.

teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time.⁷

Language is a system of communication, it is useful to compare it with other systems of communication. For instance, human communicate not just through language but through such means as gesture, art, dress and music.⁸

In this globalization era, the students in all grades must learn the foreign language such as English and many others. Primarily, English as an International language that all students must know. Sometimes the teachers who teach English language should apply a suit method. There is no a single best method to teaching. Every method has it's strengthness and weaknesses. Vocabulary is the most important thing to start conversation between the humankind. It is the basic studying to improve the student's language. Mastery over vocabulary is much of importance because the people judge you by the words you use.⁹

The causes of the retardation study vocabulary of Aphasic are according to the article that the researcher got. Written that "causes language disorders: Experts aren't sure what causes language disorders. Most of the research has focused on the broader category of speech and language impairments (SLI), which includes language disorders and

⁷Paul Nation, "Teaching Vocabulary at Victoria University of Wellington, New Zealand," *The EFL Professional's written Forum: Asian EFL Journal*, 9.

⁸ Charles F. Meyer, *Introducing English Linguistics*, 2009: Newyork, Cambridge University.p. 3

⁹ Uzma Tahir, *What is Vocabulary?* ,Slideshare, <https://www.slideshare.net/mobile/UzmaTahir1/what-is-vocabulary>

speech disorders. That research has been extensive and suggests some possible causes SLI, such as:

Genes and heredity: research has found that 20 to 40 percent of children with a family history of speech and language impairment have the condition themselves, compared with about 4 percent of those with no family history of SLI.

Prenatal nutrition: Some research has shown that when a woman takes prenatal folic acid supplements during pregnancy, her baby is less likely to have severe language issues.

Other condition: Autism spectrum disorder, Down Syndrome, intellectual disabilities and premature birth might also cause language disorders,”¹⁰

The other causes of the retardation on studying vocabulary of Aphasic bases on the “Physician Paul Broca’s observation that damage to the left side of the brain resulted in impaired language ability while damage to the right side of the brain did not. Since that time researchers have observed that approximately 70 percent of the people with damage to the left hemisphere experience aphasia, an inability to perceive,

¹⁰ Understood , “Understanding Language Disorders,” <https://www.understood.org/en/2014/06/308>

process, or produce language because of physical damage to the brain.”¹¹

In teaching vocabulary for Aphasics, the teacher using TPR (Total Physical Response). They thought by TPR method will more effective to develop English vocabulary. By using TPR method, the teachers hope that aphasic will be easy to comprehend and quick recall.

TPR is a special case of what Klein and others had to say about response in general: new material is more quickly and firmly embedded in memory if it is tied to experience, to emotion, and to existing motivation.¹²

In this case, the students with aphasia should get more attention to help them require the vocabulary. Total Physical Response (TPR) is one of the methods that have the effectiveness for Aphasics.

The researcher uses Total Physical Response to improve an Aphasic’s vocabulary because this learning method is one of the popular methods for teaching the young learners. Therefore, the researcher chooses TPR method as the learning method to improve the Vocabulary of an Aphasic. By gesture, music, art and other real media as the Meyer’s Theory is suitable for young learner although aphasic.

¹¹ Nick Cipollone, *et al.*, *Language Files 7th ed.*, *Materials for an Introduction to Language &Linguistics* (Department of Linguistics: Ohio State University Press,1998),261.

¹² Earl W. Stevick, *Memory, Meaning and Method: A view of Language Teaching, second Edition* (Boston, Massachusetts: Heinle & Heinle Publishers,1996),132.

To improve the study vocabulary of Aphasic; the researcher uses Total Physical Response as the process of learning: “Exercise by using command (imperative drill); this is the activity which teacher can do in the classroom by using TPR method. This exercise is essential to demonstrate body movement and activity from students. It is hoped that when students are demonstrating the responses by acting out they will absorb and comprehend the meaningful sentences or utterance.”¹³

In addition, TPR is a language teaching method developed by James Asher, a professor emeritus of psychology at San Jose State University. It based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.¹⁴

2. Identification of Problem

As it is said before, aphasia is the language disorder that caused by an accident or damage of the brain. a case study to know wheter the suit method as TPR has the effect to improve the vocabulary of aphasics. Taking five samples of aphasics with any characters. People or students with aphasia seems like a normal but has the unable in language production or sign.

¹³ “Teaching Vocabulary Through Total Physical Response Method to Children” Aminudin241072’s Blog

¹⁴ “Total physical response,” https://en.m.wikipedia.org/wiki/Total_physical_response

3. Research Question

In this research the researcher would like to describe and formulate the problems based on the background of the study for aphasic. Several things the researcher explanation, there are:

1. How do aphasic students acquire their vocabulary?
2. To what extent does TPR assist the aphasic students to acquire vocabulary?

4. The Research Purpose

Based on the problem above, the researcher has the research purpose :

1. To acquire the new vocabulary they hear the sound round them.
2. To identify students' achievement in learning vocabulary through TPR.

5. The Significance of The Study

Theoretically

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normal, or slightly below normal. This situation as a result of dysfunction minimal brain that occurs because of irregularities brain development which can be either in variety of a combination of symptoms, such as: impaired perception, concept formation, discussion, memory, control attention or disorder hatched. This situation is not caused by interference primed in sight, hearing, motor disability or emotional disturbance, mental retardation, or environmental impact.¹⁶

Practically

a. For Researcher

To ease the researcher in getting a concrete data of aphasics. Using observation and interviewing the students with aphasia. The researcher expects to get the data directly.

b. For Student

The result of the study is expected that students can express, follow, have good memory also easy in acquiring the vocabulary. By hearing new vocabularies the students can receive as soon as possible.

6. The Previous of Study

In conducting this research, the researcher has read and found following previous researchs that come from a variety of sources. As follow:

¹⁶ Susilo Fitri Yatmoko, "Murid Tuna Cakap Belajar,"<https://susilofy.wordpress.com/2011/01/09>

The previous study of research is arranged by Putri Panggalih. The aim or the objective of this study was to find out the characteristics of language production of a Broca aphasic. Case study was applied in this study to get the detail description from the subject. To investigate the language production disorder from the Broca aphasic, the researcher did interview and analyzed the characteristics by using theory from Garman. The data of this study were utterances produced by aphasic.¹⁷

The research conducted in Saud Arabia by Sadeq Ali Saad Al- Yaari studied in Dept. of English, College of Arts, King Saud University. The subject of the study are two Saudi aphasics (53 and 57 years old respectively). The former suffers from Broca's aphasia due to stroke while the latter suffers from semantic dementia. Both aphasics can speak English and have used Moss Talk Words program during two years.

Results show that in averages across the entire therapeutic sessions, MossTalk Words program was clearly found more effective in modeling BAs' pronunciation than that of SD aphasic. Furthermore, picture-naming intensive exercises in addition to the positive role of the community members played a major role in the progress of the two subjects' performance.¹⁸

The third research aims to improve blind children's English skill at seventh grade at SMPLB-A YPAB Gebang Surabaya. The result of the research shows that there is an effect

¹⁷ Putri Panggalih, *Language Production Disorder of A Broca Aphasic (A Case Study)*, 2014.

¹⁸ Sadeq Ali Saad Al- Yaari, ' Modeling Pronunciations of Arab Broca's aphasics using Moss Talk Words Technique,' “ *International Journal on Studies in English Language and Literature (IJSELL)*, Vol. 1, Issue 2, (July 2013), 1.

of Total Physical Response method for the blind children's English skill at seventh grade of SMPLB-A YPAB Gebang Surabaya. It is proven by the result of their pre test related to their English skill is only between 33 and 66. After they are given action, their post test score is between 66.5 and 93. Based on the analysis can be concluded that there is a significant effect of Total Physical Response for the blind children's English at SMPLB-AB Gebang Surabaya.¹⁹

The different between previous research and the present research is purposed to the subjects (Aphasics). Also used a case study as the implementation of the class that she conducted the research, the previous researcher conducted the research with a man who suffer from aphasia. Different such as the present, the researcher uses qualitative research of Case study at SKHN 01 Tangerang to search the significant result of TPR with aphasia. The researcher conducts the research at seventh grade of junior high school. The previous study and the present research is not same; using a case study with one aphasic; and the present using five samples researching in how the aphasics acquire or product the language. The two researchers have the simile research.

The different of second previous study was Sadeq Ali conducted the research with two an old aphasics, the research was researched the sufferers with aphasia dementia and the

¹⁹ Andry Tri Wibowo, **Pengaruh Penggunaan Metode Total Physical Response (TPR) Terhadap Kualitas Berbahasa Inggris Anak Tunanetra Di SMPLB-A YPAB**, *Jurnal Pendidikan Khusus*, (2014).

sufferer of stroke. The researcher used the MossTalk Words technique as the program intensive picture-naming therapeutic sessions. The results of the research MossTalk Words clearly found more effective in modeling BA's (Broca Aphasia's Pronunciation) than SD aphasic. However, this present research is different. The researcher conducted for aphasics, no therapeutic in improving aphasics. This research focus on aphasic students by using TPR for improving students' vocabulary. A case study with five aphasics. The previous study researched the stroke as a Broca and Dementia Aphasics but the present study focus on students with aphasia whom study in the special school of junior high school to know wheter TPR method affect an aphasics or not.

The different of third research; the research uses pre experimental research by using one group pre test- post test design. The present uses a case study by using testing, observing, and interviewing. The subjects of the resresearch are five aphasic students. The result of the previous research shows that there is an effect of Total Physical Response method for the blind children's English skill. Using the action is more effective than pre- test. There is a significant effect of Total Physical Response for the blind children's English. The similiarity between previous study and present research are using total physical response to improving the English skill with aphasics student.

7. Organization of The Study

This Paper is divided into five chapters :

Chapter I: Introduction. It consists of Background of the study, Identification of Problem, Formulation of the Problem and Research Question, The Research Purpose, The Significance of the study, the Previous of the Study and the Organization of the study.

Chapter II: Review of related literature. It presents definition of vocabulary, Types of Vocabulary, teaching process of English vocabulary, definition of Total Physical Response, concept of total physical response, definition of aphasia, types of aphasia, different types of aphasia, the following problem of aphasia.

Chapter III: Research Methodology. It consists of Research Method, Place and time of the research, The Population and Sample, Subjects of the study, The Research instrument, Research Focus, Data Collecting Technique and Data analysis techniques.

Chapter IV: Research finding and discussion. It consists of Description of research object and Data presentation and analysis.

Chapter V: Conclusion and suggestion.