THE IMPLEMENTATION OF LINGUISTICS FOR CURING STUTTERING

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Abstract
The study was qualitative with a narrative design. It was intended to explain how to cure somebody suffering from stuttering through the implementation of linguistics. It was a longitudinal research which was done very patiently to only one research subject. This was done for medical curing seemed to fail to do so. The data sources were the prepared texts for a speech made by the subject of the study. The first effort done was searching the sound causing stuttering; this was done by listening many times the recorded speeches of the subject. It was found that they were bilabial phonemes, of which the places were at the front of the first word of a clause, they were \[m, b, p\]. The second effort was identifying those problematic bilabial phonemes available in the prepared written speeches. The next effort was paraphrasing which was done by substituting the problematic phonemes with other phonemes which were easy for the subject under study to produce. The strategy used to paraphrase was done in various techniques within almost a year. The study ended after he himself was able to make his speech by considering the strategy—freeing the speech from those problematic phonemes. The conclusion was that linguistic curing could be done successfully for curing the subject’s stuttering.

Keywords: stuttering, linguistic effort, paraphrasing

INTRODUCTION
Searching through the Internet, the researcher found that the studies of curing someone from stuttering tend to be through medical and psychological treatments. This study was conducted to give an alternative effort to someone suffering from stuttering since medical curing could not solve the problem. It attempted to help the subject of the study to speak naturally in his mother tongue - Indonesian language. Based on the preliminary study, the researcher found that the stuttering behaviour was not fatal, since only some phonemes of Indonesian were difficult to produce by him. This condition made the researcher trigger to continue the research and more optimistic to help the sufferer cured from it.

In short the current study tried to answer how linguistics could be implemented to cure somebody’s stuttering.
Theoretical Bases
There are three theoretical bases used in this study: stuttering, linguistic efforts, paraphrasing.

Stuttering
Stuttering is a speech disorder in which the flow of speech is disrupted in fluency that is characterized by repetition and extension of words or syllables, extension of vowels or consonants (http://en.m.wikipedia.org/wiki/stuttering).

Halgin and Whitbourne (2009) confirm that stuttering is a disturbance in fluency and normal speech patterns that are characterized by verbalization, such as repetition and prolongation of voice, broken words, sound retention, replacement of words to avoid words that cause problems, and words expressed with an excessive emphasis.

Usually somebody stuttering has difficulties to communicate with other people and in a severe condition this will affect her/his career, he may fail to get a good position, loses a chance to be promoted in his career, etc. Some people suffering from stuttering, however, can still achieve the top position in their career life, and the subject of this current study was one of them.

Linguistic Efforts
Linguistics is a study of a language which includes phonology, morphology, syntax, semantics, etc. This study focuses on the phonology - a set of phonemes in a given language - in this study the language is Indonesian.

Based on Mastering Indonesian Language Com. (2018), there are two kinds of phonemes; vowel and consonant phonemes. The former are produced with no air circulation constriction, while the latter are. Vowel phonemes in Indonesian are \[a, i, u, e, o\]; each of them with long and short kinds.

Beside the air circulation constriction, the consonant phonemes are grouped in the principle of vocal cord vibration, they are voiced and voiceless. The other grouping of consonant phonemes are the way the speech organs act when producing them respectively, they consist of 5: labial, alveolar, palatal, velar, and glottal. The labial phoneme production needs the lips to attach each other which somewhat lock the mouth. This condition does not happen in other Indonesian consonant phonemes, like; \[n, k, d\]. The labial consonant phoneme itself has three classes: nasal \(m\), voiced \(b\), voiceless \(p\), and fricative \(f\). The table of consonant phonemes can be seen below.
The explanation above brings about an inference that vowel phonemes are more easily produced by a stuttering speaker than the consonant ones, particularly because the position of the lips are not attached each other which means that they do not lock the mouth. The other reason is the fact that no constriction takes place when saying vowel phonemes.

Paraphrasing
Paraphrasing is the using of other words without changing the meaning. It can be the changing word in both a minor clause (a word, a word group), and a major clause. This is the strategy used in this current study; particularly for freeing the problematic consonant phoneme of the planned written speech made by the subject of the study. The paraphrased text was made by the researcher based on the theories of phonemes which are explained above.

Having simple theories above and the eagerness to stop the stuttering, efforts were done to avoid the use of consonant phoneme causing stuttering by changing them respectively with consonant and/or vowel phonemes that were easily produced by the concerned subject.

METHODOLOGY
The study was qualitative with a narrative design. This means that every significant happening took place was explained thoroughly in terms of positive effects since the research had a final objective to cure the subject from stuttering. In the preliminary observation it was found that the problematic words were those having bilabial consonant phonemes in the front position, they were only three: b, m, and p. Since the focus was the stuttering taking place in the formal speech of the subject as the project leader in a meeting, the data were the written plans of the speech which were made by him. He never gave a speech at this such occasion with no written preparation.

In steps the analysis were: 1) identifying the phonemes in the prepared speech causing stuttering; 2) paraphrasing the words /clauses having the problematic consonant phonemes with the unproblematic ones-- some by using unproblematic consonant phoneme, some with vowel phonemes, and others as long as the meanings remain the same; and 3)
observing the subject when saying the paraphrased clauses for discussion. This was done directly and sometimes through a record of the speech.

The subject was only one. He suffered from stuttering when speaking with words starting with bilabial consonant phonemes in the front position of the first word in a clause. The strategy done was by paraphrasing with phoneme he was easy to produce.

FINDINGS AND DISCUSSION
In the preliminary research, the researcher was surprised for, after observing attentively for two months she found that there were not many phonemes the subject stuttered to produce; this made her enthusiastic to start with the project.

The problematic consonant phonemes found were only 3: \([m, b, p]\) which were all biliteral in the front position. The two consonant phonemes \(m\) and \(p\) were found after 2 months observing and the \(b\) phoneme was found soon after it.

The paraphrasing was done after knowing the stuttering problem. The phonemes which were not problematic were used to help paraphrasing. Some of them can be seen below.

<table>
<thead>
<tr>
<th>No</th>
<th>Stuttered phoneme in bold</th>
<th>Paraphrased phoneme in bold</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Penyerahan</em> bangunan tahap satu dilakukan setelah 60% selesai</td>
<td><em>Tahap satu serah terima bangunan dilakukan setelah 60% selesai</em></td>
</tr>
<tr>
<td>2.</td>
<td><em>Pelaksanaan perbaikan</em> harus selalu dikonsultasikan dengan konsultan</td>
<td><em>Realisasi perbaikan</em> harus selalu dikonsultasikan dengan konsultan</td>
</tr>
<tr>
<td>4.</td>
<td><em>Pembebanan</em> tambah-kurang pekerjaan harus seizin Pimpro</td>
<td><em>Hal tambah kurang</em> pekerjaan harus seizin Pimpro</td>
</tr>
<tr>
<td>5.</td>
<td><em>Penyesuaian pendapat</em> dilakukan dalam rapat pleno</td>
<td><em>Rapat pleno</em> dipakai untuk menyesuaikan pendapat.</td>
</tr>
<tr>
<td>6.</td>
<td>Beberapa usulan kepala sekolah yang sekolahnya dibangun dapat dijadikan masukan untuk pekerjaan tambah kurang</td>
<td>Tidak semua usulan kepala sekolah yang sekolahnya dibangun dapat dijadikan masukan untuk pekerjaan tambah kurang</td>
</tr>
<tr>
<td>7.</td>
<td><em>Masukkan</em> yang berhubungan dengan kelancaran proyek wajib dilakukan oleh konsultan secara periodik</td>
<td>Usulan yang berhubungan dengan kelancaran proyek wajib dilakukan konsultan secara periodik</td>
</tr>
<tr>
<td>8.</td>
<td><em>Penyelesaian semua</em> laporan tertulis yang diterima ke pimpro oleh pelaksana harus diketahui oleh konsultan dan kepala sekolah yang sekolahnya dibangun</td>
<td>Konsultan dan kepala sekolah yang sekolahnya dibangun harus mengetahui semua laporan tertulis oleh pelaksana seperti yang diterima ke Pimpro</td>
</tr>
<tr>
<td>10.</td>
<td><em>Pemborong atau pelaksana</em> harus selalu menjaga kebersihan sekolah yang direnovasi.</td>
<td>Kebersihan sekolah yang direnovasi harus selalu dijaga oleh pemborong/pemborong</td>
</tr>
</tbody>
</table>
All the paraphrased examples above were proved successfully produced by the stuttering subject. How those could happen is discussed below.

In paraphrasing, the researcher always bared in mind that the meaning of the clause should remain the same.

Based on Table 2 example 1 above, the problem in producing the word with the consonant phoneme $p$ in the front position seemed to be worse because of the combination of that phoneme with the vowel $e$. The production of vowel phoneme $e$ does not have constriction low of air, this implies that vowel $e$ cannot help the subject to produce the word having that consonant phoneme successfully. This was why the paraphrasing used unproblematic consonant phoneme $t$ which was applied in the word $tahap$, the successful production of that word helped the subject speak naturally.

In example 3 the paraphrasing strategy was done by changing the clause voice from active into passive since the object of the clause start with unproblematic consonant $k$ in $kebersihan$. The same strategy was also done in examples 8 and 10. In example 8 the voice was from active to passive. The changing of voice can also be from passive to active. This can be done as long as the subject (of the paraphrased clause) does not start with a word having problematic consonant phoneme; this was in example 10. ‘Pemborong’—the word starts with the problematic consonant phoneme $p$; therefore it is changed to ‘Kebersihan’. The consonant phoneme $k$ was not problematic for the subject to produce.

Adding a new word with unproblematic phoneme in the front position was done in example 4. Here the word $Hal$ with the unproblematic phoneme $h$ was added to replace the problematic phoneme $p$ in $Pembebanan$. The adding of the word did not change the meaning at all. In English $Pembebanan$ is Giving and ‘$Hal$ pembebanan’ is ‘The case of giving’.

The omitting word with problematic consonant phoneme was also used in paraphrasing, like in the example 11, the problematic consonant $p$ in $Para$ is omitted since the omission of that word did not change the meaning. $Para$ hadirin and $Hadirin$ have the same meaning; in English both ($Para$ hadirin and $Hadirin$) mean ‘Audience’.The same technique was done in example 13, the word $Bersama$ is omitted for it has the problematic phoneme $b$, and the conjunction $dan$ is added, since $Bersama$ kepala sekolah, konsultan ..... (Together with the principal, the consultant .......) is the same with $Kepala sekolah dan konsultan$...(The
principal and the consutant ....). In example 9 the problematic consonant phoneme m in Membuat (rekapitulasi) .....(The making of recapitulation) was omitted and the clause started with the unproblematic consonant r in Rekapitulasi .....(Recapitulation.....), here changing of meaning did not happen.

Changing the clause construction by starting the clause with an unproblematic phoneme to change the problematic one was done in example 12, the unproblematic consonant phoneme l in lapangan replaces the problematic phoneme m in menumpuk. This brings about the changing of the rest of the clause or the construction of the clause as a whole. In English, the clause ‘Pilling materials should not cause any pollution on the site’ was changed to: ‘The site should be avoided from any pollution caused by the material pile’.

Paraphrasing by using the same meaning word with unproblematic consonant phoneme in the front position was also done. This can be seen in examples 2, 6 and 7. In example 2 the problematic consonant phoneme p in Pelaksanaan … (The conduct of …) was replaced with unproblematic consonant r in Realisasi … (The realization …). In example 6 the problematic consonant b in beberapa .... (Some of ....) was changed with the unproblematic t in tidak semua.... (Not all ....). In example 7 the problematic m in Masukkan.... (The input ....). was changed with the front vowel phoneme u in Usulan ...(The proposal...)

The paraphrasing strategy was done in almost a year. This was also done to build a habit of avoiding problematic consonant phonemes in the initial position of a clause for the subject of the study. Beside that at the end of the research, it was amazing that he could himself prepare the speech without the problematic bilabial consonant phoneme which caused him to suffer from stuttering. This could be considered as the secondary result of this study.

CONCLUSION
This study proved that linguistics could be implemented in the efforts to cure stuttering. The suggestion is that curing can be done across discipline.

REFERENCES
Http:en.wikipidea.org>wiki>stuttering (retrieved September 11, 2019)