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Arabic Language Disorder in Children with Dysarthria: A Case Study of Students in SDIT Mutiara Hati Jambi

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Abstract

This study aims to describe the problem of Arabic language disorders in 7-year-old children with dysarthria at SDIT Mutiara Hati Jambi, named MAR. The analysis focuses on sound defects in short Surahs of the Quran and Arabic vocabulary (mufradat). This research uses a qualitative method with a single case study approach. Data collection techniques in this study used direct observation, interview, and documentation techniques. Then analyzed using the stages of data reduction, data presentation, and conclusions. The results of this study found that there were 190 sound errors pronounced by research subjects, consisting of 65 substitution defects, 34 omission defects, 2 addition defects, and 89 distortion defects. Distortion is the most dominant category of sound defects in this study. The mistakes made by the research subjects (MAR) occurred because dysarthria sufferers lost control over the muscles of their speech organs which resulted in an inability to articulate speech properly.

Kata Kunci:
Gangguan berbahasa; cacat bunyi; disartria

Abstrak

Penelitian ini bertujuan untuk menggambarkan permasalahan gangguan berbahasa arab pada anak penderita disartria yang berusia 7 tahun di SDIT Mutiara Hati kota Jambi yang bernama MAR. Fokus penelitian ini adalah cacat bunyi vokal dan konsonan pada surat-surat pendek dan kosakata bahasa arab (mufradat). Penelitian ini menggunakan motode kualitatif dengan pendekatan studi kasus, studi kasus dalam penelitian ini merupakan kasus disartria tunggal. Teknik pengumpulan data pada penelitian ini menggunakan teknik observasi langsung, wawancara dan dokumentasi, kemudian di analisis menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini ditemukan terdapat 190 kesalahan bunyi yang dilafalkan subjek penelitian, yang terdiri dari 65 kesalahan penggantian bunyi, 34 kesalahan penghilangan bunyi, 2 kesalahan penambahan bunyi, dan 89 kesalahan ketidakjelasan ucapan. Dari 4 kategori kesalahan bunyi tersebut, kesalahan yang mendominasi adalah distorsi. Kesalahan yang dilakukan oleh subjek penelitian tersebut terjadi karena penderita disartria kehilangan kontrol atas otot-otot alat wicaranya yang mengakibatkan ketidakmampuan dalam mengartikulasikan ucapan dengan tepat.

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A. Introduction

Language is a means of communication used by humans in interacting with each other. It is considered as the most perfect tool to convey thoughts and feelings, both regarding concrete and abstract matters[1]. Language can be interpreted as a tool for expressing feelings, thoughts and desires from one person to another, either in oral or written, directly or indirectly[2]. As social beings, humans really need to communicate with each other, whether it is children, teenagers, adults or even the elderly, all need to communicate with their social environment. Language has certain functions that are used based on human's needs. Those functions of language includes several aspects; language as a communication tool, language as a tool for self-expression, language as a tool for social integration and adaptation, and language as a tool for social control.[3]

Communication can be well established if someone can speak with good ability in a certain language. Language skills consist of four aspects, they are listening, speaking, reading and writing. People must have the ability of these four aspects in order to be skilled at language, and speaking skill is the most important aspect because it support other skills[4]. Language skills can be divided into two types, they are receptive and expressive. Receptive ability is a person's ability to understand other people's speech. While expressive ability is a person's ability to express the wishes to be conveyed through symbols or gestures that have been agreed[5]. Both language skills are the beginning of a good communication. By its nature, there are two kinds of language, namely: (a) Receptive (understood/accepted) for example: listening and reading some information, and (b) expressive (expressed) for example: speaking and writing information to be communicated to others[6].

A person's skills in language and speaking cannot be separated from several factors behind it. The first factor is the innate condition from birth (the intrinsic factor), including the organs involved in speech and language abilities. The second factor is the form of a stimulus that the child receives from his surroundings (the extrinsic factor)[7]. The communication process that occurs is very complex. Yet, the process can be run well if the language has a role in describing a person's desires by expressing them to

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[1] masitoh Masitoh, 'Gangguan Bahasa Dalam Perkembangan Bicara Anak', *Edukasi Lingua Sastra*, 17.1 (2019), 40–54 https://doi.org/10.47637/elsa.v17i1.105.

[2] Fildza Mawarda, 'ANALISIS GANGGUAN BERBAHASA PADA PENDERITA CADEL (KAJIAN PSIKOLINGUISTIK)', Vol 17. No 1 (2021), 44–52 https://doi.org/10.15294/lingua.v17i1.27319.

[3] Gorys Keraf, *Komposisi: sebuah pengantar kemahiran bahasa*, Cet. ke-12 (ed. baru) (Ende, Flores: Nusa Indah, 2001).

[4] Henry Guntur Tarigan, 'Berbicara Sebagai Suatu Keterampilan Berbahasa' (Bandung: Angkasa, 2015), p. 120.

[5] Abdul Chaer, *Linguistik umum*, Edisi revisi, cetakan keempat (Jakarta: Rineka Cipta, 2012).

[6] Novi Luthfiyah, 'UPAYA MENINGKATKAN KEMAMPUAN RESEPTIF DAN EKSPRESIF BAHASAANAK KELOMPOK B TK DENGAN BERBAGAI METODE YANG MENARIK', *Instruksional*, 2.2 (2021), 62 https://doi.org/10.24853/instruksional.2.2.62-70.

[7] Mawarda.

others through sound symbols. Language tools consist of spiritual and physical. This spiritual one is abstract including reason, mind, instinct and conscience. While physical is more real, concrete, and can be seen. The role of physical tool in communication is very important, it helps people to send and receive messages[8]

Physical tools indirectly include the processes that occur in an effort to carry out phonetic articulators and the process of producing language sounds[9]. This will involve the speech apparatus, the part of the human body that functions as a source of sound. It contained three parts, they are the oral cavity, the throat, and the body cavity[10]. The speech apparatus can produce a variety of language sounds as likely as phonemes in the form of vowels and consonants. Within it, one's language proficiency will sound better. However, if it does not function properly or does not develop properly, this will cause unclear speech in the communication process and hinder one's language proficiency[11].

There is a process of bringing out thoughts and feelings verbally in language. The brain receives and understands language before it is transmitted to the ears. If it has good function as well as speech organs, it is easier for people to speak properly. However, those who have abnormalities in the brain and speech function, also have difficulties in speaking, both receptive and productive. This is what is known as a language disorder [12]. Language disorders can divide into two groups based on their causes. First, due to medical, and second due to the social environment[13]. From their origin, it can be categorized into two groups. First, developed language disorders, meaning due to abnormalities that exist from birth. Second, acquired language disorders, meaning disorders due to surgery, stroke, accidents, or aging[14].

Cases of language disorders have several causes which are different for each person. In some people, language disorders can be caused by abnormalities or damage that occurs in parts of the people's brain. Broadly speaking, there are four types of brain disorders that affect language skills, namely aphasia (language disorder), agnosia (impaired understanding of the sense of taste), apraxia (impaired spontaneous

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[8] Alif Cahya Setiyadi, 'Bahasa Dan Berbahasa Perspektif Psikolinguistik', Vol 4. No 02 (2009), 23 Https://Doi.Org/10.21111/At-Tadib.V4i2.589.

[9] Peter Ladefoged and Sandra Ferrari Disner, *Vowels and Consonants*, 3rd ed (Malden, MA: Wiley-Blackwell, 2012).

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[11] Mawarda. Hal. 11

[12] John Field, *Psycholinguistics: A Resource Book for Students*, Routledge English Language Introductions, Repr (London: Routledge, 2008).

[13] Ferawati, 'Gangguan Berbahasa Arab Bagi Anak Autis Dan Al-Quran Sebagai Terapi Pengobatan (Studi Kasus Di Sekolah Taruna Al-Quran Yogyakarta)', *Jurnal An-Nabighoh*, Vol 19 No 02 (2017), 12 https://doi.org/10.32332/an-nabighoh.v19i2.1000.

[14] Rohmani Nur Indah, *Gangguan Berbahasa (Kajian Pengantar)*, Cetakan III (Malang: UIN-Maliki Press, 2017) http://repository.uin-malang.ac.id/1296/.

movement), and dysarthria (speech disorder) [15]. One type of disorder that often occurs in children is dysarthria.

Dysarthria is a speech disorder in a person caused by interference in a person's speech organs [16]. Dysarthria is a speech disorder caused by damage to the central nervous system, especially in the left hemisphere which works directly related to the control of muscle activity in the formation of sound. Loss of control of these muscles is characterized by weakness, slowing down, or no coordination between the muscles [17]. Dysarthria can cause significantly reduced speech intelligibility due to impaired pitch, loudness, voice quality, resonance, respiratory support for speech, prosody, and articulation [18].

Dysarthria disorders have the same cause, but they attack a different organ of human's body. This certainly can make dysarthria disorders classified according to the type and cause. These classifications include 1). Flaccid dysarthria, 2). Spastic dysarthria, 3). Ataxic dysarthria, 4). Hypokinetic dysarthria, 5). Hyperkinetic dysarthria, 6). Unilateral Upper Motor Neuron (UUMN) dysarthria, 7). Mixed dysarthria [19]. Prins said that the causes of dysarthria are gpdo (stroke), biochemical disorders, trauma, neoplasms, poisoning, inflammation, viral infections, progressive degeneration, and congenital disorders [20]. However, cases of dysarthria in children are caused by cerebral palsy [21]. Cerebral Palsy is group of disorders with problems in controlling muscle movement as a result of some damage to parts of the brain. Cerebral palsy is not a contagious or hereditary disease [22]. Those damages in the brain occur before childbirth (prenatal), during childbirth (perinatal) or immediately after childbirth (postnatal). One of the effects of the disruption of this function is speech disorders with various difficulties [23].

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[15] Gusdi Sastra, *Neurolinguistik: suatu pengantar* (Bandung, Indonesia: Alfabeta, 2011).

[16] maria Ulfa, *Disartria Gangguan Berbicara*, Cetakan Pertama (Bengkulu: Elmarkazi, 2020) Http://Repository.Stkipkusumanegara.Ac.Id/Wp-Content/Uploads/2020/10/Disartria-Gangguan-Berbicara.pdf.

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[18] Jeffrey S. Kreutzer, Bruce Caplan, and John DeLuca, *Encyclopedia of Clinical Neuropsychology*, Springer Reference (New York London: Springer, 2011).

[19] Irwansyah, Ulfatmi Azlan, and Yenti, 'Dysarthria Speech Disorder Analysis As Seen In The Theory Of Everything Film By James Marsh', *Nazharat: Jurnal Kebudayaan*, 28.2 (2022), 140–54 https://doi.org/10.30631/nazharat.v28i2.63.

[20] Reni I.I Dharmaperwira Prins, *Disartria-Apraksia Verbal dan Tedyva : (tes untuk disartria dan apraksia verbal) / Reni I.I. Dharmaperwira-Prins; terjemahan, Yita Dharma-Hillyard* (Jakarta: Balai Penerbit Fakultas Kedokteran Universitas Indonesia, 1996) https://opac.perpusnas.go.id/DetailOpac.aspx?id=74319.

[21] Ulfa. Hal. 31

[22] Agus Syahid, 'Gangguan Berbahasa Pada Penderita Cerebral Palsy Sebuah Kajian Linguistik Klinis', *Humanitatis : Journal of Language and Literature*, 6.2 (2020), 175–86 https://doi.org/10.30812/humanitatis.v6i2.677.

[23] monika Sales Sitompul, 'Analisis Gangguan Berbahasa Pada Anak Di Kecamatan Pahae Julu', *Konfiks : Jurnal Bahasa Dan Sastra Indonesia*, 6.1 (2019) https://doi.org/10.26618/jk.v6i1.2224.

Errors in the production of speech sounds in people with dysarthria will cause articulation errors both in terms of appearance and pronunciation of phonemes. This articulation error will cause substitutions, additions, omissions and distortion [24]. Cases of articulation errors do not only occur in the language used in everyday life, but also occur in language learning at school. One of them is Arabic. Arabic has sounds, *makhraj*, script system, spelling, alphabet, type and number of letters that are different from Indonesian language. [25]. This causes people with dysarthria to make articulation errors in the Arabic language they pronounce. Therefore, researchers are interested in studying language disorders in children who have articulation disorders or also known as dysarthria in reciting short surahs in the Quran and Arabic vocabulary (*mufradat*).

B. Method

The research method used in this study is a qualitative method with a case study type of research. The case study method is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, both at the level of an individual, group of people, institution or organization to gain in-depth knowledge about the event [26]. The researchers focused on finding errors in omissions, substitutions, and distortions of Arabic language in people with dysarthria. This type of research is a case study with a single case. The single case in this study was the case of a 7-year-old child with dysarthria named MAR who was a grade 2 student at SD IT Mutiara Hati, Kota Baru, Jambi. This research was conducted in November 2022.

The data collection method in this study was the data collection method according to Cresswell (1997), by displaying a matrix of four data types; observation, interviews, documentation and audio-visual material [27] with the non-participant technique. The data analysis method used in this study is the Milles and Huberman model. Milles and Huberman's model is an ongoing or flowing data analysis model (flow analysis model). In this data analysis model, there are four activities carried out; data collection, data reduction, data display, and verification or drawing conclusions [28]. The source of the research in this study was the memorization of short surahs in the Quran

[24] Daniel P. Hallahan and James M. Kauffman, *Exceptional Children: Introduction to Special Education*, 4th ed (Englewood Cliffs, N.J: Prentice Hall, 1988).

[25] Ilfiana Iffah Jihada, 'Perubahan Fonologis Dalam Kasus Ta'rib (Arabisasi) Pada Rubrik Fotografi Media Al-Jazeera', *Tajdid: Jurnal Pemikiran Keislaman dan Kemanusiaan*, 2.2 (2018), 392–400 https://doi.org/10.52266/tadjid.v2i2.169.

[26] Mudjia Rahardjo, 'Studi Kasus Dalam Penelitian Kualitatif: Konsep Dan Prosedurnya' (UIN-Maulana Malik Ibrahim, 2017) https://repository.uinjkt.ac.id/dspace/bitstream/123456789/69802/1/15.%20Metode%20Penelitian%20Studi%20Kasus.pdf.

[27] Ubaid Ridlo, *Metode Penelitian Studi Kasus: Teori Dan Praktik*, Cetakan Pertama (Jakarta: Publika Indonesia Utama, 2023).

[28] Mukhtar, *Metode Praktis Penelitian Deskriptif Kualitatif* (Jakarta: Referensi (GP Press Group), 2013).

and Arabic vocabulary (*mufradat*) during the memorization test in class. Researchers did the documentation, and the data was analyzed using the Milles and Huberman models.

C. Results and Discussion

This research is a single case study of dysarthria in students of SDIT Mutiara Hati Jambi, namely MAR (later the researcher will mention his name as MAR). He is the only child of the couple MSH and MD who was born in July 2015 under normal circumstances without having any abnormalities or deficiencies in his physique. However, along with its growth and development, it was found that MAR had language disorders due to damage to the nervous system of the speech muscles. So, this caused MAR experiencing difficulties in pronouncing words due to errors in the language sound production process. After the researcher carried out data reduction on memorization, which was recited by the research subject, the researcher found several classifications of articulation defects which included substitution defects, emotion defects, and addition defects. The researcher did this handicap to find out how the research subjects pronounced short surahs of Quran and Arabic vocabulary. These findings can be seen in the following presentation.

1. Substitution of Vowels and Consonants

Substitution is the replacement of one sound, either in the form of a vowel sound or a consonant sound. This substitution defect occurs when a word that is pronounced is replaced from one sound to another. One vowel sound is replaced by another vowel sound, or one consonant sound is replaced by another consonant sound. Pronunciation errors made by the research subjects which fall into the category of substitution defects can be seen in the following examples of pronunciation:

Tabel 1. vowel substitution defects

No	Original Sound	Pronounced Sound	Substitution	Total
1	أَنْفٌ	أُنْفٌ	/ـَ/ - /ـُ/	1
2	خَدٌّ	خُدٌّ	/ـَ/ - /ـُ/	1
Total				**2**

Tabel 2: consonant substitution defects

No	Original Sound	Pronounced Sound	Substitution	Total
1	طَعَام الْمِسْكِيْنِ	طَعَافِ الْمِسْكِيْنِ	/ف/ - / م/	6
2	اَعْبُدُ مَا تَعْبُدُوْنَ	اَعْبُدُنَ تَعْبُدُوْنَ	/ن/ - / م/	3
3	اِذَا سَجٰى	اِذَا سَدَا	/د/ - / ج/	6
4	نَمِرٌ	نَمِلٌ	/ل/ - / ر/	11
5	رِحْلَةَ الشِّتَآءِ	حِسَلَ الشِّتَآءِ	/ح/ - / ر/	2
6	بِهٰذَا الْبَلَد	بذاذَا الْبَلَد	/ذ/ - / ه/	3
7	عَلَيْهِ أَحَدُ	عَلَيْهِ حَحَدُ	/ا/ - /ح/	3

No	Original Sound	Pronounced Sound	Substitution	Total
8	وَلَا يَحُضُّ	وَلَا يَكُضُّ	/ك/ - / ح/	4
9	يَدُعُّ الْيَتِيْمَ	يَدُءُ الْيَتِيْمَ	/ء/ - / ع/	9
10	لَقَدْ	لَقَتْ	/ت/ - / د/	8
11	لِاِيْلٰفِ قُرَيْشٍ	لِاِيْلٰفِ غَيْشٍ	/غ/ - / ق/	4
12	لشِّتَآءِ وَالصَّيْفِ	لشِّتَآء لَ الصَّيْفِ	/ل/ - / و/	2
13	اَخْلَدَهٗ	اَحْلَدَهٗ	/ح/ - / خ/	4
Total				**65**

Based on the data in Table 1 above, it is known that the research subjects replaced the target vowel sound with a certain vowel sound. As the example shown in the table, the words that research subject wanted to pronounce were أَنْفٌ and خَدٌّ, but the words he pronounced were أُنْفٌ and خُدٌّ, in these two words research subject replaced the vowel /a/ with the vowel /u/. This is because the subject has limitations in his speech apparatus which results in people with dysarthria having trouble in pronouncing the word. In the case of changing vowel sounds, the researcher concluded that for a word that only has 2 syllables in each word and begins with a vowel sound /a/ a pattern like this will cause the subject to have difficulty pronouncing it.

Substitution of consonant sounds that contained in Table 2, the research subjects performed consonant substitutions in the consonant categories bilabial (م، و), apico-alveolar (ر), apico-palatal (ج), glottal (ء، ه), pharyngeal (ع، ح), apico-dental (د), dorso-velar (خ), dorso-uvular (ق) [29]. It is known that the research subjects replaced the target phoneme with the closest sound to the target phoneme. The occurrence of this phoneme replacement cannot be determined but can be estimated. There is a systematic relationship between the destination phoneme and the substitute phoneme. This explanation is in accordance with the findings of existing data. The most substitution of consonant sounds was the replacement of apico-alveolar consonants (ر) to apico-dental consonants (ل). This happened because when producing ر consonants which are described as thick, vibrating and repetitive consonants, the research subjects lost control of their tongue movements due to damage to the hypoglossal nerve which acts as a tongue motor regulator [30]. Thus, the subject replaces the target phoneme with a replacement phoneme that sounds close together. As in the word نَمِرٌ becomes نَمِلٌ.

The replacement of apico-alveolar consonants to apico-dental does not only occur in cases of dysarthria language disorders, but many other language disorders that cause difficulties in pronouncing apico alveolar phonemes, one of which is a phonetic disorder in language called lisp. Andriyana (2020) in his research entitled " Analisis Gangguan Fonologi Dan Variasi Pelafalan Fonem /R/ Pada Penderita Cadel " stated that

[29] Ahmad Sayuti Anshari Nasution, *Fonetik Dan Fonologi Al-Quran*, Edisi 1. Cet. 1 (Jakarta: Amzah, 2012).

[30] Sastra. Hal 22

slurred disorder is caused by articulatory factors so that those who experience this disorder cannot pronounce /r/ in apicoalveolar trill as usual.

The other cases of dysarthria language disorders such as research conducted by Maria Ulfa entitled " Cacat Bunyi Kelas Kata Nomina Pada Penderita Disartria : Studi Kasus Pada Anak Usia Sekolah Dasar Di Unit Terapi Wicara Rumah Sakit Pusat Angkatan Darat Gatot Soebroto Ditkesad " in cases of language disorders in Indonesian language, it was found that the research subjects experienced the most difficulties in pronouncing the phonemes /r/ and phonemes /p/ 7 times, so that the subjects changed these phonemes to other phonemes, namely changing the phoneme /r/ to phoneme /l/ and the phoneme /p/ to phoneme /d/.

The same thing happened in the case of Arabic speaking disorders in children with dysarthria; the research subject had difficulty pronouncing the phoneme /ر/ so he changed it to the phoneme /ل/. In this case the replacement of the phoneme /ر/ by the research subjects occurred 8 times. It can be concluded that children with dysarthria are very difficult to pronounce the apico-alveolar phoneme, it is the phoneme /r/ in either Indonesian or Arabic. The substitution defect in this case does not only occur in the phoneme /ر/, it is found that the subject also experiences difficulties when pronouncing the phoneme خ د ق و م ج هـ ء ح ع.

2. Omission of Vocal and Consonant

Omission of a vowel sound or a consonant sound occurs when people with dysarthria removes vowels or consonants in the words that are pronounced. The emotional defects in the words pronounced by the research subjects can be seen in the following tabular form.

Table 3: consonants omission defect

No	Original Sound	Pronounced Sound	Omission	Total
1	اِلْفِهِمْ	اِلْهِمْ	/ف / - /Ø/	10
2	قُرَيْش	غَيْش	/ر / - /Ø/	5
3	رِحْلَةَ الشِّتَآءِ	حِسَلَ الشِّتَآء	/ح / - /Ø/	5
4	صَلَاتِهِمْ	صَلَاتِمْ	/ه / - /Ø/	3
5	وَّامْرَاَ تُه	وَّامْرَ تُهْ	/ء / - /Ø/	4
6	حُنَفَآءَ وَيُقِيْمُوا	حُنَفَآءَ يُقِيْمُوا	/و / - /Ø/	5
7	وَّاَمَنَهُمْ	وَّاَمَهُمْ	/ن / - /Ø/	2
Total				**34**

From the findings contained in Table 3 above, it is known that the research subjects omitted phonemes in a word that was pronounced. As in the word اِلْفِهِمْ the research subject omitted the phoneme ف which is in the middle of the word; he pronounces it with the sound اِلْهِمْ. If someone has a problem with the connection between the nerves and muscles called *neuromuscular*, they will automatically experience a problem when they say a word or sentence in full. The disturbance will cause a person

to lose some of the phonemes he wants to pronounce. Sound omission as contained in the findings above was carried out by the subject because he suffered from stiffness in the nerves involved in his speech apparatus, resulting in limitations in the movement of the tongue, mouth and other articulation devices.

Omission in case of "Cacat Bunyi Kelas Kata Nomina Pada Penderita Disartria" conducted by Ulfa Maria, it was found that the subject omitted a lot of phonemes in the words he pronounced. In the Indonesian language case, it was found that there were 20 omissions of vowels, especially the vowel /ē/ and 17 vowels /a/. In this study, there was no omission of vowel sounds in Arabic, because vowel sounds cannot be separated from consonants in Arabic. While the omission of consonant sounds, Ulfa Maria in her research found that there were many omissions of consonant sounds carried out by her research subjects. The phonemes that were mostly omitted in this study were the phonemes m, p, t, r, n, s, k.

3. Addition of Vowels and Consonants

Addition of a sound to one of the words being pronounced occurs when the sufferer adds a vowel or consonant sound to the word he is pronouncing. Addition defects that are pronounced by the subjects of this study can be seen in the examples in the following table:

No	Original Sound	Pronounced Sound	Addition	Total
1	يَدُعُّ الْيَتِيْمَ	يَدُعْمُ الْيَتِيْمَ	/ْ/ - /م/	1
2	قِطٌّ	قِفْطٌّ	/ْ/ - /ف/	1
Total				**2**

It can be seen from the table above that the research subjects made mistakes in pronouncing a word by adding a sound to the word being pronounced. Someone with dysarthria does not only have substitution defects and emotional defects when uttering a word. Adding sounds (addition) is also something that is often done by dysarthria sufferers. In this case, the research subjects did not do much to add sounds to the words that were pronounced. Based on the researcher's observation of the existing findings, the informant inserted a phoneme in the middle of the word. Namely the م and ف phonemes are inserted right next to stressed sounds such as the ع phoneme with breadfruit and the ف tasydid phoneme in Arabic, this causes the subject to lose control of his speech apparatus when saying the word.

Addition error in other cases also occurred in children with dysarthria, Ulfa (2018) in her research found 3 additions of the phoneme sound /n/ in the words pronounced by her research subjects. In this study, sound addition only occurs in 2 words as shown in Table 4 above. It can be concluded that, addition defects in children with dysarthria both in pronouncing Indonesian and Arabic, addition defects or the addition of sounds to the words that are pronounced do not occur a lot. Although addition defects

do not occur as frequently as substitution and omission defects, this addition defect is one that occurs frequently in dysarthria sufferers.

4. Distortion

Distortion is the occurrence of a mess in pronunciation [31]. This is due to disturbances in someone's speech muscles, especially in children. Sometimes the brain has orders to say the word correctly, but when it comes out of the mouth it is still unclear [32]. The distortion defects pronounced by the subject of this study will be presented by the researcher in tabular form as follows:

Table 5: distortion defects in sentences

No	Original Sound	Pronounces Sound
1	رَسُوْلٌ مِّنَ اللّٰهِ يَتْلُوْا صُحُفًا مُّطَهَّرَةً	رَسُوْلٌ مِّنَ اللّٰهِ يَتْ XX صُفًا مُّ XX
2	اِلَّا لِيَعْبُدُوا اللّٰهَ مُخْلِصِيْنَ لَهُ الدِّيْنَ	اِلَّا لِيَعْبُدُواXX مُخْلِصِيْنَ لَهُ الدِّيْنَ
3	وَيُؤْتُوا الزَّكٰوةَ وَذٰلِكَ دِيْنُ الْقَيِّمَةِ	وَيُؤْتُوا الزَّكٰوةَ XX دِيْنُ الْقَيِّمَةِ
4	سَلٰمٌ هِيَ حَتّٰى مَطْلَعِ الْفَجْرِ	سَلٰمٌ هِيَ حَتّٰى XX الْفَجْرِ
5	وَهٰذَا الْبَلَدِ الْاَمِيْنِ	وَهٰذَا الْبِXX الْاَمِيْنِ
6	اَلَيْسَ اللّٰهُ بِاَحْكَمِ الْحٰكِمِيْنَ	اَلَيْسَ اللّٰهُ بِ XX حٰكِمِيْنَ
7	فَلْيَعْبُدُوْا رَبَّ هٰذَا الْبَيْتِ	فَلْيَعْبُدُوْا XX هٰذَا الْبَيْتِ
8	الَّذِيْٓ اَطْعَمَهُمْ مِّنْ جُوْعٍ	الَّذِيْٓ اَطْXXهُمْ مِّنْ جُوْعٍ
9	مَا وَدَّعَكَ رَبُّكَ وَمَا قَلٰ	مَا وَدَّدَ XX وَمَا قَلٰ
10	وَوَجَدَكَ ضَآلًّا فَهَدٰى	وَوَوَوَXX ضَآلًّا فَهَدٰى
Total		**89**

McCaffrey said in Indah (2020) that the Sufferers of dysarthria never speak clearly, both in producing spontaneous sentences and imitating other people's words. The main type of error is distortion. In the data presented in the table above, the researcher gives an XX mark to the word that is experiencing distortion. In these data, the researcher found that many distortion defects occurred due to the complexity of the speech experienced by the research subjects. The more complex the sentences are spoken, the less clear the utterances will be. Likewise with the smooth speeds of speech, the smoother the speed of speaking, the less clear the sound produced. It can be concluded that the distortion that occurs in this case is due to the complexity of a sentence and the speed at which the subject speaks. So, the sound produced is not clear.

[31] Marti Marganingsih and Odien Rosidin, 'Produk Tutur Anak Remaja Usia 18 Tahun Dengan Kelainan Dengar Konduktif', *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 19.1 (2023), 28–39 https://doi.org/10.25134/fon.v19i1.5910.

[32] Neela Afifah and others, 'Gangguan Artikulasi pada Anak Usia 5-6 Tahun', *Muallimun: Jurnal Kajian Pendidikan Dan Keguruan*, Vol: 1. No 2 Juni 2021 (2021), 20 https://doi.org/10.23971/muallimun.v1i2.3970.

However, in terms of the structure of the word order in the verses of short surahs of Quran, the subject pronounces it correctly. This is in accordance with the findings of the data contained in Table 5 above. One form of variation of unclear speech in sentences pronounced by research subjects is the difficulty in pronouncing words with the same vowel sequence, such as example no. 10 in the table above. The word وَوَجَدَكَ is difficult to pronounce by the subject because it has the same row of vowel sounds. The consonants ك دَ جَ cannot be pronounced correctly, so the word that is spoken becomes وَوَوَوَ.

Based on the findings and discussion previously described, it was found that, language disorders that occur in children with dysarthria in this study contains 4 categories of articulation errors made by research subjects, which include substitution, omission, addition and distortion. From the 4 categories of sound errors, the dominant ones are distortion errors, because there are 89 data found in this case. As explained earlier, this distortion defect occurs due to the complexity of the utterances in the sentences that are pronounced by the subject, resulting in the words being pronounced unclear.

Erni Cornelis and Lidwina in their research "Rehabilitasi Medik Pada Pasien Stroke Non Hemoragik Dengan Disartria" said that dysarthria is divided into several types, and each type gives different symptoms according to the lesion. The distortion defects performed by the subjects of this study were caused by cerebellar lesions, it is a lesion that causes a person to speak unclearly. In addition to cerebellar lesions, there are also other UMN lesions that can cause dysarthria located in pathways that transmit coordinative impulses originating in the cerebellum, or which transmit impulses from the basal ganglia, in cerebellar dysarthria, joint motion between the muscles of the tongue, lips, vocal cords and the muscles that open and close the mouth are confused, so that the smoothness and continuity of spoken sentences is greatly disturbed [33].

People with dysarthria have obstacles in all aspects of speech experience; articulation, producing phonemes, resonance, prosody, and breathing regulation. The results of study found that MAR also had difficulty swallowing (dysphagia) and the muscle work was affected not only when speaking but also when chewing and swallowing food. This is what causes informants to make articulation errors in producing language sounds.

D. Conclusion

Based on the findings and discussion, the researchers concluded that there were 4 categories of articulation errors in language sound production found in the study of

[33] Erni Cornelis and Lidwina S. Sengkey, 'Rehabilitasi Medik Pada Pasien Stroke Non Hemoragik Dengan Disartria', *Perdosri*, 2021, VoL. 3. No 03 edition https://ejournal.unsrat.ac.id/index.php/jmr/article/view/35952.

Arabic language disorders in children with dysarthria, including substitution defects, omission defects, addition defects, and distortion defects. The articulation defect is caused by the speech organs of people with dysarthria disease being disrupted, so that this causes speakers to replace, omit, add and make speech unclear.

In this study, defects in phoneme substitution were found in a word, the phoneme replacement occurred because the subject had difficulty pronouncing the target phoneme. For example, the phoneme /ر/ is changed to the phoneme /ل/. Omission defects are also carried out by MAR on the words they pronounced such as the omission of phonemes in the middle of words. This happened because of the loss of control over the subject's vocal organs. Furthermore, in this study there were not many additional defects in the speech spoken by the research subjects. It is known that in this addition defect, the subject only inserts a phoneme in the middle of a word that has an emphasis sound. Lastly is the distortion defect. This distortion defect is an articulation error that predominates in Arabic language disorders in people with this dysarthria. This distortion defect is caused by cerebellar lesions that cause a person to speak slurredly. so that when the subject pronounces a complex word smoothly with fast speech, the less clear the sound produced by the research subject. This is related to the statement which states that dysarthria is a disorder in the form of unclear pronunciation, but the speech is intact. Disorders like this occur due to damaged parts of the brain's motor cortex [34].

As for other cases of dysarthria disorder carried out by Ulfa (2018), it was found that the errors that dominated were omissions. In this study, it was said that someone who had a speech disorder tended to reduce the consonant clusters and vowel series. It can be concluded that there are differences in language disorders that occur in children with Indonesian and Arabic dysarthria. Each of them has a different tendency for articulation errors, in the case of Indonesian, children with dysarthria tend to make articulation errors by omitting sounds, while in cases of Arabic they tend to distort (unclear speech) in the words that are pronounced.

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