

CHAPTER I

INTRODUCTION

This chapter discusses research background, research problems, research objectives, research significances, conceptual framework, and previous studies. These six sub-chapters were explained in detail to make this research easier to understand.

A. Research Background

Speaking is an everyday activity whose presence cannot be avoided. It cannot be avoided because of the communication itself uses speaking as one mode to deliver the ideas, the messages. Speech as the product of speaking and talking as well as doing other activities is the result of the works of the brain. It can be said that speaking is the process of putting ideas in the form of speech. *"Talking is the process of changing the form of thoughts/feelings into forms of speech."* (Suhendar, 1992). By talking, a person can socialize, express feelings, get something, praying, and other things.

Speaking requires the involvement of the mental aspect because the language does not only involve speech tools to produce language sounds. So it takes harmony between the ideas in the mind and how to express them. When the ideas in the mind are in harmony with how they are expressed, there is fluency. Fluency in speaking is an important factor in communicating, because with fluency, a person can convey messages, ideas, feelings, desires, and information more easily and can also be easily understood and accepted by the interlocutor or listener, so that the possibility of misunderstanding can be avoided. However, it is not uncommon when the things said are not in line with what the brain has planned. For example, when the brain commands the mouth to say a word, but it turns out that for one reason or another the word is not smoothly said,

stammering, or restrained, then that becomes what is called speech disfluency. This speech disfluency is usually rare when one talks without other people. Speech disfluency generally occurs when someone is nervous, for example when in front of people, people they like, important people, or even cameras. As a result, one stuttered and often produced "umm" or "uh" sound. However, if it is more specialized, speech disfluency occurs in persons with speech disorders, which is a stutterer. Unlike those who don't stutter, people who stutter have different causes, nervousness is just one of them. This is discussed in Psycholinguistic, which according to Indah (2017) that human can produce words or sentences depending on their psychological condition.

Psycholinguistics in general is the study of language and thought (Aitchison, 2008). It includes three major concerns in psycholinguistics namely comprehension, speech production, and acquisition (Dell, 1986). Comprehension discusses how a person understands the spoken and written language. Speech production discusses how a person produces language. Meanwhile, acquisition discusses how a child acquires its first language. Speech disfluency is one kind of two speech production models besides speech errors.

According to Clark and Clark (1977), speech disfluency is a condition when the speakers experience no speech between words, produce the sound "ah, err, uh, mm", or repeat the sound or word. This, of course, impedes the process of communication. These conditions are as the results of the incompatibility between the brain and the speech apparatus. For example:

"I think that's because I've always lived in hope that when I was a grown-up, um, I wouldn't have one"

The example above is an example of an interjection or filled pause, where the speaker adds extra words to a pause, in this case, the speaker adds the 'um' sound.

The existence of this disfluency is often not realized because it occurs so often that it is considered normal and that someone is fluent. This is not wrong,

because as mentioned earlier that speech disfluency can happen to anyone at any time, and this is called normal dysfluency. Typical disfluency or speech disfluency that occurs in a non-stutterer is certainly different from the stuttering-like disfluency or speech disfluency that occurs in a stutterer. However, sometimes stuttering-like dysfluency is often mistaken for typical dysfluency which is of course different.

Speech dysfluency can be caused by many things. For typical disfluencies, things such as how long and complex a message is can influence fluency. Planning and making decisions can also influence fluency. When a speaker has difficulty determining an answer, the speaker will produce sounds such as "*ah, err, uh, mm*". Word choice can also affect fluency, words that have known for a long time and often use are easier and faster to access from lexicons (e.g., Jescheniak, Levelt, 1994; Morrison, Ellis & Quinlan, 1992; Oldfield, Wingfield, 1965) than words that are only recently known and rarely used that will usually cause hesitation in speech. So it is with context.

In contrast to typical disfluency where inaccuracy is usually caused by problems that occur at the conceptualization and formulation stages, in the stuttering-like dysfluency, it is the opposite, there are no problems at the conceptualization and formulation stages. When speaker is stuck on a word, they already knows what they are going to say, the problem is how to execute plans for articulation, although some studies show that word-finding difficulty also plays a role (Hubbard, Prins, 1994; Prins, Main & Wampler, 1997, in Lickley, 2017). In the explain theory (Howell & Au-Yeung, 2002), it is stated that stuttering-like dysfluency can occur because of the inconsistency between the plan and execution such that a syllable is initiated before the plan for the rest of the syllable is ready. Another cause of speech disfluency is abnormalities in speech motoric control or congenital (genetic), it can also be caused by traumatic brain injury, brain disorders, stroke, or even nervousness or distress which usually occurs in a typical speech disfluency.

Anyone can experience disfluency, young or old. And everyone experiences this with different factors. Some are purely just a daily speech disfluency that is usually called typical disfluency. There is also a so-called stuttering-like disfluency which according to Kwasniewicz et al (2016) occurs in 1% of the earth's population - with a range of 0.3% to 2.12% according to Bloodstein & Ratner in Carmona (2012). Usually, this stuttering-like disfluency occurs more frequently than normal disfluency (Yairi & Seery, 2011).

Even if someone is stuttering, one can still sing. Even if someone experiences stuttering-like dysfluency, they won't experience stuttering when they're singing, whispering, or when they don't hear their voice. No one can explain why this phenomenon can occur. But, Megan Washington, a stutterer who is also a singer can sing without stuttering.

Megan Washington is a singer-songwriter from Australia who has been suffering from stuttering since she was 5 years old. Her biggest fear is public speaking. Even so, she still tries to appear confident when she has to speak in public. When she was invited to sing at the TEDx event in Sydney, she decided to give a speech like everyone else. Her speech made audiences not only laugh because of her humour but also made their eyes tear up.

Stuttering-like disfluency as that is experienced by Megan Washington, a stutterer, and typical disfluency like that is experienced by Joseph Gordon-Levitt, are examples of speech disfluency. The two are different, as many people already know, but most of them can't explain the difference between the disfluency of a person that stutters and other one who does not stutter. So, this study discusses it in more detail.

This study focuses on analyzing the types of disfluencies experienced by Megan Washington as a stutterer and Joseph Gordon-Levitt who is a non-stutterer, and then explains the differences between the two. The researcher chose Megan Washington and Joseph Gordon-Levitt to compare as stutterer and non-stutterer. Megan Washington, a stutterer, discussed her stuttering with various speech

disfluencies in her speech. Megan Washington's video is a speech video. Therefore, the researcher is looking for another speech video as a comparison, with almost the same duration. From the videos that the researcher watched, it was Joseph Gordon-Levitt's speech video that had the closest duration and was the most comparable to Megan Washington's video. And because Joseph Gordon-Levitt doesn't seem to read any notes at all in his speech, therefore his speech seems spontaneous, and usually, speech disfluency occurs when one have to speak spontaneously. Therefore, Joseph Gordon-Levitt's speech video can be used as a comparison for non-stutterer.

Based on the things mentioned above, the researcher is interested in conducting research entitled, "*Disfluency of Megan Washington and Joseph Gordon-Levitt in Their Speeches*".

B. Research Problems

From the written research background, it can be concluded that the problem that will be analyzed is regarding speech disfluency, the causes of the speech disfluency, and the difference and similarity of speech disfluency between those who stutter and not. The researcher surely convinces that there are similarities and differences between the two mentioned speech disfluencies. To limit the problem of this research, the writer formulates three questions that become the main focuses on this research, they are:

1. What are the types of speech disfluency made by the speakers?
2. What are the causes of speech disfluency made by the speakers?
3. What are the differences of speech disfluency between stutterer and non-stutterer?

C. Research Objectives

Based on the formulation of the research questions above, the research will be conducted to reach three purposes, they are:

1. To find out the types of speech disfluency made by the speakers.
2. To find out the causes of speech disfluency made by the speakers.
3. To elaborate the differences and similarity of speech disfluency between the stutterer and non-stutterer.

D. Research Significance

With this research, it is expected that the results can be utilized both theoretically and practically.

Theoretically, it is expected that this research at least can add to the reader's insight on speech disfluency and complements the shortcomings of previous studies. So that it can be a reference and example for further research.

Practically, the researcher expects that this research can help students who are interested in studying speech disfluency in coursework, exams, journals, or theses. The results of this study are also expected to bring readers' interest in psycholinguistics in general, and in particular to speech disfluency.

E. Conceptual Framework

Etymologically, psycholinguistics is a field that involves the disciplines of psychology and linguistics. Psycholinguistics is the study of language and thought (Aitchison, 2008). It contains three major concerns, related to language and the human brain, one of which is speech production. Speech production discusses how a person produces language. Speech disfluency is one kind of two speech production models besides speech errors. Speech disfluency is a speech disorder,

it is divided into two major types, namely between word disfluency and within-word disfluency. The causes can be various, for example, load in processing.

The amount of disfluency that occurs on a day-to-day basis does not make people understand what disfluency is, its types, and the causes of disfluency. Many are still unable to distinguish between the disfluency in those who stutter and those who don't. Because of this ignorance, neither preventive action nor treatment occurred much. Many of those who experience this lack of fluency end up lacking the confidence to speak their minds over the long term.

By using the combined theory of Johnson (1961), and Conture (1982) (in Weathersby, 2016) regarding types of speech dysfluency and Bortfeld et al (2001) theory regarding the causes of speech dysfluency, a qualitative study was conducted using a descriptive method. The researcher also makes use of several articles and articles as additional references.

This study focuses on the types of speech dysfluency and their causes in stutters and non-stutters and some differences in speech dysfluency in stutters and non-stutters in the videos "*Megan Washington: Why I live in mortal dread of public speaking*" and "*How Craving Attention Makes You Less Creative | Joseph Gordon-Levitt*".

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F. Previous Studies

The following are some of the previous studies related to speech dysfluency.

The first previous studies on speech disfluency had been conducted beforehand by Sukma Sukriana, Jufrizal, and Delvi Wahyuni (2018). These three researchers examined speech disfluency which focused on the process of developing Zayn Malik's speech disfluency, which was related to his anxiety disorder from 2015 to 2017. Their research was titled "*Speech Disfluency Analysis on Anxiety Sufferers Repressed by Zayn Malik: A Psycholinguistic Approach*".

The three of them analyzed the types of speech disfluency during the three years and the effect of anxiety issues on his speech disfluency based on the theory of Clark & Clark (1977) and Yaruss and Reardon (2010, in Sukriana et al., 2018).

The result of their research is showing that there are 1369 types of speech disfluency during those three years consisting of 554 silent pauses, 627 filled pauses, 68 repairs, 96 repeats, 22 prolongations, and 2 blocks. And the most dominant is the silent pause and filled pause. Almost all of his speech disfluency would increase if Zayn Malik had to speak in front of a crowd or male interviewers, and would decrease if he was interviewed by women and/or machines.

Another researcher is Dhanan Abimanto (2017) with a thesis titled "*Speech Disfluency Made by Male and Female Learners (Case Study: Learners in Kampung Inggris Semarang)*". His research focused on cases of speech disfluency in 24 English learners in Kampung English Semarang consist of 12 women and 12 men. By using the theory from Clark and Wasow supported by Johnson and Bortfeld et.al., the study was aimed to (1) determine the types of speech dysfluency in 24 English learners in Semarang English Village, (2) determine what types of speech disfluency appear most often, (3) determine the differences in speech dysfluency between students, both boys and girls, and (4) determine the causes of speech dysfluency in these students.

The results of his research show that the types of speech disfluency conducted by the Semarang English Village students are filler, silent pause, revision, incomplete phrase, broken word, repetition, grammatical disfluency, prolongation, and false start. The most common type is filler. The difference between speech dysfluency in male and female students is that male students use more fillers, while female students use more silent pause. Meanwhile, most of these speech dysfluencies occur due to psychological factors such as cognitive and affective.

The next researchers are Clara Hedenqvist, Frida Persson, and Robert Eklund (2015). Their research entitled "*Disfluency Incidence in 6-Year Old Swedish Boys and Girls with Typical Language Development*" focused on the prevalence of disfluencies in a group of 55 people consisting of 25 women and 30 men with typical speech development and within the age range 6; 0 and 6; 11. Using the Peabody Picture Vocabulary Test and Ordracet, their study analyzed speech dysfluency and its association with gender and lexical ability.

The results of this study show that girls produce more unfilled pauses, prolongations, sound repetitions in medial position and word repetitions compared to boys who produce more repetition of words. And the three researchers did not find a correlation between lexical women and speech dysfluency.

The fourth research is Suci Azlina's (2016) thesis entitled "*An Analysis of Speech Disfluency on The Ellen Degeneres Show*". The research focuses on the speech dysfluency produced by the hosts and guests of The Ellen Degeneres Show which aired on November 5, 2015. She analyzes the types of speech disfluency on The Ellen Degeneres Show, the most dominant type and the causes of the speech disfluency.

The research resulted in the conclusion that the number of fluent speech performed by the speaker was 195. The filled pause was 85 times, the repetition was 61 times, the silent pause was 39 times, and the false start was 10 times. From the research findings, it can be seen that the most dominant type is filled pause which is 85 times. The speech disfluencies that occurred with speakers were caused by several things, such as cognitive difficulty, situational anxiety, and social reason.

From the brief explanation of the four previous studies that discussed speech disfluency, it can be seen that those studies focus on the types and the cause of the speech disfluency. Even though both of those previous studies and this study discuss speech disfluency, this study also discusses how the comparison

of speech disfluency between a stutterer and a non-stutterer based on the types and the causes of the speech disfluency produced.

