

## Speech Therapy Intervention Using The Rhythmical Tapping Method in The Case of Latah: Single Case Study

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### Abstract

**Background:** Latah is a fluency rhythm disorder where people who experience latah have the characteristic of repeating other people's speech or their speech. So that it prevents the message from being perfectly. people who experience fatigue feel embarrassed about their latitude so they often avoid interacting with other people and they are annoyed, tired, and anxious about their latitude. There is still little research on handling this talkativeness, which is the reason for carrying out this research.

**Purpose:** This study aims to measure the reduction in symptoms of laziness when reading when given direct intervention.

**Method:** This research uses a single subject quasi-experiment, with an A1-B-A2 design, where A1 is the pretest/before the intervention is given, B is the intervention and A2 is the posttest/after the intervention is given using the Rhythmical Tapping method 10 times.

**Result:** After the intervention was carried out using the Rhythmical Tapping method 10 times, it was seen that there was a reduction in symptoms of laziness when reading with an increase in the percentage of laziness.

**Conclusion:** Clients are able to reduce symptoms of fatigue when reading.

**Suggestion:** Further research is needed to see a reduction in symptoms of laziness when speaking spontaneously.

**Keywords:** Speech, rhythmical tapping, speech therapist

## INTRODUCTION

Latah is categorized as a fluency rhythm disorder because the main characteristic of latah is the repetition of other people's speech or one's own speech. The repetition of this speech will certainly inhibit the rhythm of a person's fluent speech. If the fluency of speech is hampered, the message or information that a person wants to convey will be imperfect or not delivered. Latah is the act of a person unconsciously uttering words when shocked. (1) (2) (3) (4) (5) Latah includes two parts, namely shock reaction and imitation behavior, there are several types of imitation behavior, namely echolalia (repeating other people's words), echoraksia (repeating other people's actions), automatic obedience (automatic obedience), koprohalia (saying taboo words). (6) (7) Latah is a condition that arises due to an unnatural level of hyper-suggestible suggestibility (8). In addition, several negative impacts can occur for someone who experiences training. Negative impacts that can occur are embarrassment, tiredness, anxiety, fear to close themselves off from the environment, and respiratory rhythm increases. The prevalence of people with latah (9). In Indonesia this behavior is dominated by Javanese people or has a relationship with Javanese people 60%, Sundanese tribe 16%, Betawi tribe 4% and 10% found from the Bugis, Madura, Ambon, Minangkabau and Aceh tribes. Latah is caused by several factors, namely: rebellion factor, anxiety factor, conditioning factor, experience factor, and dream factor (10) (11) (12).

The smooth handling of this disorder is due to a lack of concentration (attention span), and activities without concentration because their memory is limited on average. The handling given by using Rhythmic Tapping (rhythm of tapping), the rhythm of the beat should be referred to as a beat in measure because the beat at the table with each syllable spoken slowly is not obtained for the variation

of the beat at a time. Rhythmical Tapping aims to achieve/create a condition of relaxation and concentration, which is expected to reduce or eliminate the symptoms of fatigue (13).

## **METHOD**

The research uses a qualitative approach of pretest-posttest design experimental design, with Single Subject Research. Single Subject Research is an experimental study designed to test behavior and evaluate interventions against subject behavior through repeated assessments over a specified period. The results of the variable assessment will be compared on the condition before the intervention with the condition after the intervention. (14) The researcher assessed the symptoms of verbal training that occurred when reading a reading consisting of 161 words by being given a stimulus. Intervention in the form of speech therapy with the Rhythmical Tapping method was given in as many as 10 sessions with a duration of 45 minutes each session.

## **PARTICIPANTS**

The subject of the study was H, a woman, aged 43 years. The selected research subjects used the purposive sampling technique. The criteria for the research subjects were that there was difficulty when speaking and the presence of speech influence. The instruments used to obtain the collected data were obtained through interviews, observations, and tests.

## **CASE DESCRIPTION**

H, a 43-year-old woman, complained about her inability to speak, namely latah. The impairment occurred when the subject was 35 years old. His indifference began to appear after the subject often gave stimulus to his neighbor who was latah. This neighbor who is trained often says the word = taboo word (male genitals). The latah suffered by the subject became worse than before after her first husband and mother died. The subject felt lonely after her husband and mother died.

The results of observation and testing conducted by the researcher on the subjects showed that there was no fatigue when having conversations and reading texts without being stimulated. Fatigue arises when the subject reads and is stimulated. The confusion that often appears is verbal symptoms

in the form of echolalia (repeating other people's speech), involuntary vocalisation (adding speech) and coprolalia (saying taboo/genital words), for nonverbal symptoms the subject rarely experiences it. The subject feels embarrassed when his fatigue appears, often avoids people who will stimulate him, and feels annoyed, and tired. Assessment of respiratory rhythm results after 16 bpm from before 14 bpm To read with verbal stimulus there were symptoms of 2 repetitions, 14 additions, and 12 taboo words. When conducting a question and answer session with a non-verbal stimulus (imitation of movements) there were symptoms of 10 repetitions, 25 additions, and 13 taboo words. When questioning and answering with stimulus and without stimulus non-verbally (imitation of facial expressions) there were symptoms of 9 repetitions, 8 additions, and 4 taboo words. When the question-and-answer was given stimulus and without stimulus (automatic command execution) there were 21 repetitions, 25 additions, and 18 taboo words.

#### A. Therapeutic Goals

The intervention given to the research subjects was so that the subjects were able to reduce the symptoms of verbal *echolalia*, *involuntary vocalization*, and *coprolalia* by 100% when reading a 161-word text by being given a stimulus.

#### B. Therapy Materials

Therapy materials are given to the client reading readings (texts). Therapy will be given with a frequency of 10 times, and a duration of 45 minutes per session. Therapy is carried out in the Central Jakarta area.

#### C. Therapy Criteria

The initial test will be carried out before being given intervention or therapy, while the final test will be done after being given 10 interventions.

The response criteria set are to assess every symptom of verbal training that appears when reading, it will be given a score. The total number of absences will be calculated after the client completes the aloud reading task.

The success rate is determined by reducing the *posttest* score with *the pretest*, with the condition that it is successful if the reduction result reaches a value of 67.66% - 100%, it will be declared quite successful if the reduction result reaches a value of 34.33% - 66.66%, and it will be declared unsuccessful if the reduction result reaches a value of 0% - 33.33%.

## RESULTS AND DISCUSSION

### A. Implementation of Therapy

#### Session 1

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The writer will ask the subject to read the 154 and 148-word texts with full relaxation and concentration.

Response: the subject reads the 154 and 148-word texts with full relaxation and concentration.

- 3) The author will ask the subject to reread both texts by following the rhythm of the beats.

Response: the subject is quite capable of following the rhythm of the beats when reading the text, occasionally the subject precedes the rhythm of the beats.

Closing Activity: Daily evaluation by calculating the reduction in verbal training symptoms while reading.

#### Session 2

- 1) The author explained to the subject about the steps of the method to be carried out.

- 2) Response: the subject understands the steps of the method described by the author.

- 3) The author asks the subject to read the text of 117 and 110 words by following the rhythm of the beats. Response: At the time of reading the 117-word text the subject occasionally precedes the rhythm of the beat. When reading the 110-word text, the subject can follow the rhythm of the beat.

- 4) Closing Activity: Daily evaluation by calculating the reduction in verbal training symptoms while reading.

### Session 3

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The writer will ask the subject to read the text of 154 and 148 words by following the rhythm of the beats.

Response: The client can read 154 and 148 words of text by following the rhythm of the beats.

- 3) At the time the client reads the text of 154 and 148 words by following the rhythm of the beats, the writer will give 1 type of stimulus every 27 words.

Response: When reading a 154-word text there are 10 *involuntary vocalizations* and 11 *coprolalia*. When reading a text of 148 words, there are 2 *echolalia*, 6 *involuntary vocalizations*, and 5 *coprolalia*.

Closing Activity: Daily evaluation by calculating the reduction in verbal training symptoms while reading.

Total symptoms: 34

### Session 4

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read a text of 140 and 150 words by following the rhythm of the beats.

Response: the subject can read 140 and 150 words of text by following the rhythm of the beat.

- 3) When the subject reads a text of 140 and 150 words by following the rhythm of the beats, the writer will give 1 type of stimulus every 27 words.

Response: When reading a 150-word text there are 10 *involuntary vocalizations* and 10 coprolalia. When reading a 140-word text, there are 2 *echolalia*, 10 *involuntary vocalizations*, and 1 *coprolalia*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 33.

#### Session 5

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read the text of 128 and 122 words by following the rhythm of the beats.

Response: the subject can read 128 and 122 words of text by following the rhythm of the beat.

- 3) When the subject reads the text of 128 and 122 words by following the rhythm of the beat, the writer will give 1 type of stimulus for every 27 words.

Response: When reading a 128-word text there is 1 *echolalia* and 9 *involuntary vocalizations*. When reading a 122-word text, there were 3 *echolalia* and 6 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 18.

Session 6

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read the text of 128 and 124 words by following the rhythm of the beats.

Response: the subject can read the text of 128 and 124 words by following the rhythm of the beat.

- 3) When the subject reads the text of 128 and 124 words by following the rhythm of the beats, the author will give 1 type of stimulus for every 27 words.

Response: When reading a 128-word text there is 1 *echolalia* and 5 *involuntary vocalizations*. When reading a 124-word text, there was 1 *echolalia* and 7 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 14.

Session 7

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read the text of 122 and 119 words by following the rhythm of the beats.

Response: the subject can read 122 and 119 words of text by following the rhythm of the beat.

- 3) At the time when the subject reads the text of 122 and 119 words by following the rhythm of the beats, the author will give 5 types of stimuli every 55 seconds.

Response: When reading a 122-word text, there are 9 *involuntary vocalizations*. When reading a 119-word text, there were 2 *echolalia* and 7 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 18.

#### Session 8

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read the text of 119 and 126 words by following the rhythm of the beats.

Response: the subject can read the text of 119 and 126 words by following the rhythm of the beat.

- 3) At the time when the subject reads the text of 119 and 126 words by following the rhythm of the beats, the writer will give 5 types of stimuli every 55 seconds.

Response: When reading a 119-word text there are 2 *echolalia* and 7 *involuntary vocalizations*. When reading a 126-word text, there were 2 *echolalia* and 7 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 17.

#### Session 9

- 1) The author explained to the subject about the steps of the method to be carried out.

Response: the subject understands the steps of the method described by the author.

- 2) The author asks the subject to read the text of 126 and 128 words by following the rhythm of the beats.

Response: the subject can read the text of 126 and 128 words by following the rhythm of the beat.

- 3) When the subject reads the text of 126 and 128 words by following the rhythm of the beat, the author will give 5 types of stimuli every 55 seconds.

Response: When reading a 126-word text, there are 7 *involuntary vocalizations*. When reading a 128-word text, there are 5 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 12.

#### Session 10

- 1) The author explains to the client the steps of the method to be carried out.

Response: The client understands the steps of the method described by the author.

- 2) The author asks the client to read the 128 and 130-word text by following the rhythm of the beats.

Response: Clients are able to read 128 and 130-word texts by following the rhythm of the beats.

- 3) At the time the client reads the text of 128 and 130 words by following the rhythm of the beats, the writer will give 5 types of stimuli every 35 seconds.

Response: When reading a 128-word text, there are 5 *involuntary vocalizations*. When reading a 130-word text, there are 3 *involuntary vocalizations*.

Closing Activity: Daily evaluation by calculating the reduction in verbal pronunciation symptoms when reading

Total symptoms: 8.

## Evaluation

After 10 times of therapy, a final test was carried out. The results of the comparison of the initial test and the final test are shown in the table below.

Table 1. Comparison of Percentage Reduction in Verbal Latah Symptoms

Types of Symptoms of Verbal Latah	Total Initial Test Score	Total Final Test Score	Reduction of Symptoms of Verbal Latah	
			Total Reduction	Percentage (%) Reduction
<i>Echolalia</i>	5	2	3	60%
<i>Involuntary vocalization</i>	12	5	7	58,33%
<i>Koprolalia</i>	15	0	15	100%
Total Value	32	7	25	78,13%

There was a reduction in symptoms of hunger when reading texts. This can be seen from the increase in the percentage of reduction in verbal forgetfulness when the subject reads.

## CONCLUSION

There was a reduction in verbal training symptoms in the form of *echolalia*, *involuntary vocalisation*, and *coprolalia* when reading through *the Rhythmical Tapping method*. This was seen from the reduction in symptoms of verbal forgetfulness when the subjects read after being given therapy 10 times.

## SUGGESTION

Further research is still needed to find out the reduction of symptoms of verbal fatigue during spontaneous speech.

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