



Speech Disorder of Dementic Sufferer by EFL Student at SLB BC Kepanjen Malang: A Psycholinguistic Study

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ABSTRACT

This study aims to analyze the speech disorders experienced by EFL students at SLB BC Kepanjen who suffer from dementia. Dementia is characterized by a progressive decline in cognitive abilities that affects communication and language skills. This research uses a descriptive qualitative method with a case study method. Data was collected from recorded conversations with a student with the initials MB, aged nineteen, who was diagnosed with dementia. This study emphasizes the need for more adaptive educational approaches and training for teachers in effective communication techniques. Furthermore, the results of this study indicate that speech impairment in EFL students at SLB BC Kepanjen is strongly influenced by the progressive condition of dementia. With a better understanding of the challenges students face, educators can provide more effective support to help students overcome language difficulties and improve their overall learning experience. This study opens up opportunities for future research into the long-term impact of dementia on language learning and the effectiveness of interventions implemented.

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INTRODUCTION

Human beings are the most perfect creature than other creatures due to their capabilities of communicating and speaking. Additionally, human beings have been blessed an acquisition to communicate and speak since they have been born, then, they should develop their language system through brain potentials—memory and cognitive power (Indah & Abdurrahman, 2008). However, not all people can keep their language ability because of language loss named dementia.

Dementia is loss of memory and intellectual capacity which becomes worse day by day according to (Chaer, 2012). In other words, dementia is a kind of progressive cognitive impairment including three aspects such as memory losing, language and communication disorder, and personality and behavior change. Losing of memory can be signed by forgetting some memories, for example, the wrong of finding some places and naming people. (Gardner, 1983) explains that dementia can affect a person's language skills, including the ability to understand and produce language. Damage in the areas of the brain responsible for linguistic functions can lead to difficulties in communication and

processing verbal information. Quoted from (Bates, 1993) emphasizes that dementia can affect word search and language fluency. His research shows that individuals with dementia often have difficulty finding the right words, which can change the way they interact with their social environment. (Chomsky, 2002) states that dementia can disrupt the internal structure of language understanding, which he refers to as “universal grammar”. As cognitive function declines, individuals may experience difficulties in understanding grammar and meaning, which can affect their social interactions and ability to communicate effectively.

Thus, language and communication disorder means that the survivor gets difficulties in understanding other people speaking so that the survivor cannot communicate to others. In addition, personality and behavior change mean that the survivor’s deed has been changed from his or her daily behavior, for example, the change of occupational activity.

Researching dementia in the context of English as a Foreign Language (EFL) is essential to deepen understanding of the impact of this cognitive impairment on language skills. Such research can provide deep insights into how dementia affects the language learning process, particularly in the aspects of language comprehension and production. By recognizing the challenges faced by individuals with dementia, educators can design more adaptive teaching approaches, thereby facilitating students to learn in a way that suits their needs.

In addition, this research can also contribute to the development of relevant teaching material that can be easily accessed by students with dementia. These specially designed materials can help them understand language concepts better, as well as improve their communication skills. In this way, students with dementia can participate more actively in EFL classes, which in turn can improve their confidence and the quality of their social interactions..

The urgency of this research also includes raising social awareness regarding the challenges faced by individuals with dementia in language learning. By raising this important issue, the research can spark a wider discussion on inclusivity in education and provide useful data for decision-makers in formulating better education policies. This is not only useful for students with dementia, but also contributes to creating a more inclusive and welcoming learning environment for all student. (Richards, 2001) EFL is the process by which learners learn English in a non-English speaking country, with the aim of communicating in an international context. According to (Cook, 2008) EFL refers to the use of English as a second language in a non-English speaking country, where English language learning is usually focused on academic or professional purposes. Then, (Brown, 2007) stating that EFL is the teaching and learning of English that takes place in countries where English is not spoken in everyday life, and where English speakers are a minority.

EFL (English as a Foreign Language) research in the context of psycholinguistic analysis of dementia is very important. It helps us identify how cognitive impairment affects language skills, including in the aspects of language comprehension and production. Through this research, teachers can develop more inclusive and adaptive teaching methods, such as the application of memory reinforcement techniques and the use of visual media. These methods are particularly beneficial for students with dementia in the process of learning English. Moreover, good language skills play an important role in improving the quality of life of individuals with dementia. Effective communication skills allow them to maintain social interaction, which is essential for their mental health. Thus, this research not only deepens our understanding of the relationship between language and cognition, but also supports the creation of a better educational environment for individuals with special needs.

There are several psycholinguistic studies that have been conducted. The author takes some previous research that is relevant to this research to support or be used as reference material in compiling this research. In a dissertation by (Jean, 1995) entitled “

Disordered speech in dementia". Examining speech impairment in dementia, particularly in Alzheimer's disease (AD), using lexicalization theory. Her research aims to understand how language is affected by this progressive degenerative disorder, focusing on the functional consequences for speech production. Jean also applies lexicalization theory in the analysis of speech impairment in dementia and proposes a two-stage model that includes separate semantic, lexical and phonological representations. Through collecting data from patients with probable AD and lifelong controls, he found that increasingly affected higher-order cognitive processing interacts with difficulties in semantic and lexical processing, leading to the observed speech impairments.

Future similar research on research conducted by (Kempler et al., 1998) entitled "*Sentence Comprehension Deficits in Alzheimer's Disease: A Comparison of Off-Line vs. On-Line Sentence Processing*". Investigated sentence comprehension deficits in individuals with Alzheimer's disease (AD) by comparing off-line and on-line sentence processing. This research consisted of two studies: Study 1 used a picture pointing task to assess sentence comprehension off-line, involving 30 AD patients, and showed that their comprehension was impaired, but this deficit could not be fully attributed to syntactic impairment. Study 2 explored the influence of memory on sentence comprehension by comparing off-line (grammatical judgment) and on-line (cross-naming) tasks in 11 AD patients and 9 control subjects. The results showed that although performance on the off-line task was impaired, patients showed normal perform.

Furthermore, in the study by (Johnson et al. 2003) with the title "*Discourse Analysis of Logical Memory Recall in Normal Aging and in Dementia of the Alzheimer Type*". Which examines the speech errors of Alzheimer's patients in the process of remembering, compared to the process that occurs in normal aging. This study shows that Alzheimer's patients tend to have difficulty in remembering information, which is reflected in the types of errors they make when speaking. Some of the key findings of the study include the more frequent omission of important information by Alzheimer's patients, indicating difficulty in accessing their memory. In addition, the process of remembering in Alzheimer's patients is significantly different compared to individuals experiencing normal aging; while older individuals may have difficulty in remembering details, they do not show the same pattern of errors as Alzheimer's patients. This finding has important implications for the diagnosis and treatment of Alzheimer's patients, as it suggests that speech errors may be an important indicator of deeper memory impairments. This research highlights the importance of understanding the differences in how Alzheimer's patients and older individuals remember information, as well as how speech errors may reflect underlying cognitive processes.

On research conducted by (Grossman et al. 2002) with the research title "*Sentence Processing in Frontotemporal Dementia*." Has examined the difficulty of sentence comprehension in patients with fronto temporal dementia (FTD), focusing on how FTD patients have difficulty in understanding sentences, especially those involving complex syntactic structures. This research shows that patients with FTD experience significant difficulties in sentence comprehension, and when compared to Alzheimer's patients, the patterns and types of difficulties experienced can differ. These difficulties are often related to deficits in executive function and working memory ability, which are hallmarks of fronto temporal dementia. These findings provide important insights into how fronto temporal dementia affects language ability and sentence comprehension, and highlight the need for a different approach in the management of patients with this condition. Similar research by (Beckett, 2004) with the research title "*Language and Dementia in Bilingual Settings: Evidence from Two Case Studies*." Has examined communication disorders in bilingual speakers who have dementia. The study focused on how dementia affects the ability to communicate in two languages, as well as the challenges faced by individuals who speak more than one language. Findings from this study show that communication impairments can vary depending on the language spoken, with some speakers

experiencing greater difficulties in one language compared to the other. In addition, this study highlights the importance of considering an individual's linguistic background and language experience in treatments and interventions for patients with dementia. Beckett also emphasizes the need for more adaptive communication strategies to support bilingual speakers in the context of dementia, so that they can maintain better social interactions.

On the research entitled "*Dementia's Speech Difficulties in the Main Character of Savages Movie*" by (Maulidah, 2012) has examined the speech difficulties experienced by the main character suffering from dementia in the movie "Savages". The study used a qualitative descriptive method to describe the phenomenon of how the dementia character in the movie produced speech. The main focus of the study was on the speech produced by the character with dementia, Mr. Savage. Some of the important findings of this study include the types of speech difficulties exhibited by Mr. Savage based on (Riper's, 2003) theory, namely rhythm disorder characterized by flat and high rhythms, symbolization disorder reflecting difficulty in using symbols or proper words, phonation disorder characterized by a noticeable foreign accent, and articulatory disorder seen from the omission of words in some data. This study concludes that the dementia characters in the movie "Savages" produce all types of speech difficulties identified. Maulidah recommends that future research focus more on the types of speech difficulties to get more diverse findings, as well as analyzing the speech produced by people with dementia from daily life videos to get more natural data.

This study and the previous study are similar in terms of focus, namely the effects of dementia on language and communication skills. Both use a psycholinguistic approach to analyze the language impairment experienced by individuals with dementia, and emphasize the importance of education and adaptive teaching strategies to support individuals with this condition. However, there are significant differences between the two, especially in terms of the population studied. This study specifically investigated EFL students at SLB BC Kepanjen, while previous studies, such as the one by Kempler and Johnson, highlighted dementia patients in general without considering the context of foreign language education.

In addition, the methodologies used in these studies are also different. This study adopts a descriptive qualitative method with case analysis, whereas some previous studies leaned more towards a quantitative approach with experimental analysis. This study specifically highlights teaching English as a foreign language (EFL) and the impact of dementia on the language learning process, while previous studies tend to discuss language impairment more generally.

More interestingly, this study in detail identifies different types of speaking difficulties, such as phonation, articulation and symbolization disorders. As such, this study makes a unique contribution to understanding the interaction between dementia and English language teaching.

This study aims at investigating speech difficulties of EFL Students in SLB BC Kepanjen is one of the special schools accredited by BAN-S/M in Malang Regency located at Jl. Adi Santoso Gg. Pasar, Ardirejo, Kec. Kepanjen, Malang Regency, East Java 65163. The research on dementia at SLB BC Kepanjen aims to understand and identify the speech difficulties experienced by EFL students with dementia. This research was motivated by a desire to explore how dementia affects the language and communication skills of students with special needs. With an understanding of the challenges they face, educators can design more adaptive teaching methods, thereby enhancing students' learning experience.

Furthermore, this research also aims to raise social awareness about the educational needs of students with dementia. It is hoped that this will create a more inclusive and supportive learning environment. In addition, the results of this research are expected to contribute to the development of educational policies as well as appropriate teaching materials, so that students with dementia can participate more actively in learning activities. As such, this research not only provides direct benefits for the students

involved, but also has the potential to have a wider positive impact in the fields of education and mental health.

METHOD

This research is a descriptive qualitative research. This study uses qualitative research with a case study method which according to (Wahab, 2011) is defined as a detailed examination of one setting or one person, or one document repository, or one particular event. Meanwhile, this research is descriptive because the data is described using words without any numerical elements, to describe the types of speech difficulties in segmental features found in conversation. This study belongs to psycholinguistic research because it examines the speech difficulties of EFL students with dementia at SLB BC Kepanjen. Using this approach, data was taken from one of the EFL students at SLB BC Kepanjen, Malang Regency which was taken from the recorded speech of one of the EFL students at SLB BC Kepanjen, Malang Regency. The conversation was conducted by the researcher in Indonesian and English. One of the EFL students was a male with the initials MB, born in Kepanjen, and aged nineteen.

Data analysis was carried out with several steps. The first was to listen to and rewrite the EFL students recorded utterances. Then, the researcher analyzed the datum and classified the speech difficulties into rhythm, phonation, articulation, and symbolization disorders. Next, the researcher analyzed the datum based on (Riper's, 2003) theory. Finally, the researcher made conclusions based on the results of discussions related to the datum and the theory that had been analyzed.

RESULTS AND DISCUSSION

A. RESULT

To answer the research questions, this part explains the result of analysis by explaining the kinds of speech difficulties occupied by the EFL students in SLB BC Kepanjen. There are fifteen utterances belong to speech difficulties. Those utterances, then, are categorized by using (Riper's, 2003) theory including three types; phonation disorder, articulation disorder, and symbolization disorder.

The subject of this research was taken from one of the EFL students whose name was abbreviated as MB. The following Datum is taken from the conversation with the researcher. The total number of the Datum is fifteen. In the analysis below, each Datum is discussed based on the types completed with the context of utterances which support the speech difficulties.

a. Phonation Disorder

Datum 1 : Good Moning (/,gʊd 'mɔ:nɪŋ/) *Good Morning (/,gʊd 'mɔ:r.nɪŋ/)

When the researcher entered the classroom and saw MB sitting in his seat, he greeted, "Good morning, MB! How are you today?" but MB answered in a rather hesitant voice, "Good moning...", so the researcher who saw MB's difficulty in saying "morning" smiled and tried to help him.

From the underlined word, Good Moning (/,gʊd 'mɔ:nɪŋ/) refers to a phonation disorder. It was caused by the mistake made by MB when he pronounced /,gʊd 'mɔ:nɪŋ/ which means Good morning. Thus, the correct pronunciation is /,gʊd 'mɔ:r.nɪŋ/. In that pronunciation, the nasal sound is incorrect so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Datum 2 : Mine (/maɪn/) * My Name (/maɪ nɛm/)

In the classroom, the researcher asked MB to introduce himself by following the sentence written on the small white board, but when MB was about to start the

introduction, he looked nervous and while trying to speak said "Mine is MB," so the smiling researcher realized that MB was not using the right phrase and provided support by saying, "My name is not mine," which made MB nod and try to follow the researcher's guidance to say the correct phrase.

From the underlined word, Mine (/main/) refers to a phonation disorder. It was caused by an error pronounced by MB when he said /main/ which means My name. Thus, the correct pronunciation is /mai neim/. In that pronunciation, the nasal sound is wrong so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Datum 3 : I Lip in (/ai li:p in/) * I Leave In (/ai li:v in/)

After MB said "my name" correctly, the researcher asked MB to continue the self-introduction, saying, "*Ayok dilanjut MB,*" ("Let's continue MB") and when MB continued with "I lip in Kepanjen," the researcher smiled realizing that MB did not use the right phrase, then guided him by saying, "I leave in not I lip in MB," so MB nodded and tried to follow the researcher's guidance to say the correct phrase.

From the underlined word, I Lip in (/ai li:p in/) refers to a phonation disorder. It was caused by an error pronounced by MB when he said /ai li:p in/ which means I leave in. Thus, the correct pronunciation is /ai li:v in/. In that pronunciation, the nasal sound is wrong so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Datum 4 : Em Mine (/eim mam/) *My Name (/mai neim/)

When the researcher asked MB to repeat his self-introduction by following the sentence written on the small white board, he said, "*Ayok MB Diulangi lagi perkenalan dirinya,*" ("Come on MB, repeat the self-introduction again,") and although MB nodded and tried to introduce himself again, he still said "Em mine is MB," so the smiling researcher realized that MB was not using the right phrase and provided guidance by saying, "Not Em Mine MB but My name, try to repeat it again correctly," which made MB nod and repeat the phrase.

From the underlined word, Em Mine (/eim mam/) refers to a phonation disorder. It was caused by an error pronounced by MB when he said /eim mam/ which means my name. Thus, the correct pronunciation is /mai neim/. In that pronunciation, the nasal sound is wrong so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Datum 5 : Ai Name Is (/ai neim ɪz/) *My Name is (/mai neim ɪz/)

The incident occurred when the researcher had taught how to read "My Name" correctly and then asked MB to repeat the sentence correctly, saying, "*Bukan Em Mine MB tapi My name, coba ulangi lagi dengan benar,*" ("Not Em Mine MB but My name, try to repeat it again correctly,") but even though MB nodded and tried to repeat, he still said "Ai Name is MB," so the smiling researcher realized that MB was not using the right phrase and then guided him to read correctly.

From the underlined word, Ai Name Is (/ai neim ɪz/) refers to a phonation disorder. It was caused by an error pronounced by MB when he said /ai neim ɪz/ which means my name is. Thus, the correct pronunciation is /mai neim ɪz/. In that pronunciation, the nasal sound is wrong so it is included in the hypernasal sound error, and is included in the phonation disorder.

Datum 6 : Ying Football (/jɪŋ'fut.ba:l/) *Playing Football (/pleɪŋ'fut.ba:l/)

The phenomenon occurred when MB wrote the sentence "I like .." on the board and seemed confused about his favorite English vocabulary, then asked the researcher, "*kak bahasa Inggrisnya bermain sepakbola apa?,*" ("what is the English for sepak bola?") to which the researcher answered with a smile, "English is playing football," but when MB tried to repeat, he said "oh I lek Ying football," so the researcher realized this mistake and wanted to help MB understand better by saying, "I like playing football MB," which made

MB nod and try to improve his pronunciation following the researcher's direction.

From the underlined word, Ying football (/jɪŋ'fut.ba:l/) refers to a phonation disorder. It was caused by the error pronounced by MB when he said /jɪŋ'fut.ba:l/ which means playing football. Thus, the correct pronunciation is /pleɪŋ'fut.ba:l/. In that pronunciation, the nasal sound is incorrect so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Datum 7 : I lek(/aɪ lek/) *I like (/aɪ laɪk/)

The same thing happened when MB repeated the sentence "I like playing football," but he still made a mistake in reading the sentence by saying, "oh I lek ying football," so the researcher realized this mistake and wanted to help MB understand better by repeating, "I like playing football MB," which made MB nod and try to improve his pronunciation following the researcher's direction.

The underlined word, I lek(/aɪ lek/) refers to a phonation disorder. It was caused by an error pronounced by MB when he said /aɪ lek/ which means i like. Thus, the correct pronunciation is /aɪ laɪk/. In that pronunciation, the nasal sound is wrong so it belongs to hypernasal sound error, and it belongs to phonation disorder.

Table 1. Phonation Disorders

Datum Number	Utterances	Language	Characteristics
1	Good Moning (/,gʊd 'mɔ.nɪŋ/)	English	Hypernasal sound mistake.
2	Mine (/maɪn/)	English	Hypernasal sound mistake.
3	I Lip in (/aɪ li:p ɪn/)	English	Hypernasal sound mistake.
4	Em Mine (/eɪm maɪn/)	English	Hypernasal sound mistake.
5	Ai Name Is (/aɪ neɪm ɪz/)	English	Hypernasal sound mistake.
6	Ying Football (/jɪŋ'fut.ba:l/)	English	Hypernasal sound mistake.
7	I lek(/aɪ lek/)	English	Hypernasal sound mistake.

b. Articulation Disorder

Datum 8 : My Name Es (/maɪ neɪm ez/) * My name is (/maɪ neɪm ɪz/)

When the researcher guided MB to read the writing in his book about self-introduction beforehand by saying, "MB cobak coba baca tulisan mu yang ada di buku tulis, ikuti kakak ya: 'My name is...'"("MB try to read your writing in the notebook, follow me: 'My name is...'") MB confidently tried to repeat the researcher's words but said, "My name es," so the researcher who heard immediately realized the mistake and wanted to provide useful feedback by saying, "Bagus, MB! Tapi 'My name is,' bukan 'My name es.' gak miring ya bacaan, mari kita coba lagi bersama-sama. Ulangi setelah saya: 'My name is...'" ("Good, MB! But 'My name is,' not 'My name es.' It's not slanted, let's try again together. Repeat after me: 'My name is...'") to which MB nodded and tried to follow the researcher's directions to improve his pronunciation.

The phonetic transcription above belongs to the articulation disorder with distortion pattern. That's because he pronounces it distortedly. It is /maɪ neɪm ez/ not /maɪ neɪm ɪz/.

Datum 9 : I leave En (/aɪ li:v en/) *I leave in (/aɪ li:v ɪn/)

The same thing happened when the researcher guided MB to read the writing in his book about the previous self-introduction by saying, "Terus habis itu, : I leave in...," ("Then after that, : I leave in...") and MB confidently tried to repeat the researcher's words but

said, "I leave en," so the researcher who heard immediately realized the mistake and wanted to provide useful feedback by saying, "*Bagus, MB! Tapi 'I leave in,' bukan 'I leave En.' gak miring ya bacaan, mari kita coba lagi bersama-sama. Ulangi setelah saya: 'I leave in...,'*" ("Good, MB! But 'I leave in,' not 'I leave En.' It's not slanted, let's try again together. Repeat after me: 'I leave in...,'" to which MB nodded and tried to follow the researcher's directions to improve his pronunciation.

The phonetic transcription above belongs to the articulation disorder with distortion pattern. That's because he pronounces it distortedly. It is /aɪ li:v en/ not /aɪ li:v ɪn/.

Datum 10 : Playing Football (/plaɪŋ 'fʊt.bɑ:l/) *Playing Football (/pleɪŋ 'fʊt.bɑ:l/)

It happened after MB asked about soccer vocabulary in English, when the researcher wrote the answer on the small board by saying, "I like playing football," then after writing it, the researcher asked MB to read it by saying, "*Coba baca ini,*" ("Try reading this,") while pointing to the sentence "playing football," but MB read the sentence in an incorrect way, saying "Playing football" (/plaɪŋ 'fʊt.bɑ:l/), so the researcher realized that MB's pronunciation was wrong and wanted to give constructive feedback by saying, "Playing football (/pleɪŋ 'fʊt.bɑ:l/), not Playing football (/plaɪŋ 'fʊt.bɑ:l/)," which made MB nod and try to follow the researcher's direction to improve his pronunciation.

The phonetic transcription above belongs to the articulation disorder with distortion pattern. That's because he pronounced it distortedly. It is /plaɪŋ 'fʊt.bɑ:l/ not /pleɪŋ 'fʊt.bɑ:l/.

Datum 11 : Good Molning (/,ɡʊd 'mɔ:l.nɪŋ/) *Good morning (/,ɡʊd 'mɔ:r.nɪŋ/)

When the researcher wrote some greeting sentences on the board and asked MB to say the sentence "Good morning" by saying, "*MB cobak baca ini,*" ("MB try to read this,") while pointing to the sentence "good morning" on the small board, MB also said the sentence but read it incorrectly, saying, "Good Molning kak," so the researcher who heard the mistake gave correct feedback by saying, "*Bagus, MB! Tapi Good Morning-nya dengan suara 'R' bukan dengan 'L','*" ("Good, MB! But Good Morning with an 'R' sound instead of an 'L',") which made MB nod and try to repeat with the researcher's direction to improve his pronunciation.

The word /,ɡʊd 'mɔ:l.nɪŋ/ is evidence that the interlocutor has an articulation disorder with a substitution pattern because she replaced /l/ (/,ɡʊd 'mɔ:l.nɪŋ/) with /r/ (/,ɡʊd 'mɔ:r.nɪŋ/).

Datum 12 : Good Aftelnoon (/,ɡʊd ,æf.tel'nu:n/) *Good afternoon (/,ɡʊd ,æf.tə'nu:n/)

When MB read the sentence "Good morning" correctly, the researcher pointed to another sentence, namely "Good afternoon," while asking, "*Kalau ini bacaan nya gimana MB?,*" ("What about this reading, MB?") but MB pronounced the sentence incorrectly, saying "Good Aftelnoon sis," so the researcher who heard the mistake gave correct feedback by saying, "*Bagus, MB! Tapi Good Afternoon-nya dengan suara 'R' bukan dengan 'L','*" ("Good, MB! But Good Afternoon with an 'R' sound instead of an 'L',") which made MB nod and try to follow the researcher's direction to improve his pronunciation.

The word /,ɡʊd ,æf.tel'nu:n/ is evidence that the interlocutor has an articulation disorder with a substitution pattern because she replaced /l/ (/,ɡʊd ,æf.tel'nu:n/) to /r/ (/,ɡʊd ,æf.tə'nu:n/).

Table 2. Articulation Disorders

Datum Number	The Utterances	Characteristics
8	My Name Es (/maɪ neɪm ez/)	distortion
9	I leave En (/aɪ li:v en/)	distortion
10	Playing Football (/plæɪŋ 'fʊt.bɑ:l/)	Distortion
11	Good Molning (/gʊd 'mɔ:l.nɪŋ/)	Substitution
12	Good Aftelnoon (/gʊd ,æf.tel'nu:n/)	substitution

c. Symbolization Disorder

Datum 13 : My Name Is *I Leave In

In this context, the researcher pointed out the sentence "I leave in". Then the researcher asked MB. However, she mentioned it by reading the sentence "My Name is". In fact, the two sentences are not the same.

MB said "My name is" when the researcher pointed to the sentence "I leave in". He mispronounced the sentence pointed out by the researcher. Therefore, the type of error falls under symbolization disorder

Datum 14 : Selamat siang *Selamat sore

In this context, the researcher asked MB to translate the sentence "Good evening". Then, MB answered However, she answered it "Selamat siang". In fact, the two sentences are not the same and have different meanings.

MB said "Good evening" when the researcher asked for the translation of the sentence "Good afternoon". He incorrectly answered the answer of the sentence asked by the researcher. Therefore, this type of error is included in symbolization disorder.

Datum 15 : Selamat siang *Selamat pagi

The same thing as before the researcher asked the translate of the sentence "Good Morning". Then, MB answered, but he answered "Selamat siang". In fact, the two sentences are not the same and have different meanings.

MB said "Good afternoon" when the researcher asked for the translation of the sentence "Good Morning". He incorrectly answered the answer of the sentence asked by the researcher. Therefore, this type of error falls under symbolization disorder. The summary of the above analysis is presented in the following

Table 3. Symbolization Disorders

Datum Number	Utterances	Language	Characteristics
13	My Name Is	English	Substitution self-introduction sentences.
14	Selamat siang	Indonesian	Difficulties to differentiate to the meaning.
15	Selamat siang	Indonesian	Difficulties to differentiate to the meaning.

B. DISCUSSION

This study analyzed the various speech impairments experienced by EFL student at SLB BC Kepanjen with dementia, with the results showing that phonation impairments were the most common. This finding is in line with the trends revealed in previous studies, which show that dementia significantly affects communication skills, especially in the aspects of pronunciation and language comprehension, as revealed by (Kempler et al. 1998) and (Johnson et al. 2003). Although the research has similarities with previous studies showing that individuals with dementia face difficulties in communicating, there are also differences that lie in the focus of the object under study as this research specifically examines EFL students, a group that has received less attention in research.

In addition, this study found variations in the level of difficulty experienced by individuals, which was influenced by factors such as age and severity of dementia. This finding contradicts the common view that all individuals with dementia experience similar difficulties. This study supports the hypothesis that dementia affects speech and communication skills, in line with (Riper's, 2003) theory that classifies speech impairment into several categories. However, it also rejects the notion that all individuals with dementia have the same level of difficulty, indicating the need for a more tailored approach in education.

Furthermore, the implications of this study are significant, suggesting the need for more targeted and adaptive educational approaches to support EFL students with dementia. (Cook, 2008) emphasizes that teaching methods should be tailored to the needs of students to be more effective. In addition, training for teachers in effective communication techniques is crucial, as stated by (Richards, 2001), to facilitate interaction with students with special needs. Emotional and social support is also very necessary to reduce the sense of alienation experienced by students, which is expressed by (Beckett, 2004), showing that individuals with dementia often have difficulties in interacting socially. This research also opens up opportunities for further studies on the long-term impact of dementia on language learning, drawing on the findings of (Grossman et al. 2002) that point to the importance of a deeper understanding of the influence of dementia on language processing. Finally, with a better understanding of the challenges students face, intervention strategies can be designed more appropriately. As pointed out by (Johnson et al. 2003), speech errors can be a significant indicator of deeper memory impairments, so targeted interventions can be more effective.

CONCLUSION

The purpose of this study is to identify and analyze the speaking difficulties experienced by EFL students at SLB BC Kepanjen who have dementia. This research aims to understand the impact of dementia on students' language and communication skills and provide insights that can support the development of more adaptive and relevant teaching approaches for students with such special needs. It also aims to raise social awareness of the educational challenges faced by individuals with dementia. This study has revealed that EFL students at SLB BC Kepanjen who have dementia experience various speech difficulties, especially in phonation disorders. The findings suggest the need for more adaptive and targeted educational approaches to support students with dementia, including training for teachers in effective communication techniques and provision of relevant teaching materials. With a better understanding of the challenges students face, appropriate interventions can be designed to improve their communication skills and overall learning experience.

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