

Echopraxia Speech Disorder in Elementary School Teacher Education Students: A Psycholinguistic Approach

Ezik Firman Syah^{1*}, Irma Damayantie², Irma Savitri Sadikin³, Andri Purwanto⁴

¹⁻⁴ Universitas Esa Unggul, Jakarta, Indonesia

Email: ezik.f@esaunggul.ac.id^{1*}, damayantie@esaunggul.ac.id², irma.savitri@esaunggul.ac.id³, andri.purwanto@unindra.ac.id⁴

*Corresponding author: ezik.f@esaunggul.ac.id

Abstract. This latah trend phenomenon is inseparable from the development of the television entertainment world in comedy shows in Indonesia, which considers the disorder of latah speech to be something funny among the younger generation. So, students consider someone who is latah in class to be something that is considered funny. This study aimed to identify the echopraxia latah speech disorder in elementary school teacher education students with a psycholinguistic approach. This research method uses the Milles and Huberman model content analysis method with data collection techniques conducting observations, interviews, and documentation on students of the Elementary School Teacher Education Study Program at Esa Unggul University. The study results from three students who experienced echopraxia latah disorders. The sounds produced were categorized as moderate and caused noise during the learning process in class. This is because the noise created in the classroom is not from the latah utterances issued but because of the response of the classroom environment, which makes it noisy because someone who experiences echopraxia latah disorders does not only repeat their words but is followed by latah movements that are spoken. The causes of echopraxia latah disorders include spontaneity, daydreaming, being surprised when talking and being surprised from behind.

Keywords: Speech Disorder; Echopraxia Latah; Education Students; Elementary School Teachers; Psycholinguistics.

1. INTRODUCTION

Speaking is a complexly regulated activity that requires precise management of the shape and movement of the vocal tract to produce clear and understandable sounds (Talaat et al., 2024). A person's ability to speak and often repeat utterances is a measure of speech intelligibility of speech disorders. This is an essential measure of the functional limitations experienced by speakers with speech disorders (Hegazi & Abdelhamid, 2019). Articulation disorders repeat speech caused by a history of cleft palate when speaking (Kang et al., 2021). Repetition of these utterances is part of the speech disorder.

Speech repetition disorder due to shock is called Latah. Women predominantly experience Latah's speech disorder. This personality disorder is characterized by surprising behaviour that continues with verbal and non-verbal responses. Latah is usually expressed by spontaneously uttering dirty words or taking sudden actions. It is not uncommon for the responses expressed by Latah sufferers to hurt themselves or those around them at that time (Puspitawati et al., 2022). The problem of Latah's speech disorder is a study that is always in the spotlight in discussions of mental health. Latah's speech disorder is a latent problem that continues to develop in the social environment (Sastra et al., 2019). The main factor causing latah disorder is the shock experienced by a person.

The types of psychogenic latah are divided into four, including coprolalia, echolalia, echopraxia, and automatic obedience. Each individual with a speech disorder can experience different symptoms and levels of severity (Yuliyanti et al., 2023). The habit of latah echopraxia can appear when someone hears or sees something spontaneously and imitates the words they hear by repeating them repeatedly. Latah sufferers can generally be cured, or the habit can be reduced by the influence of the environment, one of which is in the world of education (Rois, 2020). Latah speech disorders are a type of echolalia that other people often do because of the shock they experience, so they say words without realizing it.

Symptoms of Latah appear when the person gets more attention or gets stimulation and disturbance from friends or family. Without realizing it, people with Latah easily utter a word or sentence when someone intentionally or unintentionally disturbs or stimulates the person with Latah (Tusoleh, 2024). Touch on a person with Latah usually involves softly or hard touching the body. When a person with Latah is touched, they will usually utter dirty or dirty words, and the words heard by the person with Latah can also be repeated, either the words they say or the words spoken by others (Tanjung et al., 2019). Through the Latah language, people with Latah can express themselves or their feelings without the slightest shame (Basri et al., 2019). Symptoms of Latah's speech disorder are usually spontaneous and without realizing that someone is saying their words.

Previous studies examined echolalia (Maliha, 2020; Phasa, 2022), namely, the subject brings up and repeats words that he said when given a stimulus by someone else. The factors that cause people to become latah are environmental, imitation, suggestion, and dream factors. Further research was conducted (Aboras et al., 2017; Bohac et al., 2019; Elsherbeny et al., 2022). Group differentiation was proven (a comparison of test results between apraxia patients, non-apraxia patients, and controls was carried out, and statistically significant differences were found between the scores of all test items between these groups). The test proved to be sensitive and specific.

The problem occurred in the PGSD Department, Faculty of Teacher Training and Education, Esa Unggul University, based on the observations that five students in several semesters experienced Psychogenic language disorders of latah-type echopraxia. However, at the end of this decade, latah-type echopraxia was a trend among students because it was considered funny and cool. This latah trend phenomenon cannot be separated from the development of television entertainment. The existence of the latah trend phenomenon occurred during class learning, causing learning to be disturbed by the noisy sound of their friends' taunts in class.

This study aimed to identify Echopraxia speech disorders in elementary school teacher education students using a Psycholinguistic approach. This study contributes to identifying Echopraxia speech disorders. This is because when students experience Echopraxia speech disorders, learning in the classroom can interfere with the learning process. After all, they become the subject of jokes by their friends in the class, so the identification of the speech disorder is carried out first before entering the stage of speech therapy.

2. LITERATURE REVIEW

The development of research on latah speech disorders has been widely studied, such as a study entitled "Latah: An Indonesian Startle Syndrome" with the results of the study, namely that after experiencing a startle response, Latah patients showed stereotypical responses including vocalization and echo phenomena. The startle response increased, but clinically, this was proven insignificant compared to the stereotypical behavioural response after the startle response (Bakker et al., 2013). The study only examined the cause of latah, which was vocalization responses and startle responses in a person.

Further research on Culture-Bound Syndrome of Latah Javanese Women with the Analysis of Cultural Determinism Anthropological Psychology in the Plantation Area of Pangarungan Village, Labuhan Batu Selatan (Puspitawati et al., 2022). The results of the study stated that the cause of latah disorders is based on a person's personality and background. Further research on the Alternative Speech Communication System for Persons with Severe Speech Disorders (Selouani et al., 2009). The study stated that a new speech synthesis system uttered the ASR response to convey messages the listener could understand.

Further research on auditory brainstem response and speech mismatch negativity in children with phonological disorders (Elbeltagy et al., 2019). The study stated that phonological disorders can affect communication and language processes, cause a decrease in linguistic and paralinguistic information, and affect quality of life and social interaction. Research on Developing a test battery for diagnosing childhood apraxia of speech in Arabic speakers (Abdou et al., 2020). The study stated that the test battery built for the diagnosis of CAS is a reliable, valid, and sensitive tool that can be used to detect the presence of CAS in Arabic-speaking children and distinguish it from phonological disorders. Research explores the relationship between the central auditory processing functions and language development among Arabic-speaking children with attention deficit hyperactivity disorder (Hegazi et al., 2024). The development of research on language disorders is still widely studied, but research on echopraxia-type latah disorders has yet to be studied. So, that is what is new in this study.

3. METHODS

This study uses the content analysis method. Content analysis requires researchers who have and can utilize their analytical acumen to weave the phenomenon of communication content into a generally readable social phenomenon (Sumarno, 2019). The content analysis design is not intended to test a particular hypothesis or the relationship between variables (Olivia, 2020). The content analysis method is used to analyze the content of messages that appear from a systemic and objective perspective (Rakhmadani, 2020). Content analysis is a study used to find in-depth information to find the meaning contained in the information (Maryanti & Syah, 2021). The advantage of the content analysis method using a qualitative approach is the existence of data triangulation (Damayantie & Judianto, 2020). Triangulation is a data validity-checking technique that utilizes something else (Syah, 2020). Triangulation was carried out to maintain the validity of the data in this study (Fatonah et al., 2022). So, the content analysis method is appropriate for studying the psychogenic latak phenomenon, which has become popular among the younger generation or student environment.

The instruments in this study were observation sheets, interview sheets, and documentation. The analysis model of this study uses the Milles and Huberman model. The activities are data reduction, data presentation, and concluding by describing research findings (Sri & Mailani, 2023). Descriptive research attempts to describe a symptom, event, or incident that occurs at present; in other words, descriptive research takes problems or focuses on actual problems as they exist when the research is conducted (Syah & Fatonah, 2021). This study's Primary and secondary data were collected through in-depth interviews, participant observation, and written document tracking (Syah, 2022). Data reduction used in this study is to conduct field research by observing students who experience latak psychogenic during the learning process in class. The primary data used in the study consisted of five students consisting of one male and four female students, in the PGSD Study Program at Esa Unggul University as the objects of research.

The information collection used is research to find and collect information about the problem (Achmad et al., 2022). Researchers participate directly in activities carried out by schools according to the problems that researchers want to research (Purwanto, 2020). Peneliti mencoba melihat secara langsung bagaimana proses pelaksanaan pembelajaran pada objek penelitian (Kurniawati et al., 2020). The first process carried out by conducting observations in this study observed students who experienced Psychogenic latak in the learning process in the classroom. The second step was to conduct interviews with students who experienced Psychogenic latak. The interview used the listening and recording technique (Rosid & Antono,

2022). The listening method is carried out by listening to the use of language, while the recording technique is a continuation of the technique used when using the listening method. The recording technique records relevant forms to the research (Asri et al., 2021). The third step is to document the research process, such as videos, photos, and documentation related to research data on Psychogenic Latah disorders in students.

4. RESULTS

Based on the findings of this study, it was found that students experienced Echopraxia latah disorder. The latah disorder found in this type only consisted of one student from the seventh semester, a male with the initials RZA. The form of latah speech of the Echopraxia type in student RZA is as follows.

P: Try registering for the Latah application first.

RZA: How come, sir, the password can't be done?

P: Here, let me write an example of a password that must use symbols and numbers. Try taking the eraser (While patting RZA's shoulder and pointing to the eraser on the table).

RZA: Hey, try, try taking the eraser (he immediately responds quickly, takes the eraser, then throws the eraser and is laughed at by his classmates).

Based on the utterance uttered by RZA, there was a Psychogenic Latah disorder of the Echopraxia type, namely in the words "Throw away the eraser". When the latah utterance occurred, student RZA immediately took the eraser pointed by the researcher on the lecturer's desk in the classroom. Then RZA immediately threw away the eraser because a friend said, "Throw away the eraser". RZA immediately threw away the eraser in front of the researcher, a lecturer teaching in the class. RZA's latah utterance was categorized as latah of the Echopraxia type because the student said the words ordered by someone else while imitating them or spontaneously what was instructed by someone else.

Another student who experiences latah disorder of the Echopraxia type has the initials HAIS. The following is the latah speech of HAIS students.

P: "Our lecture today is about literary appreciation of postcolonial. Try to give examples of novels in Indonesia that have a postcolonial approach".

HAIS: "The novels are like the novel Earth and Humans, but I forgot the author, sir, "Frogs", "Hey, you have a face like a frog", "Hey, that's a big frog", "Hey you're an idiot frog" (His friend spontaneously hit his shoulder from behind).

Based on the utterances spoken by the student with the initials HAIS, he said the word "Frog" repeatedly and without controlling all the emotions that surprised him, followed by the word "Frog". The latak utterance is included in the category of latak, a type of echopraxia, because the latak uttered is a word repeated beyond self-control. As a result, the student with the initials HAIS continued to say the word "Frog" in various ways while expressing his emotions when he felt surprised. The feeling of being surprised caused the HAIS student to be unable to control the utterances considered latak.

The reasons why the student was fluent in saying the words "Frogs", "Hey, your face looks like a frog", "Hey, that's a big frog", and "Hey, you're an idiot frog" include daydreaming or being quiet and then being startled. In addition, the cause was hearing a loud sound and then spontaneously saying the words repeatedly. The cause often experienced is being startled from behind, and then latak appears. These causes were obtained when respondents filled in the causes of latak in the latak voice measuring application. This helps identify the latak disorder experienced by the student with the initials HAIS.

In addition, the leading cause of the results of the identification of speech disorders of the echopraxia type based on the identification of respondents from students of the Elementary School Teacher Education study program at Esa Unggul University who filled in the data on the causes of speech disorders in the speech disorder measuring application as follows.

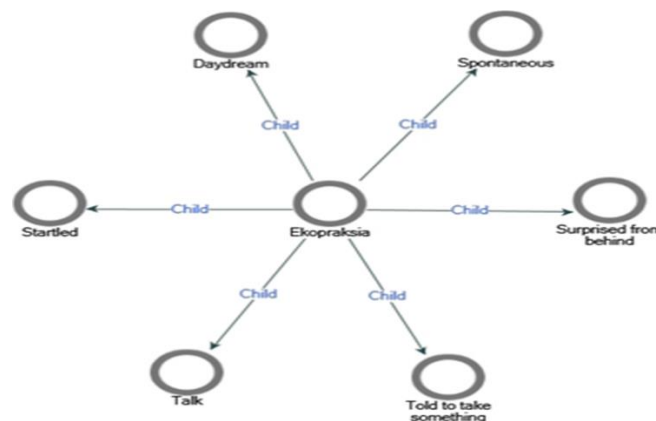


Figure 1. Identification of Speech Disorders of Echopraxia Type

In identifying echopraxia-type speech disorder in respondents, the main factor is spontaneity. The next factor is caused by daydreaming, being surprised by the conversation, being told to take something, and being surprised from behind. The factor often experienced by someone with an echopraxia-type speech disorder is spontaneity in following directions from the environment that tells them to do something. This is because of this echopraxia type of speech disorder; when someone feels latak, that person will follow the actions of the words spoken, or it could be due to spontaneity in following directions from others without realizing it.

5. DISCUSSION

Latah is a symptom of a nervous disorder called Tourette syndrome. This disorder is characterized by Tics, namely movements or repeated pronunciation of words beyond self-control (Oktavia, 2022). Latah (hyperekplexia) is a hypersensitive reaction from a person when surprised. Latah is commonly called *amurakh*, *irkunil*, *ikota*, *olan*, *myriachit*, and *menkeiti* by the Siberian group; *bah tschi*, *bah-tsi*, and *baah-ji* by the Thais; *imu* by the Japanese; and *mali-mali* and *silok* by the Filipinos (Nurjanah, 2020). Selain itu konsep mengenai pengertian Ekopraksia, yakni meniru gerakan orang lain pada kondisi refleks menirukan gerakan orang lain dan sambil mengucapkan kata yang disuruh seseorang ketika terjadi latah, hal tersebut yang terjadi pada latah yang berjenis Ekopraksia.

Such as relevant research on persistent and difficult-to-treat speech disorders such as childhood apraxia of speech (CAS). These people usually have abnormal speech development since infancy, with a history of poor feeding, limited babbling, and early delay in saying first words (Ganibaevna, 2023; Hildebrand et al., 2020). Psychometrics and substantive supporting standard measurements were developed to identify children with motor speech disorders who do not meet the criteria for dysarthria or apraxia (Shriberg et al., 2019). It turns out that the results of the study that echopraxia speech disorders are not just spontaneous but have abnormal speech development disorders since infancy. So that when someone who experiences echopraxia speech disorders enters adolescence or adulthood, they experience echopraxia speech disorders because the leading cause is delayed speech since infancy.

Previous research states that any language disorder can affect a person's characteristics in its application and interfere with their personality. As expressed by Ihsan et al. (2023) , someone who experiences a speech disorder will have an impact on the form of obstacles, resulting in confusion and inaccuracy of the words or sentences they say, repeating the initial syllable and intonation that is too fast after the obstacle occurs. According to Habibah & Setiawan (2022), this speech disorder is caused by environmental factors, where data sources often become a latah character.

Factors often experienced by someone with a speech disorder called echopraxia are spontaneously following directions from the environment that tells them to do something. This is because of this type of echopraxia latah; when someone feels latah, that person will follow the actions of the words spoken, or it could be due to spontaneously following directions from others without realizing it. According to Nadya & Kirana (2020) , of course, this will be more visible and influence the function of the brain and speech organs of good children, making it

easier to speak well. However, those who have disorders of brain and speech function certainly have difficulty in speaking, both receptive and productive.

In addition, the cause is hearing a loud sound and then spontaneously saying the words repeatedly. The cause often experienced is being surprised from behind, and then latah appears. Latah disorders will experience a reduction in speech if the surrounding environment does not surprise someone who experiences Latah disorders. The more environments that consider latah disorders funny and unique, the more environments around them will surprise them. So, the more complex the Latah disorder is found in someone who experiences Latah speech disorders.

6. CONCLUSION

Speech disorder latah echopraxia can disrupt the learning process in the classroom. This is because latah is a type of ecoprasia when pronouncing latah words followed by body movements due to the spontaneity of the shock experienced by the sufferer of latah. Like the respondents who studied when pronouncing Latah words became the laughingstock of their friends because it was considered something funny. So, the impact of being the laughing stock of their friends, then learning is disrupted because of the process of their friends' jokes in class.

In identifying echopraxia-type speech disorder in respondents, the main factor is spontaneity. The next factor is caused by daydreaming, being surprised by the conversation, being told to take something, and being surprised from behind. The factor often experienced by someone with an echopraxia-type speech disorder is spontaneity in following directions from the environment that tells them to do something. This is because of this echopraxia type of speech disorder; when someone feels latah, that person will follow the actions of the words spoken, or it could be due to spontaneity in following directions from others without realizing it.

LIMITATION

The limitations of this study are related to some respondents regarding the fact that the utterances spoken are not done naturally or naturally. This is because when researching latah, a respondent knows he is being researched. This is mainly related to research on latah, a type of echopraxia. The utterances spoken should be followed by physical movements when pronouncing the latah. This allows the latah movements to be too artificial. So, it does not naturally produce physical movements in latah echopraxia; this is a limitation in conducting research on latah, a type of echopraxia.

REFERENCES

- Abdou, D., Afsah, O., Baz, H., & Abou-Elsaad, T. (2020). Developing a test battery for diagnosis of childhood apraxia of speech in Arabic speakers. *Egyptian Journal of Otolaryngology*, 36(1), 2. <https://doi.org/10.1186/s43163-020-00021-5>
- Aboras, Y. A., Ashmawy, G. A., Elmaghraby, R. M., & Gommaa, S. S. (2017). Assessment protocol for patients with acquired apraxia of speech. *Egyptian Journal of Otolaryngology*, 33(2), 528. <https://doi.org/10.4103/1012-5574.206018>
- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5685–5699. <https://doi.org/10.31004/edukatif.v4i4.3280>
- Asri, T., Irma, C. N., & Wakhyudi, Y. (2021). Gangguan Berbahasa Tokoh Alice Dalam Film Still Alice: Kajian Psikolinguistik. *Prosiding Seminar Nasional ...*, 1, 784–793. <https://jurnal.uns.ac.id/prosidingsemantiks/article/view/54516%0Ahttps://jurnal.uns.ac.id/prosidingsemantiks/article/download/54516/32957>
- Bakker, M. J., van Dijk, J. G., Pramono, A., Sutarni, S., & Tijssen, M. A. J. (2013). Latah: An Indonesian startle syndrome. *Movement Disorders*, 28(3), 370. <https://doi.org/10.1002/mds.25280>
- Basri, M. H., Mustamar, S., & Ningsih, S. (2019). Perilaku Berbahasa Latah Warga Desa Jatigono Kecamatan Kunir Kabupaten Lumajang Sebuah Kajian Psikolinguistik. *Publika Budaya*, 1(1), 4.
- Bohac, M., Kucharova, M., Callejas, Z., Nouza, J., & Červa, P. (2019). A cross-lingual adaptation approach for rapid development of speech recognizers for learning disabled users. *Eurasip Journal on Audio, Speech, and Music Processing*, 4(1), 2. <https://doi.org/10.1186/s13636-014-0039-0>
- Damayantie, I., & Judianto, O. (2020). Kajian Fungsi “Easy Side Table” pada Ruang Belajar dengan Lahan Terbatas. *Cakarawala Jurnal Humaniora*, 2(2), 153. <https://media.neliti.com/media/publications/477953-none-88baef90.pdf>
- El-Beltagy, R., Galhom, D., & Hassan, E.-H. M. (2019). Auditory brainstem response and speech mismatch negativity in children with phonological disorders. *The Egyptian Journal of Otolaryngology*, 35(1), 79. https://doi.org/10.4103/ejo.ejo_87_17
- Elsherbeny, M., Baz, H., & Afsah, O. (2022). Acoustic characteristics of voice and speech in Arabic-speaking stuttering children. *Egyptian Journal of Otolaryngology*, 38(1), 3. <https://doi.org/10.1186/s43163-021-00192-9>
- Fatonah, K., Firman Syah, E., Febrianti, N., Fkip, P., & Unggul, U. E. (2022). Pola Cerita dalam Cerpen-Cerpen Anak Indonesia dan Relevansinya pada Pembelajaran Sastra di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 07(02), 1214–1227. <https://journal.unpas.ac.id/index.php/pendas/article/view/6445>
- Ganibaevna, A. Z. (2023). Methods of Speech Formation of Children With Alalia Speech. *JournalNX-A Multidisciplinary Peer Reviewed Journal*, 9(1), 274. <https://oarepo.org/index.php/oa/article/view/1291/1284>

- Habibah, N., & Setiawan, H. (2022). Gangguan Berbicara Jenis Psikogenik Latah dalam Tayangan Youtube Berjudul “Mpok Atiek Latah, Komeng Jadi Betah.” *Jurnal Pendidikan Tambusai*, 6(2), 10292. <https://jptam.org/index.php/jptam/article/view/4051/3399>
- Hegazi, M. A. F., Khalil, G. M., Mohamed, S. M., & Khodeir, M. S. (2024). Exploring the relation between the central auditory processing functions and language development among Arabic-speaking children with attention deficit hyperactivity disorder. *Egyptian Journal of Otolaryngology*, 40(1), 1. <https://doi.org/10.1186/s43163-023-00557-2>
- Hegazi, M. A., & Abdelhamid, A. (2019). Developing an Arabic speech intelligibility test for adolescents and adults. *The Egyptian Journal of Otolaryngology*, 35(1), 86. https://doi.org/10.4103/ejo.ejo_2_18
- Hildebrand, M. S., Jackson, V. E., Scerri, T. S., Van Reyk, O., Coleman, M., Braden, R. O., Turner, S., Rigbye, K. A., Boys, A., Barton, S., Webster, R., Fahey, M., Saunders, K., Parry-Fielder, B., Paxton, G., Hayman, M., Coman, D., Goel, H., Baxter, A., ... Morgan, A. T. (2020). Severe childhood speech disorder: Gene discovery highlights transcriptional dysregulation. *Neurology*, 94(20), 1. <https://doi.org/10.1212/WNL.0000000000009441>
- Ihsan, K., Quddus, A., & Ilmu, K. (2023). Pengaruh Gangguan Berbahasa Berbicara Gagap (Stuttering) Dalam Pembelajaran Maharah Kalam. *Hijai – Journal on Arabic Language and Literature*, 06(1), 174–191. <https://journal.uinsgd.ac.id/index.php/hijai/article/view/18792/pdf>
- Kang, D. C., Park, J. H., Seok, H., Baek, J. A., Kim, D. W., & Ko, S. O. (2021). Speech-aid prosthesis in velopharyngeal incompetency patient with cleft palate: can speech aids be applicable for adult patient? *Maxillofacial Plastic and Reconstructive Surgery*, 43(1), 2. <https://doi.org/10.1186/s40902-021-00315-5>
- Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Research*, 1(2), 134–137. <https://doi.org/10.37985/joe.v1i2.12>
- Maliha, S. J. (2020). Perilaku Verbal Dan Nonverbal Orang Madura Latah: Studi Kasus Di Sumenep. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 3(2), 401. <https://doi.org/10.24176/kredo.v3i2.4438>
- Maryanti, Dewi & Syah, E. F. (2021). Nilai-Nilai Religius dalam Film Animasi Nussa dan Rara sebagai Alternatif Media Pembelajaran di SD. *Jurnal Perseda : Jurnal Pendidikan Guru Sekolah Dasar*, 4(3), 1–10. <https://doi.org/10.37150/perseda.v4i3.1462>
- Nadya, N. L., & Kirana, H. (2020). Kontribusi Gangguan Berbahasa Fonem /R/ Dalam Pembelajaran Pemerolehan Bahasa. *Wahana Didaktika : Jurnal Ilmu Kependidikan*, 18(1), 70. <https://jurnal.univpgri-palembang.ac.id/index.php/didaktika/article/view/3969>
- Nurjanah, A. (2020). Speech Act Functions of Mpok Atiek’S Hyperekplexia Verbal Reaction. *Jurnal Kata*, 4(1), 80. <https://doi.org/10.22216/kata.v4i1.4900>

- Oktavia, W. R. (2022). A Pyscholinguiistic Analysis of Parto Patrio ' S Psychogenic Language Disorder " Latah ". Jurnal Komunikata, 2(10), 3. <http://komunikata.id/index.php/komunikata/article/view/382>
- Olivia, H. (2020). Analisis Isi Berita Kekerasan Seksual Di Media Online. Acta Diurna Komunikasi, 2(4), 1–10. <https://ejournal.unsrat.ac.id/index.php/actadiurnakomunikasi/article/view/30695/29508>
- Phasa, H. N. (2022). Gangguan Psikogenik Latah Gary Iskak : Kajian Psikolinguistik. Mimesis, 3(2), 74–85. <https://journal2.uad.ac.id/index.php/mimesis/article/view/5712/2945>
- Purwanto, A. (2020). Intensive Writing Instruction by using Padlet Application in Indraprasta. International Journal Of Education , Information Technology And Others (IJEIT), 3(1), 28–36. <https://doi.org/10.5281/zenodo.3750932>
- Puspitawati, P., Andriansyah, D., Rulyani, A., Chairani, L., & Bangun, K. (2022). Culture Bound Syndrome Of Latah Javanese Women With The Analysis Of Cultural Determinism Anthropological Psychology In The Plantation Area Of Pangarungan Village, Labuhan Batu Selatan. European Union Digital Library, 1(1), 2. <https://doi.org/10.4108/eai.11-10-2022.2325510>
- Rakhmadani, R. (2020). Objektivitas Media di Tengah Pandemi Covid-19: Analisis Isi Berita tentang Penerapan New Normal di Indonesia pada Media Tirto.id. Jurnal Audiens, 1(2). <https://doi.org/10.18196/ja.12030>
- Rois, H. (2020). Digitalisasi Tuturan Psikogenik Latah (Kajian Fonetik Akustik). BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia, 5(1), 39. <https://doi.org/10.32528/bb.v5i1.2863>
- Rosid, A., & Antono, M. N. (2022). Identifikasi Gangguan Berbahasa dengan Instrumen Perkembangan Bahasa Loovas pada Anak Pesisir Madura Studi Kasus Anak Berinisial KK dan MPS. Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua, 7(1), 51–54. <https://doi.org/10.21107/metalingua.v7i1.14904>
- Sastra, G., Haq, M. S., & Handoko, H. (2019). The Role of Neurolinguistics for Language and Speech Disorders. Jurnal Arbitrer, 6(2), 147. <https://doi.org/10.25077/ar.6.2.147-154.2019>
- Selouani, S. A., Sidi Yakoub, M., & O'Shaughnessy, D. (2009). Alternative speech communication system for persons with severe speech disorders. Eurasip Journal on Advances in Signal Processing, 3(3), 3. <https://doi.org/10.1155/2009/540409>
- Shriberg, L. D., Kwiatkowski, J., & Mabie, H. L. (2019). Estimates of the prevalence of motor speech disorders in children with idiopathic speech delay. Clinical Linguistics and Phonetics, 33(8), 679. <https://doi.org/10.1080/02699206.2019.1595731>
- Sri Annisa, I., & Mailani, E. (2023). Analysis of Factors Causing Students' Difficulties in Thematic Learning. INNOVATIVE: Journal Of Social Science Research, 3(2), 6469–6477. <https://j-innovative.org/index.php/Innovative%0AAnalisis>
- Sumarno. (2019). Content Analysis in Indonesian Language and Literature Learning. Jurnal Elsa, 2, 37–55. <https://jurnal.umko.ac.id/index.php/elsa/article/view/299>

- Syah, E. F. (2020). Ideologi Gender pada Komentar Netizen di Vlog Youtube Dewi Persik: Analisis Wacana Kritis Model Sara Mills. *Seminar Nasional Ilmu Pendidikan Dan Multi Disiplin 3 (SNIPMD 3)*, 3(3), 26–32. <https://prosiding.esaunggul.ac.id/index.php/snip/article/view/5/5>
- Syah, E. F. (2022). Identitas Cerita Rakyat Banten sebagai Transformasi Pertunjukan Pencak Silat untuk Implikasi Bahan Ajar Muatan Lokal. *Pendidikan Dan Konseling*, 4(6), 7738–7747. <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/9583>
- Syah, Fatonah, N. (2021). Representasi Tindak Tutur Ekspresif Pada Podcast Mahasiswa UEU Sebagai Alternatif Bahan Ajar Bahasa Indonesia Di SD. *Jurnal Perseda : Jurnal Pendidikan Guru Sekolah Dasar*, 4(3), 1–10. <https://doi.org/10.37150/perseda.v4i3.1469>
- Talaat, M., Barari, K., Si, X. A., & Xi, J. (2024). Schlieren imaging and video classification of alphabet pronunciations: exploiting phonetic flows for speech recognition and speech therapy. *Visual Computing for Industry, Biomedicine, and Art*, 7(1), 2. <https://doi.org/10.1186/s42492-024-00163-w>
- Tanjung, A. S., Gustianingsih, G., & Lubis, S. (2019). Kajian Psikolinguistik Terhadap Bentuk Dan Fungsi Lingual Latah: Studi Kasus Warga Medan. *MEDAN MAKNA: Jurnal Ilmu Kebahasaan Dan Kesastraan*, 17(2), 144. <https://doi.org/10.26499/mm.v17i2.2137>
- Tusoleh, W. A. & P. A. S. (2024). Perilaku berbahasa latah pada bintang tamu chanel youtube qiss you tv : uying nanang andis ade (trio latah). *Sebasa: Jurnal Pendidikan Dan Bahasa*, 7(2), 42. <https://e-journal.hamzanwadi.ac.id/index.php/sbs/article/view/25201>
- Yuliyanti, K., Riansi. (2023). Psychogenic Speech Disorder Latah In The Collection Of Tiktok Videos Account @ Tirtachand. *Jurnal Basataka*, 6(2), 449. <https://jurnal.pbsi.uniba-bpn.ac.id/index.php/BASATAKA/article/view/302/198>