STUTTERING FOUND WITHIN DREW LYNCH'S PERFORMANCES ON AMERICA'S GOT TALENT 2015 AND ITS RELATION WITH SPEECH PRODUCTION

(A Psycholinguistics Approach)

THESIS

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DEDICATION

This thesis is dedicated to:

1. My parents
2. My sister
3. My friends
4. English Letters 2015
5. My Almamater IAIN SURAKARTA

MOTTO

“When My servants ask you about me, then (tell them that) I am near…

~Surah Al Baqarah, verse 186~

There are certain emotions in your body that not even your best friend can sympathize with, but you will find the right film or the right book, and it will understand you.

~ Björk~

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*STUTTERING FOUND WITHIN DREW LYNCH'S PERFORMANCES ON AMERICA'S GOT TALENT 2015 AND ITS RELATION WITH SPEECH PRODUCTION*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher

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ABSTRACT

Panji Ariyo Jipang, 2019. *STUTTERING FOUND WITHIN DREW LYNCH'S PERFORMANCES ON AMERICA'S GOT TALENT 2015 AND ITS RELATION WITH SPEECH PRODUCTION*. Thesis. English Letters Study Program, Cultures and Languages Faculty.
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Stuttering is one of the dysfluency that bothers someone' speaking ability due to its characteristics seem to disrupt the utterance. Speech impediment is not mere dysfluency, yet it sometimes affects people's audacity in order to utter any word, they tend to keep in silence instead of saying something, it eventually brings any stressor that becoming the nightmare for the sufferer. The aim of the research is to analyze (1) What are the type of stuttering and its characteristics that occur throughout Drew Lynch's performances on America's Got Talent 2015? and (2) How does Drew Lynch utter his utterance and the relation with speech production?. The researcher attempts to analyze the stuttering, its characteristics and the relation with speech production, precisely on articulatory pattern. The objectivity of the research is to desribe the type and its characteristics of stuttering and the relation with speech production.

In order to reach the research objective, this research uses descriptive-qualitative method because the data is the utterances in Drew Lynch's Performances on America's Got Talent 2015. The data source is the video of Drew Lynch's performances in America's Got Talent 2015. The data are analyzed by using Stuttering theory proposed by Lavid (2003) and the relation with speech production by using Fauziati's theory (2004). The researcher uses a member of checking on validation by giving the data to the expert in order to validate the data which are found in Drew Lynch's performances.

Based on the analysis, there are 120 data classified into the type of stuttering and its characteristics, the researcher divides the data into two categories, there are characteristics of stuttering (repetition that consists of sound and syllable repetition, monosyllabic whole-word repetition, and complete word repetition, prolongation that consists of sound prolongation , and block that consists of broken word blocking, interjection, audible and silent blocking, and circumlocution blocking) and stuttering pattern that consists of distinctive feature, phonetic segment, syllable, word, and larger constituent. The patterns occur within Drew Lynch' speech impediment due to the trauma on his vocal cord that causing dysfluency whenever he utters something within his utterance. The aim of doing the research is to draw the conclusion that stuttering is not merely an inherited disorder, but also it is related to psychological aspect that sometimes occurs due to the emotional change, when Drew tries to control himself to be relax, he eventually produces the utterance properly but when he speaks way fast, he produces broken word forms instead.

TABLE OF CONTENT

TITLE.....
ADVISOR SHEET i
RATIFICATION..... ii
DEDICATION iii
MOTTO iv
PRONOUNCEMENT..... v
ACKNOWLEDGEMENT vi
ABSTRACT..... viii
TABLE OF CONTENT ix
LIST OF FIGURE..... xi
LIST OF TABLE xii
LIST OF APPENDICES..... xiii
CHAPTER I: INTRODUCTION
A. Background of the Study..... 1
B. Problem Statement 6
C. Problem Limitation 6
D. Objectivity of The Problem 7
E. Benefit of The Study..... 7
F. Definition of The Key Terms 8
CHAPTER II: REVIEW ON RELATED LITERATURE
A. Theoretical Description..... 10
1. Psycholinguistics..... 10
2. Speech and Language Disorders 13
3. Psychogenic Disorders 15
4. Stuttering 17
5. Speech Production..... 23
6. America's Got Talent..... 26
7. Drew Lynch..... 26
B. Previous Related Study 29

CHAPTER III: RESEARCH METHODOLOGY
A. Research Design 32
B. Data and Data Sources 33
C. Technique of Collecting Data 33
D. Technique of Analyzing Data 36
E. Data Validation 38
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION
A. Research Findings 39
1. Stuttering and Its Characteristics 42
a. Repetition 42
b. Prolongation 48
c. Block 51
B. Discussion 58
1. Stuttering and Its Characteristics 58
a. Repetition 58
b. Prolongation 66
c. Block 68
2. Speech Production 77
CHAPTER V: CONCLUSION AND RECOMMENDATION
A. Conclusion 84
B. Suggestion 86
BIBLIOGRAPHY 87
APPENDICES 91

LIST OF FIGURES

Figure 2.1 Languages Area within the Brain 17
Figure 2.2 Types of Stuttering 18

LIST OF TABLES

Table 1.1 Characteristics of Stuttering.....5
Table 2.1 Drew Lynch Biography 29
Table 3.1 Data Coding 36
Table 4.1 Characteristics of Stuttering 42
Table 4.2 Speech Production 43
Table 4.3 Sound and Syllable repetition 45
Table 4.4 Sound and Syllable repetition 45
Table 4.5 Monosyllabic Whole-word repetition 47
Table 4.6 Monosyllabic Whole-word repetition 48
Table 4.7 Complete Word repetition 49
Table 4.8 Complete word repetition 50
Table 4.9 Prolongation 51
Table 4.10 Prolongation 52
Table 4.11 Broken Word blocking.....54
Table 4.12 Broken Word blocking 54
Table 4.13 Interjection 56
Table 4.14 Interjection 56
Table 4.15 Circumlocution blocking 58
Table 4.16 Circumlocution blocking 59
Table 4.17 Speech Production.....79

LIST OF APPENDIXES

Appendix 1. Drew Lynch biography.....93
Appendix 1. Transcript of Drew Lynch's Performances 95
Appendix 2. Validation Table.....105

CHAPTER I

INTRODUCTION

A. Background of Study

A Language is a tool of communication that brings the speaker's meaning throughout conversation or utterance. It is an important thing in our daily life due to our needs or the way we express something using language in spite of the ability is way different to others but it does not deter us from using language in any circumstance. In conversation, people make relations in actions that start from producing, comprehending, and interpreting the utterance in order to handle the course of the conversation, it means that we are able to decide the topics that we have to share or when we have to tell. In reading, people have similar patterns as conversation, yet there is reinforcement that has been learned. In writing, people have similar patterns to take a floor from them in order to understand the story and share it to the readers (Clark & Clark, 1980), it means that people who involve themselves within conversation need to through several processes such as; listening, comprehending, responding, and uttering in order to make a good conversation and keep it going.

In addition, Fauziati (2004) states that producing the utterance seems like a person has to go through processes such as planning and executing which need to be understood and take a little effort. It means that a person has to go through any process within language processes in order to assemble a well-

formed sentence within the conversation. Psycholinguistics becomes a way to connect the language and any other science, it is not merely about language and its usage, but also about the process and the way people comprehend the language through any process. Chaer et al (2009) perceives that psycholinguistics tries to describe psychological processes that take place when someone utters any word that can be heard at the time of their communication, and about the way they acquire the language.

Psycholinguistics tries to combine the aspect of psychology and the aspect of language. Those both seem like a process that occur within the human's brain and need to be understood, it means that people are able to understand any process that is involved in language or psychological aspect. In psycholinguistics, human learns how to deal with understanding, producing, and remembering language, and thus we focus on listening, reading, speaking, writing, and memory for language. (Harley, 2001:2). Psychology of language becomes an alternative way of analyzing the language behavior that is followed by any psychological aspects through the process of acquiring, developing, or producing the utterance, it seems like any process throughout the phase of getting the language until becoming a speaker of certain language cannot be separated and eventually psycholinguistics offers an interesting perspective towards language.

Language disorders can affect both spoken and written language, and also affect sign languages; typically, all forms of language will be impaired. (Dulm, 2002:111). It occurs when someone has a difficulty of saying something related to language and happens throughout someone experiences obstacles of

understanding the language. The dysfluency found within someone's utterance causing abnormal sentences that may disturb someone' speaking ability during the conversation. The speech impediment is not mere a common disorder, it affects someone's life due to their abilities to utter something that may be disrupted. People who have speech impediment tend to repeat previous words again and again, and sometimes, rather hard to select words causing difficulty when they are about to speak up, the sufferer tends to keep silent instead of saying any word due to their dysfluency of producing a word. Onslow (2017) states that stuttering is caused by the interaction of many factors to be found in the living environments of early childhood and within children themselves. Additionally, these speech disruptions may be accompanied by motoric behaviors when they struggle to utter several words, such as rapid eye blinks or tremors of the lips.

Stuttering makes people hard to communicate with others, which sometimes affects someone's self-esteem or dignity. (NIDCD, 2010). Furthermore, Lavid (2003) states that stuttering is the circumstance when we speak way fast, emotionally charged, or even do not know the next words that we are about to say is the instance of the stressor, the tongue becomes tied and causing stutter. We clearly understand that stuttering has different patterns or factors to one person and others. There are many perspectives toward stuttering among Linguists, Speech Language Pathologist, and Psychiatrists. The way they perceive stuttering as a speech impediment that bothers someone eventually give the best results of the research afterward.

Drew Lynch is a comedian and born in Indiana. He gets stuttering when he was on played softball game, he got hit in his nerve at his vocal cord and it changed his voice when he woke up after the match, he realized that he got vocal trauma that made him could not utter any word without stutter. He started his career by joining American's Got Talent. Drew did stand-up comedy. Luckily, he got Golden Buzzer that led him to become a comedian and a You Tuber. He is about to show his story of the struggle of facing stuttering to people around the world, he insists that stuttering does not bother himself even though he has a bit difficulty to utter any word due to the severe stuttering and feeling anxious towards something that leads him to become stutter in every circumstance. (www.indystar.com/story/entertainment/2015/09/16/indys-drew-lynch-captures-runner-up-americas-got-talent/32533691).

The importance of the research is able to identify a dysfluency or speech impediment, namely stuttering. The researcher focuses on the way Drew Lynch arranges his words and produce them within utterances, it can be the alphabet, word, sentence, and so on. For instance, Drew tends to repeat the word several times before he changes the word that he wants to speak to. Eventually, he faces some obstacles within his utterances causing incomplete words.

Table 1.1 Characteristics of Stuttering

Datum 023/D/S/RP/BL/00:03:32
I **wa** I **wa** I wanna I wanna get to where pep pep people start start to use m- m- m- my my voices as as the voice of their G G GPS.

Drew pretends to be the voice of the GPS, the audiences are laughing due to his speaking ability that bothers the flow of his speech. Drew repeats the word 'wanna' or 'want to', he changes it into syllable /wa-/ which indicates that it is a broken form repetition. The researcher classifies that it is sound and syllable repetition due to the pattern of his utterance that using syllable pattern /wa-/, the sentence becomes 'I /**wa/** I /**wa/** I wanna I wanna get to where pep pep people start start to use m- m- m- my my voices as as the voice of their G G GPS'.

There is syllable pattern occurs within Drew Lynch's utterance, he repeats the word 'people' with incomplete word, the word 'people' is being replaced with /pep-/, in articulatory pattern is seems to be a part of syllable due to the classification of syllable pattern that is using the syllabic form, the syllable /pep-/ is considered as syllable pattern.

The reseacher focuses on the characteristics of stuttering and its relation with the speech production that occur within Drew Lynch's utterances on America's Got Talent, the characteristics have distinctive patterns that lead to the articulatory patterns that happen through the way Drew Lynch utters any word. Thus, the title of the research is STUTTERING FOUND WITHIN DREW

LYNCH'S PERFORMANCES ON AMERICA'S GOT TALENT 2015 AND ITS RELATION WITH SPEECH PRODUCTION.

A. Problem Statements

The researcher consists of two problem statements, namely;

1. What are the types of stuttering and its characteristics that occur throughout Drew Lynch's performances on America's Got Talent 2015?
2. How does Drew Lynch utter his utterance and the relation with speech production?

B. Problem Limitation

There are many speech and language disorders in the mechanism, multifactorial, and psychogenic disorders. The researcher focuses on stuttering within Drew Lynch's performances on America's Got Talent because Drew gets the speech impediment due to the trauma on his vocal cord and it is quite rare case, the researcher is about to deliver the relation between common developmental or acquired stuttering and Drew Lynch' stuttering that is considered as a psychogenic stuttering. The researcher uses Lavid's theory (2003) in order to analyze stuttering and its behavior and Fauziati's theory (2004) in order to analyze speech production.

C. The Objective of The Study

Previously in the formulation of the problem above, the researcher aims to reveal the questions, namely;

1. To describe the type of stuttering and its characteristics within Drew Lynch's utterances.
2. To describe the way Drew Lynch utters his sentence within his utterance and its relation with speech production

D. Benefit of The Study

a. Theoretical benefit

The aim of the research is able to deal with psycholinguistics field precisely on language dysfluency and also to contribute to English Letters Department in the linguistics field.

b. Practical benefit

This study is expected to be able to contribute within the linguistics field precisely on psycholinguistics that deals with language disorder namely stuttering and perhaps to other language and speech disorders, thus we are able to take a floor within due to our knowledge of language disorder and its behavior.

E. Definition of The Key Terms

In order to understand the terms within the research, there are several key terms that occur throughout the first until the last chapter. Namely;

a. Language and Speech Disorder: An acquired disorder is an impairment which occurs after a first language has been fully established caused by illness, accident or surgery. A developmental disorder is an impairment which manifests itself during the acquisition of a first language (Field, 2004).

b. Stuttering: a disruption in the fluency of verbal expression, which is characterized by involuntary, audible, or silent repetitions or prolongations in the utterance of short speech elements, namely: sounds, syllables, and words of one syllable. These disruptions usually occur frequently or are marked in character and are not readily controllable. (Wingate, 1964)

c. America's Got Talent: America's Got Talent was created by Simon Cowell and is co-produced by Fremantle and Syco Entertainment. Simon Cowell, Sam Donnelly, Jason Raff, Trish Kinane, and Richard Wallace are the executive producers. (www.nbc.com/americas-got talent).

d. Drew Lynch: Drew Lynch was born in Indianapolis, Indiana and raised in Las Vegas, Lynch graduated high school with aspirations of becoming a fully articulate film actor in Los Angeles. At age 20 at a company softball game, Lynch realized that he is not able to speak normally after he got hit in his vocal

cord. (www.indystar.com/story/entertainment/2015/09/16/indys-drew-lynch-captures-runner-up-americas-got-talent/32533691).

e. Speech Production: Speech production is a series of several processes in two major processes, namely; planning and executing, the following processes are discourse planning, sentence planning, constituent planning, articulatory program, and articulation (Fauziati, 2004).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

In this chapter, the researcher discusses the theories followed by previous related studies, any term related to psycholinguistics, speech and language disorders, and speech production.

1. Psycholinguistics

Psycholinguistics is the study of the processes by which people use language. In conversation, people involve in any action that ranges from producing and interpreting speech to drive the course of the conversation and determine what topics are taken up when they are reading something, people apply many of the same processes, but by using a skill that has taken years to learn. When they are writing something, authors compose, edit, and rewrite to build precise works for their readers (Clark & Clark 1980).

Psychology and Linguistics perceive that language is not merely about the structure, but also language behavior has a role of it. Psycholinguistics tries to analyze processes of psychology that occur when someone utters sentences that can be heard throughout the communication, and the role of language behavior must be acquired by human (Slobin, 1974; Meller, 1964; Slama Cazahu, 1973; Chaer, 2009: 5).

In other hand, Psycholinguistics can also deal with such problems related to language, namely language disorder, we can be able to identify

those problems by using this approach. The researcher deals with stuttering related to speech production and its relation with the words produced which form the complete or broken words.

Scovel (2008:131) states that there are three steps of acquiring the language, namely;

a) Acquisition:

1) After crying and babbling, babies try to utter first words or holophrastic stage. It seems that babies tend to use idiomorphs to say something.

2) They barely understand the word structure and use it without put any attention in the grammar rules. They produce words in more than one word. This step is called as two words stage

3) Telegraphic stage is the last stage of children before they speak fluent and obey the grammar.

b) Production:

The production of speech is neurologically and psychologically far more complicated than negotiating a flight of starts, but its intricacy also goes unappreciated until we suffer some linguistic disability or commit a slip of the tongue.

There are four stages in production of speech, namely;

1. Conceptualization

This is a syntactic thinking stage, which spawns the sequence of words which we typically think or when we talk about how

language is initiated and imagistic thinking which creates a more holistic and visual mode of communication.

2. Formulation

People tend to produce and comprehend sentence in a linear way, each additional piece of information we receive has the potential to force us to revamp our understanding of what we have already.

3. Articulation

The conceptualization and the formulation stage are the two important things that contain the concept of our thoughts and the words we arrange, articulation is the vital stage of production that aims to articulate our thoughts and words.

4. Self-monitoring

The way people monitor themselves during their utterances or conversations in order to fix the problems or mistakes.

b. Comprehension

It is the whole processes of acquiring, understand, and recognize every single word uttered. It means that we clearly understand of our meanings and hearer's meanings throughout conversations.

2. Speech and Language Disorder

Speech errors may take time in planning or executing, there are several problems found within utterance that may disturb the communication. There are three possible sources of planning difficulty; cognitive reasons, anxiety, and social reasons (Clark and Clark, 1977:37; Fauziati, 2004:137). Speech errors indicate that there are problems within people who suffer and disturb them from getting or saying something.

Language disorders are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and or morphology), semantics (meaning), or other aspects of language. Language disorders are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and or morphology), semantics (meaning), or other aspects of language. These problems may be receptive (involving impaired language comprehension), expressive (involving language production), or a combination of both of them. Language disorders can affect both spoken and written language, and can also affect sign language; typically, all forms of language will be impaired. (Dulm, 2002:111).

The disorder may happen throughout someone experience any obstacle to understanding language, it could be on their brain or other speech organs. It can be categorized in the following ways, namely acquired and developmental (Field, 2004);

1. Acquired

   An acquired disorder is an impairment which occurs after a first language has been fully established, it may derive from brain damage (particularly to the hemisphere) caused by illness, accident, or surgery.

2. Developmental

   A developmental disorder is an impairment which manifests itself during the acquisition of a first language that may derive from processing problems, as with dyslexia and dysgraphia or it might have affective causes, as in cases of stammering or stuttering.

There are several subsystems within language disorders which may affects utterances which produced by the speaker, namely;

a. Phonology

   The system of relationships among the speech sounds that constitute the fundamental components of a language.

b. Morphology

   The study of the internal structure of words and forms a core part of linguistic.

c. Syntactical

   The arrangement of words and phrases to create well-formed sentences in a language .

d. Semantics

   The branch of linguistics and logic concerned with meaning within word, phrase, sentence, or text.

e. Pragmatics

The branch of linguistics dealing with language in use and the contexts in which it is used, including such matters as deixis, taking turns in conversation, text organization, presupposition, and implicature.

3. Psychogenic Disorder

The abnormal utterance indicates that there is something wrong within the motoric activity, it happens in planning or executing the sentence that caused by several factors. Psychogenic is the way we utter word differently, it is also called as the speech variation to some extent. Chaer (2009:149) perceives that speech disorders can be grouped into two categories, namely; organic and psychogenic disorders.

The researcher focuses on psychogenic disorders that divided into 4 kinds, namely;

1) Spoiled

The disorder is called as spoiled or spoiling because there is an impression to be spoiled. It causes the changing of the sound or the phoneme. This symptom may happen to elders that become senile. It indicates that language has cerebral substrate (Chaer, 2009: 152). The way they spoil their utterances indicate that we want to get someone's attention and sometimes they deliberately say that. Spoiled does not require precise age, yet it can be found in any age.

2) Coquettish

The disorder is related to an excessive act as a girl. Other terms of coquettish are lisp or *lispelen*. It is considered as phonology syndrome (Cher, 2009: 153). They tend to move their mouth and lips that eventually produce swayed utterances.

3) *Ekolalla*

The disorder is an imitating act towards any object, in psycholinguistics, *ekolalla* indicates as locomotor syndrome. In negative term, there is *koprolalla*, it means that there is a repetition of saying 'slur' words throughout utterance (Chaer, 2009: 154).

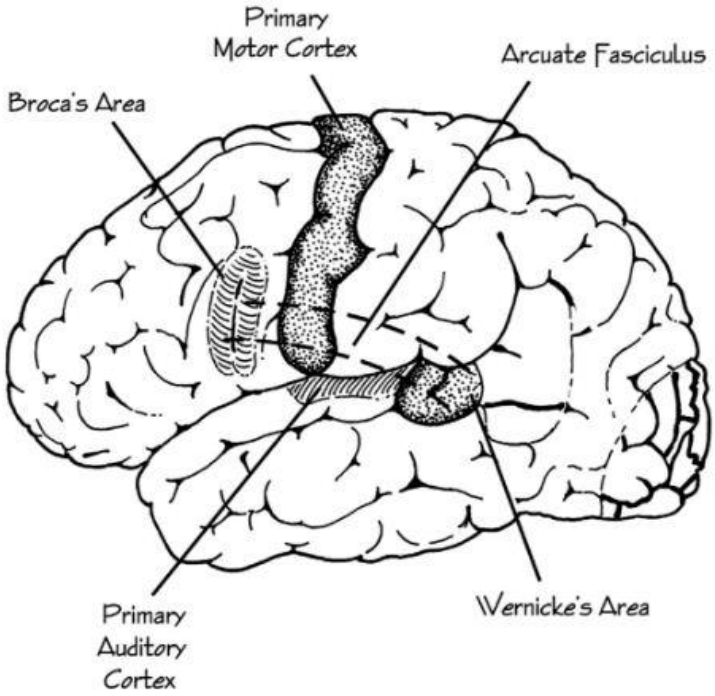
4) Stuttering

The disorder is a speech disorder in which sounds, syllables, or words are repeated or prolonged, disrupting the normal flow of speech. In other hand, stuttering is used to be classified as mild dysphasia (Sidharta, 1989; Chaer, 2009: 154).

Stuttering may be accompanied by struggling behaviors, such as rapid eye blinks or tremors of the lips. Stuttering can make it difficult to communicate with other people, which often affects a person's quality of life. (National Institute on Deafness and Other Communication Disorders, 2010).

4. Stuttering

Stuttering may affect someone's speaking ability, it causes dysfluency that occurs within their utterance. It is really the product of a constellation of problems, including difficulties with self-assertion, a confused self-image, a reluctance to express what you feel, bad speech mechanics and so forth. (Harrison, 2011). It means that there are many potential issues found within stuttering case, it is not merely about something clinical, but also other aspects apart of brain damages.



(Figure 2.1 Languages Area within the Brain)

The brain processes through several steps in order to deliver and understand the precise meaning. The language ability is located in the left cerebral hemisphere. Lavid (2003:25) states that the steps of comprehending

a thing require several processes, ears may tranfer the sound wave to neural impulses and those are transmitted to the auditory cortex, and those are delivered to Wernicke's area in order to deliver the meaning, the process needs to be delivered to Wernicke's area due to the meaning that needs to be visualised, then the impulses go through Broca's area as a receiver that leads the control of speech organ such as lips or tongue.

Lavid (2003) states that developmental stuttering and acquired stuttering both include stuttering speech as a symptom, but they are dissimilar in many ways. Acquired stuttering is characterized by differences from developmental stuttering in prevalence, dysfluencies, onset, course, and recovery.

Table 2.1 Developmental vs. Acquired Stuttering

	Developmental Stuttering	Acquired Stuttering
Types of dysfluency	specific	nonspecific
Occurence of dysfluency	at the beginning of speech	throughout speech
Onset	gradual	acute or gradual
Prevalence	common	very rare
Recovery	80%	varies

(**Figure 2.2** Types of Stuttering proposed by Lavid, 2003)

A. Characteristics of Stuttering

1. Repetition

The speaker tends to repeat the words after the first word uttered in the same form and the precise word. Repetitions are relatively unusual because normal people have very effective

'wipe the slate clean' mechanism (Aitchison, 1998:252; Fauziati, 2004: 149).

Example 1:

People start to use **m m m m m my** voices as their voice of their **G G G GPS (**Drew Lynch's first show in AGT).

The repetition occurs within Drew Lynch utterances, he repeats the broken form either the word "my" and "GPS". Those word become "m m m m my" and "G G G GPS".

2. Prolongation

The speaker tends to stretch the words which caused incorrect words within utterance or sentence. It means that the word eventually longer than the exact word. If a sound was prolonged twice it was counted both as a prolonged sound and as a repetition of sound (Pediatric Annuals, 2003: 455; Ramadhan, 2016:14).

Example 2:

I have the hardest time at the drive thru. You know, cause-cause-cause you **gottttta** you **gotttta** say the say the **ordeeeeeer** fast **(**Drew Lynch's first show in AGT).

The prolongation occurs within Drew Lynch utterances, he prolongs the words "gotta" and "order", those words become "gottttta" and "ordeeeeeer".

3. Block

The speaker tends to stop in an abnormal stoppage which caused broken sentence form. This difficulty causes incomplete words. The blocks were usually preceded by negative thoughts such as “I anticipate stuttering.” “I do not want to stutter with this person.” “This word is hard for me.” (Harrison, 2011:349).

Example 3:

> I come along some--- people who don’t think they don’t think that like I did a show one time where a guy does a double like “hey, you you you can’t just make make fun of disabilities just cuz you have have one” **(**Drew Lynch’s first show in AGT).

The block occurs within Drew Lynch utterances, it means that Drew wants to complete his sentence but he has difficulty to complete it and eventually he pauses his sentence and then he completes his full sentence.

B. Stuttering Behavior

Stuttering behavior occurs when someone in conversations that followed behavior which interrupts the utterances. Wingate (1964) states there are two types of stuttering behaviors, namely;

a) Core Stuttering Behaviors:

1. Disordered breathing, including antagonism between abdominal (belly) and thoracic (upper chest) respiratory muscles; complete cessation of breathing, and interrupting exhalation with inhalation.
2. Disordered vocal folds, including high levels of muscle activity or muscle tension; poor laryngeal too late or holding tension too long; and poor coordination of laryngeal muscles, e.g., incompatible contractions of opposing muscles.
3. Disordered articulation, including dysfunctions of the lips, jaw, and tongue in stuttering. In general, stutterers place their articulators in the right positions (in contrast to other speech disorders such as lisping, in which individuals form incorrect sounds), but time the movements wrong.
4. Low-frequency tremors in the neck, jaw, and lip muscles of adult stutterers. These are found to a lesser extent in older children, and not found in young children who stutter.

b) Secondary Behaviors:

1. Physical movements such as eye-blinking, forehead wrinkling, sudden exhaustion of breath, frowning, or nostril quivering.

2. Gross (large) muscle movements such as head jerks or slapping one's thigh in an attempt to release a vocal fold block or other over tense speech-production muscle.

3. Avoidance of feared words, such as substitution of another word.

4. Postponement of a feared word, with pauses or filler words.

5. Interjected "starter" sounds and words, such as "um," "ah," "you know," or "in other words."

6. Repeating a sentence or phrase "to get a running start."

7. Vocal abnormalities to prevent stuttering, such as speaking in a rapid monotone, affecting an accent, or using odd inflections.

8. Looking away from the listener, not maintaining eye contact.

9. Articulating an unrelated sound, e.g., forming a /t/ sound when trying to say /s/.

5. Speech Production

Speech production is the processes transforming a nonlinguistic conceptual structure representing a communicative intention into a linguistically well-formed utterance (Bock, 1995).

Speech production is way important due to human provide utterances or sentence. We are able to identify the well or broken formed words or sentences. We may consider that speech production produces words that may be uttered either for correct or incorrect form.

There are four stages in production of speech, namely;

1. Conceptualization

   This is a syntactic thinking stage, which spawns the sequence of words which we typically think or when we talk about how language is initiated and imagistic thinking which creates a more holistic and visual mode of communication.

2. Formulation

   People tend to produce and comprehend sentence in a linear way, each additional piece of information we receive has the potential to force us to revamp our understanding of what we have already.

3. Articulation

   The conceptualization and the formulation stage are the two important things that contain the concept of our thoughts and the words we arrange; thus, articulation is the vital stage of production that aims to articulate our thoughts and words.

4. Self-monitoring

The way people monitor themselves during their utterances or conversations in order to fix the problems or mistakes.

Whereas introspection and research have suggested that models of speech production need to incorporate the following stages (Field, 2014:284) namely;

1. Conceptual stage, where the preposition that is to be expressed is identified, but in abstract form.
2. Syntactic stage, where an appropriate frame is chosen, into which words are to be inserted.
3. Lexical stage, where a meaning-driven search of the lexicon takes place, supported by cues as to the form of the target word.
4. Phonological stage, where the abstract information gathered so far is converted into a speech-like form.
5. Phonetic stage, where features such as assimilation are introduced, and instructions are prepared to the muscles that control the articulations.

In other hard, there are several steps of planning and executing speech, we have to go through these steps in order to produce the sentence. Fauziati (2004) states that in planning and executing speech, speakers go through the processes as follows; discourse plan, sentence plan, constituent plan, articulatory, program, and articulation.

1. Discourse Plan

The speakers decide what kind of discourse they are going to take part in (Fauziati, 2004: 136). The utterance that we utter must be well formed in order to deliver the accurate meaning.

2. Sentence Plan

The speakers have to select the right sentence suitable with the discourse (Fauziati, 2004:136). The speakers must obey the grammatical rules within their sentences that eventually help them to convey their messages or meanings.

3. Constituent Plan

The speakers already had the design and for further messages, they have to mind their word, diction, etc. Speakers generally plan more than one word at a time and not the whole sentence at once (Fauziati, 2004: 137).

4. Articulatory Program

The speakers have further step of getting their sentence to be completed, they have to go through their memory that is able to process their sentences. In additional, Fauziati (2004: 137) states that articulatory program contains the phonetic segment, stresses, and intonation.

5. Articulation

The speakers have the final process namely articulation, they have to execute their utterances by saying what they want and refer to. This process results in audible sounds, the speech the speakers intend to produce (Clark and Clark, 1977: 225; Fauziati, 2004:137).

6. America's Got Talent

America's Got talent was created by Simon Cowell and is co-produced by Freemantle and Syco Entertainment. Simon Cowell, Sam Donnelly, Jason Raff, Trish Kinane, and Richard Wallace are the executive producers.

The "Got Talent" format has had more than 900 million global viewers since it began airing in 2006 and has aired in 194 markets wordwide. "Got talent" holds the Guinness World Records title as the Most Successful Reality Television Format in history, with 70 local versions produced across Europe, Asia Pacific, the Middle East, Africa, and the Americas. (www.nbc.com/americas-got-talent)

NET TV as the local Television Station often show the America's Got Talent show for each season. The show itself aims to find out any special talent around the world.

7. Drew Lynch

Drew Lynch was born in Indianapolis, Indiana and raised in Las Vegas, Lynch graduated high school with aspirations of becoming a fully articulate film actor in Los Angeles. At age 20 at a company softball game, Lynch got hit in his vocal cord with a ground ball (www.indystar.com/story/entertainment/2015/09/16/indys-drew-lynch-captures-runner-up-americas-got-talent/32533691).

In 2015, Drew Lynch captured the hearts of America with his Golden Buzzer performance on season 10 of America's Got Talent, the relatability of Drew's real-life situations in dealing with a stutter propelled him each week of the competition – advancing to the finals and ultimately landing second place on season 10 of America's Got talent (www.imbd.com/name/nm6756559/bio?ref_=m_mn_ov_bio).

Drew becomes a 'severe stutter' comedian that brings him to his new life due to his past when he joined the softball team and got his vocal cord injury that caused him getting severe stutter. He decided to look forward and keep being a comedian in spite of his severe stutter is getting worse. This condition may reflect to psychogenic cause due to the sufferer has physical injury and it is not happened within brain's parts.

Table 2.1 Drew Lynch Biography

No	Year	Moment
1	1991	Drew Lynch was born in Indianapolis, Indiana
2	2011	Drew Lynch got an injury of the softball game and hit his vocal cord.
3	2011	Drew joined a sitcom entitled 'How I Met Your Mother'.
4	2012	Drew Lynch set up his YouTube channel
5	2015	Drew Lynch joined the America's Got Talent as a stand-up comedian.
6	2015	Drew Lynch made a debut in an episode of "Dogs and Me".
7	2016	Drew Lynch joined the IFC's comedy in a 'Maron'
8	2017	Drew joined the TV series 'Cassandra French's Finishing School' as Doug.

9	2017	Drew Lynch worked in Adam Marcus' directorial venture 'Drew Lynch: Did I Stutter'.
10	2018	Drew Lynch debuted on British horror movie entitled 'Secret Santa',

A. Previous Studies

The first previous study is a psycholinguistics analysis on stuttering portrayed in the king's speech movie by Sari (2014). This research is focused on stuttering treatment by using psychoanalytic therapy which consists of Freudian talking cure, releasing repressed anger through cursing, and cognitive behavioral therapy, and mechanic therapy which consists of rolling on the floor while speaking, fluency shaping, and stuttering modification.

The first previous study has similarity and dissimilarity with the researcher's finding, the similarity belongs to the method of collecting data which uses descriptive qualitative method, the object is taken from movie or video. The dissimilarity belongs to the previous study only focuses on analysis of stuttering whereas the researcher's study focus on both analysis of stuttering and its relation with speech production which effects on utterance.

The second previous study is a psycholinguistics analysis on a stuttering character in rocket science by Nugraha (2017). This research is

focused on the types of dysfluencies, types of associated behaviors, and kinds of treatments experienced by the character in Rocket Science.

The second previous study has similarity and dissimilarity with the researcher's finding. The similarity belongs to the method of collecting data which uses descriptive qualitative method, the object is taken from movie or video, and types of dysfluency. Whereas the dissimilarity belongs to the types of associated behaviors, and the kinds of treatments experienced by the character within Rocket Science movie.

The third previous study is the characteristics of the utterances produced by an Indonesian male adult with developmental stuttering by Darmadie (2012). This research is focused on the characteristics of the utterances such as; repetition, prolongation, and block that occurred in the male adult stutter.

The third previous study has similarity and dissimilarity with the researcher's finding. The similarity belongs to the characteristics of utterances (repetition, prolongation, and block), and the object that is taken from movie or video. Whereas the dissimilarity belongs to the way researcher finds the finding by recording the face to face conversation and conversation through mobile phone.

The forth previous study is the expressive language disorder of the cerebral palsy in skallagrigg movie by Fikrotus (2015). This research is focused on articulatory disorder (manner of articulatory), phonological disorder (substituting, failure, and omitting sound), voice disorder (improperly, talking too long, and unnatural pitch), and stuttering

(dysfluency and pauses).

The forth previous study has similarity and dissimilarity with the researcher's finding. The similarity belongs to the method of collecting data, and the object that is taken from movie or video. Whereas the dissimilarity is the object of the finding, this research is broader than the researcher's finding (it includes phonological disorder; substituting, failure, and omitting sound, voice disorder; improperly, talking too long, and unnatural pitch, and stuttering dysfluency and pauses instead of picking up with only one object of finding.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher is about to present the method applied within the finding in order to answer the research questions. This chapter involves the research design, the subject of the study, data and source of data, the technique of collecting data, and the technique of analyzing the data, data reduction and data validation.

A. Research Design

Qualitative research methodology means to imply more than a practical technique or procedure for getting the data, but it also implies the data through several steps involving activities that are intellectual, analytical and interpretive (Mason 2002:52). In order to find, collect, and analyze the data, the researcher uses qualitative method. In this case, the research contains the utterances or lingual data, it also contains the first until the last steps of analysing the research, namely; watching the video, write down the transcript, arrange the data, and give the table and explanation. And the verdict is to show the data and its explanation with supported theory behind and previous studies involved.

B. Data and Source of Data

Source of data in qualitative research are words and event. In addition, Lofland (1984) states that data can be document or others. In this case, the researcher uses the video of Drew Lynch's performances in America's Got Talent 2015 as the data.

The researcher chooses two sources of data, the primary data is the video of Drew Lynch's utterances within America's Got Talent 2015. It contains the dysfluency of Drew Lynch's utterances throughout his performances in America's Got Talent until the last performance, it carries out the transcript which contains the utterances, sort the utterances, and make the tables and explanations.

The secondary data is the videos of Drew Lynch's stutter story on several articles, and interviews related to his stutter story. In this finding, the researcher explains the way stuttering affects Drew Lynch's speech production when he is about to produce words within his utterance.

C. Technique of Collecting Data

The researcher is using note-taking technique as a method of collecting the data. Note taking is a system that aims to record any information which includes the last name of author, page, and related information (Nazir, 1988:124-125; Suherman, 2015:23).

In documentary sources, there are several steps that the researcher has to deal with, namely;

1. Watching

   The researcher watches, understands, and comprehends the data through Drew Lynch's performances in America's Got Talent 2015 on YouTube

2. Note taking

   The researcher takes notes in order to write down Drew Lynch's utterances as the main data of the research

3. Selecting the data

   The researcher selects the data from the previous data into the verified data

4. Concluding

   The researcher concludes the data after several steps above and creates tables in order to show the data.

The collected data are written in table form. The table contains data number, utterance, and characteristics of stuttering found within the research (Repetition that contains sound and syllable repetition, monosyllabic whole-word repetition, and complete word repetition, Prolongation that contains sound prolongation, and Block that contains broken word blocking, interjection, audible and silent blocking, and circumlocutions blocking).

In order to explain the data, the researcher needs to arrange the data and make tables that contain the data. The table aims to help the researcher explaining the data in the fourth chapter. There are several codes that the researcher used, namely:

Table 3.1. Data Coding

Number of Data	Utterance	Characteristics of Stuttering		
		RP	PL	BL
001/D/S/RP/PL/BL	**Y ye ye yes my name mmm my name** is drew a-- **I have I have I have** a stutter, **that's what that's what** that is	V	V	

001 : Number of Datum

D : Drew Lynch

S : Stuttering

RP : Repetition

PL : Prolongation

BL : Block

D. Technique of Analyzing Data

After the researcher collects the data by using qualitative method, there are several steps to analyze the data by using primary and supporting theory related to the research, namely;

1. Identification

   The researcher collects the data and identify the types of stuttering and the forms by using Lavid (2003)'s theory and speech production patterns by using Fauziati (2004).

2. Classification

   The researcher classifies the categories of each types of stuttering by using Lavid's theory (2003).

3. Data Analysis

   The researcher analyzes the data by using several steps, namely;

   a. Watching the video
   b. Takes notes of the utterances
   c. Analyzes and creates tables in order to show the data.

In analysing the data, there are three processes of analysing the data, namely; data reduction, data display, and conclusion drawing or verification. The theory of data analysis used within the research belongs to Miles and Huberman (1984).

1. Data reduction

   Data reduction is the way the researcher reduces the data through the formula or the theory used within the research. Miles

and Huberman (1984) states that Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. The data contain the observation of the research, namely the data that is taken from Drew Lynch performances in America's Got Talent 2015. In doing data reduction, the researcher through several processes, namely; the researcher finds out the video of Drew Lynch performances in America's Got Talent through YouTube due to the researcher finds out the complete videos there. Additionally, data reduction occurs continuously throughout the life of any qualitatively oriented project (Miles and Huberman, 1984: 21).

2. Data Display

The researcher needs to put the data in display forms. Miles and Huberman (1984) states that a display is an organized assembly of information that permits conclusion drawing and action taking. The data display aims to present the data that has been observed in order to make it easy to understand. In addition, the most frequent form of display for qualitative data has been narrative text (Miles and Huberman, 1984:21).

3. Conclusion Drawing

The third process of analysing the data is conclusion. Miles and Huberman (1984) states that qualitative analyst is beginning

to decide what things mean, is nothing regularities, patterns, explanations, possible configurations causal flows, and proposition, the final conclusions may not appear until data collection is over. In the research, the data that already put on the data display, namely the stuttering utterances of Drew Lynch in America's Got Talent need to be analysed for further in order to conquer the conclusion, and eventually all the data need to be checked up in order to get the validity through triangulation.

E. Data Validation

Validation seems to be the important step within the research, Creswell, 2000:201) states that validity is one of the strengths of qualitative research, and it is based on determining whether the findings of the research are accurate or way far from the standpoint of the research. The researcher asks the expert that is capable of determining the findings that are either accurate or not, the researcher asks Mr. Bayu Dewa Murti, M. Hum as the validator of the research.

Validation requires several steps such as discussing the research, rechecking the findings, and verifying the findings in order to get the objectivity within the research. The research contains codes and tables that consist of the findings, hence the researcher finds the objectivity through data validation and eventually the validator gives the validated data that is must be put on the discussion chapter.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the researcher focuses on research findings and research discussion of stuttering found within Drew Lynch's performances in America's Got Talent 2015 and its relation with speech production. The researcher analyzes the findings in order to reveal and answer the problem statements, namely; the type of stuttering and its characteristics and the relation of psychogenic stuttering with speech production. The researcher uses Lavid's theory (2003) as the theory of stuttering and its characteristics and Fauziati's theory (2004) as the theory of defining the relation of stuttering and speech production.

The first objective of the research is to describe the type of stuttering and its characteristics through Drew Lynch's Performances in America's Got Talent 2015. The data has been validated by Bayu Dewa Murti, M. Hum as the expert of linguistics field. The researcher creates the table in order to show the verified data containing the characteristics of stuttering and the amount of each characteristics. The second objective of the research is the relation between stuttering and speech behavior or speech production which affects someone's speaking ability. The characteristics of stuttering is mentioned within table 4.1 and the flow of the speech is mentioned within table 4.2

Table 4.1 Characteristics of Stuttering

No	Characteristics of Stuttering	Frequency	Percentage
1	Repetition	67	56%
2	Prolongation	11	9%
3	Block	42	35%
Total		120	100%

There are 120 data found within Drew Lynch's utterances in America's Got Talent 2015 and three big characteristics of stuttering, namely; repetition, prolongation, and block. The researcher found out 67 data of repetition, 11 data of prolongation, and 42 data of block, in extended classifications of each characteristics of stuttering are found within Drew Lynch's utterances such as; repetition contains sound and syllable repetition (25,88%), monosyllabic whole-word repetition (8,82%), and complete word repetition (28,23%), prolongation contains sound prolongation (6,47%), and blocking contains broken word blocking (24,11%), interjection (4,70%), audible and silent blocking (0%), and circumlocution blocking (1,76%).

Table 4.2 Speech Production

Flow of the Speech	Distinctive Features	Phonetic Segments	Syllables	Words	Larger Constituent
	0	34	28	56	0
Total	120				

The researcher found that there are 120 data of articulatory pattern within speech production. Drew Lynch produces the sentences that consists of repetition, prolongation, and block. The characteristics of stuttering have the most dominant pattern in words due to he produces the sentence and fills the repetition by using complete word repetition. In phonetic segments, Drew produces phonetic repetition and block within the sentence, whereas in syllables, Drew produces sound and syllable repetition that is perceived as broken form of word.

A. Stuttering and Its Characteristics

Stuttering is a kind of dysfluency that affects someone's ability of saying anything. There are three types of stuttering namely; neurological stuttering, developmental stuttering, and psychogenic stuttering. In the research, the researcher finds out that stuttering has been classified into a small group that becomes a part of psychogenic stuttering (the kind of stuttering that affects someone's ability due to anxiety, depression, or any stressor). The researcher has done to classify the characteristics of stuttering, namely;

1. Repetition

Repetition is repeated words that occur throughout utterances that may disturb the conversation. Repetition is pretty common characteristic of several disorders such as Aphasia or Stuttering. This characteristic is usually found in broken or complete form within utterances. Someone who has severe stutter tends to produce broken form instead of complete form of the word. The researcher found out 67 data of repetition within Drew Lynch's utterances. Lavid (2003:4) divides repetition into 3 categories, namely;

a. Sound and syllable repetition

Sound and syllable repetition is the pattern of repetitive syllables occur between or within the word. In general, sound and syllable repetition happens when the speaker tries to reach the following word and yet is not able to complete the word, it eventually forces the speaker to repeat the same syllable. For instance, the datum 014/D/S/RP/ shows that there is sound and syllable repetition. Drew repeats the syllable / s- / within his utterance.

Table 4.3. Sound and Syllable Repetition

Datum 014/D/S/RP/00:01:49
I feel a lot of res- responsibility to show show **/ s- /** show people that you can turn any anything into into a positive”

Drew begins to introduce himself and his ‘severe’ stutter to the judges and audiences. In this utterance, he repeats the syllable / s / before he says / shows /, sound and syllable repetition occurs when someone needs to complete the sentence but eventually creates repetitive syllable before or after the uttered word.

Table 4.4 Sound and Syllable Repetition

Datum 02/S/D/RP-PL-BL/ 00:00:09
Y ye ye yes my name mmm my name is drew a-- I have I have I have stutter, that's what that's what that is.

Drew starts his performance by introducing himself, he tells his condition to the judges that he has a severe stutter which causing dysfluency of his speaking ability and that is the reason why there are repetitive words within his utterance. When drew said "Yes my name is Drew" he said it with broken form and repeated the word.

Repetition is not merely a word that repeated with precise form but sometimes, there is uncomplete or addition that accompanied the words. According to Lavid (2003:5) this type of repetition is sound and syllable repetition which means that there is uncomplete word occurs within the utterance. The word 'yes' changes into syllable that means it is broken form of the word, it becomes /y/ /ye/ /ye/. The sentence becomes '**/y/ /ye/** yes my name m- my name is Drew a- I have I have I have stutter, that's what that's what that is'.

b. Monosyllabic whole-word repetition

Monosyllabic whole-word repetition is the common repetitive word that often happens within developmental or acquired stuttering. This category consists of a single repetitive syllable. For instance, the datum 018/D/S/RP/ shows that there is monosyllabic whole-word repetition due to it contains a single repetitive syllable. Drew repeats 'I' within his utterance

Table 4.5 Monosyllabic whole-word repetition

Datum 018/D/S/RP/00:02:24
No, I mean I mean she's she's uh sorry, try not to get emotional, she she took her she took she took on three key jobs so uh- so /**I/ /I/ /I/** could I could **/I/ /I/** could pursue I could pursue this.

Stern asks Drew whether his girlfriend is quite supportive to stay behind and support him or not, Drew decides to give the answer that his girlfriend is a hard worker and always support him. While giving the explanation, Drew repeats monosyllabic whole-word repetition that contains a single complete syllable within

his utterance, it occurs when Drew says /I/ and follows by other /I/s.

Table 4.6 Monosyllabic whole word repetition

Datum 04/ D/S/RP/00:00:23
For for about four years ago **I I I** did **I** did want to always do co co comedy

Drew starts to share his past experience of becoming a comedian for about four years ago before he gets stuttering. There is mono syllabic repetition issue found within this sentence, Drew repeats the monosyllable 'I' four times, it becomes 'For for about four years ago **/i/ /i/ /i/** did **/i/** did want to always do co comedy'.

Monosyllable whole-word repetition is the type of complete syllable that found within the sentence, repeated words that occur throughout the conversation may look different even though the forms are same due to the differences of muscle movements (Freeman, 1975; Shapiro, 1980; Karniol, 1995:114). The pattern of Drew utterance here shows that there is word and syllable pattern, Drew repeats the monosyllable /I/ four times.

c. Complete word repetition

Complete word repetition is the complete form of repetitive word. This category contains repetitive words that occur before or after the word and emerges the secondary behavior such as flustered, or tongue-tied. For instance, the datum 024/D/S/RP/BL/ shows that it there is complete word repetition, Drew repeats the word 'thousand' within his utterance

Table 4.7. Complete word repetition

Datum 024/D/S/RP/BL/00:03:46
It's it's like it's like in in in one one one **thousand thousand thousand** feeeet make make a make a make a le-le- left- uh you you turn.

Drew pretends his voice as a voice of GPS. He gives a direction to the user and a bit confuses them due to his speaking ability forcing him to arrange the sentence with repetitive word. The word 'thousand' is repeated 3 times with complete word repetition.

Table 4.8. Complete word repetition

Datum 034/D/S/RP/BL/00:11:00
So I just **look look** like a guy who gave his s his dog stutter.

Drew often find himself being the voice of his dog when people ask him anything related to his dog. People may think that either the dog or Drew has stutter. The researcher found that there is complete word repetition. Drew repeats the word 'look' two times, it means that he says repetitive in the same word. The sentence becomes 'So I just **/look/ /look/** like a guy who gave his s his dog stutter'.

2. Prolongation

Prolongation is prolonging words as the normal words have to be. This characteristic occurs due to the vocal nerve of PWS (People Who Stutter) is not able to utter the word properly. The condition of this characteristics is often accompanied by anxiety or feeling depressed. This characteristic seems like having an urge to complete the sentence yet disrupting the flow of the speech. The researcher found out 11 data of prolongation within Drew Lynch's utterances. Lavid

(2003:4) also perceives prolongation as sound prolongation, it means that prolongation occurs within the sentence. For instance, the datum 026/D/S/RP/PL/BL/ shows that Drew prolongs the word ‘some’ and ‘disabilities’ within his utterance

Table 4.9. Prolongation

Datum 026/D/S/RP/PL/BL/00:04:27
I’ve come along some **sooommme** people who don’t think they don’t think that like I did a show one time where where a guy does like “hey, you you you can’t just m m make fun of dis **disabiiiilities** ju just because you you you have have o- one.

Drew pretends to be people who mocked him when he had a stand-up comedy show, he tries to tell his story backward and eventually causing prolongation. There are ‘some’ and ‘disabilities’ that seem to be prolonged by him due to his nerve is not able to complete the word yet it forces him to prolong the word instead. Prolongation occurs when someone insists to keep the intented word to be uttered instead of changing another word.

Table 4.10. Prolongation

Datum 022/D/S/RP/PL/BL/00:03:11
You know cause cause you cause cause you goo you **goootta** say the say the **ordeeer** fast and you're t- you're t- and you're talking **throuuugh** an **intercooom** like I don't know why I I would work there

Drew pretends to be a customer that is about to order something through the intercom at the drive thru service, his voice will become odd due to the obligation of saying the order fastly. The researcher found that there are several sound prolongation within the utterance, Drew prolongs several words such as 'gotta', 'through', and 'intercom'. The prolongation seems to be the one factor of acquired stuttering or even any severe type of stuttering.

The prolongation is also found within severe developmental stuttering, it has quite distinctive pattern when the speaker says certain word, it occurs when someone speaks way fast. The sentence becomes 'you know cause cause you cause cause you goo you **/go---tta/** say the say the **/orde---r/** fast and you're t- you're t- and you're talking **/throu---gh/** an **/interco---m/** like I don't know why I I would work there'.

3. Block

Block is the disrupted words within utterances that occurs when the speaker is about to utter any word and yet eventually causing disrupted sentence. This characteristic is hardly found within stuttering. Drew Lynch has severe stuttering that leads him to have this characteristic. The emerge of block seems to be the one factor of severe stuttering that causing broken form between, after, or before the word. Lavid (2003:5) divides block into 4 categories, namely;

a. Broken word blocking

Broken word blocking is the block within the word, it is also called as pause. Broken word blocking is quite common within speech impediment due to the speaker is not able to assemble the word and eventually causes pausing. Drew has this pattern of blocking characteristic that forces him to arrange the word properly. For instance, the datum 032/D/S/RP/BL/ shows that there is broken word blocking when Drew is about to utter ‘how’ within his utterance.

Table 4.11. Broken word blocking

Datum 032/D/S/RP/BL/00:10:00
But, th th those come up and h h hi? What's what's what's your your name? **/h (pause) how/** how old are ya? And ah- and just wait. So s- so now I have I have the answer in in in the voice I I think she might have.

Drew tells the audiences about his feeling of having a dog named Stella, whenever he goes to somewhere, there is a bunch of people come up to him and ask his dog, so he pretends to be his dog by giving the answer with his 'stutter' voice. He creates pausing when he says 'how', broken word blocking occurs when someone needs to pause his sentence but in a wrong place, it happens within, before, or after the word.

Table 4.12. Broken word blocking

Datum 015/D/S/RP/BL/00:02:01
Uh well, I I guess you're not **s-** supposed supposed to supposed to go to sleep on a con- concussion

Drew creates a pause within his utterance, he is not able to utter the word ‘supposed’, and he eventually produces pausing due to his speech impediment. The researcher found that there is broken word blocking when Drew says the word ‘supposed’, he creates the pause /s-/ when he wants to utter the word ‘supposed’, The sentence becomes ‘Uh well, I I guess you’re not **s-(pause)** supposed supposed to supposed to go to sleep on a con- concussion’.

b. Interjection

Interjection is another form of pausing. This category is also known as filled pause. The speaker tends to fill the pause by using several expression such as ‘uhm’, ‘oh’, or ‘well’. Drew has this category when he creates blocking within the word. For instance, the datum 010/D/S/RP/BL/ shows that there is interjection when Drew says ‘uhm’ within his utterance.

Table 4.13. Interjection

Datum 010/D/S/RP/BL/00:01:01
My girlfriend **/uhm-/** encouraged me to try just talking about those those things on stage and I started to do comedy as a way of like I guess cop coping with it,

Drew's girlfriend tries to convince him to be able to do stand-up comedy through his stand-up career even though he has stutter. Drew creates interjection when he says 'uhm' before he completes the sentence. Interjection is also classified as a part of secondary behavior of stuttering, it also known as filled pausing.

Table 4.14. Interjection

Uh well, I I guess you're not s- supposed supposed to supposed to go to sleep on a con- concussion but uh and I know I- know that now

Drew makes a joke about himself when the judges ask him to explain the reason why he got stutter. He says 'sleep on concussion' that means it needs many times to

explain his condition to others because stuttering is way complicated. The researcher found that there is interjection, Drew creates filled pause with /uh well/, the sentence becomes '**/Uh well/**, I I guess you're not s-supposed supposed to supposed to go to sleep on a con-concussion but uh and I know I- know that now'.

c. Audible and silent blocking

Audible and silent blocking is the form of pausing that is more longer than broken word blocking, but it has different pattern, audible and silent blocking has complete form rather than broken word blocking, it occurs when the speaker is about to utter any word while there is no or little sound is conveyed. Drew does not have this kind of pattern, it is hardly found within psychogenic stuttering, but Drew has broken word blocking instead.

d. Circumlocution blocking

Circumlocution blocking is another form of pausing, it substitutes the previous syllable or word into the new syllable or word in order to avoid any problematic word. This is quite common due to human's ability of selecting intended word or replacing the new

previous word with the new one. This pattern occurs when the speaker decides to replace the exist word with the new word due to his tongue that is tied or when the speaker speaks way fast. For instance, the datum 064/D/S/RP/ shows that there is circumlocution blocking, Drew creates circumlocution blocking within his utterance, he decides to shift his sentence by replacing the previous monosyllable 'I' with 'numbers'.

Table 4.15. Circumlocution Blocking

Datum 064/D/S/RP/00:20:53
I / **uhm** / num num numbers are are are so so so hard for for for me so so hard like when when when I first me me met my girlfriend.

Drew changes the flow of his utterance, he takes off his intended word by changing it to the new word, it aims to get rid of any problematic sentence due to the intended word is not the precise word as he wanted to utter. Furthermore, this category has difference with filled pause or interjection. Interjection does not require any new word to be the next word after the intended word has been uttered, whereas circumlocution blocking

requires any new word in order to prevent any problematic clause or sentence.

Table 4.16. Circumlocution Blocking

Datum 067/D/S/RP/00:22:09
I'm like a a a a here's here's s our C's. **uhm**, is her her her her boobs are small smaller? So when when when I count count count out loud it's boob boob boob. Thank thank thank thank you guys so so so so much.

Drew tries to explain to his girlfriend when he gives her the email on their first meeting. His girlfriend is a bit confusing due to Drew's stutter that forces him to utter repetitive words. The researcher found that there is circumlocution blocking, Drew creates filled pause with /uhm/ and tries to shift the discussion. The sentence becomes 'I'm like a a a a here's here's s our C's. **/uhm/** is her her her her boobs are small smaller? So when when when I count count count out loud its boob boob boob. Thank thank thank thank you guys so so so so much

B. Discussion

This chapter consists of the discussion of the research findings. There are two problem statements within the research. The researcher focuses on the type of stuttering and its characteristics of Drew Lynch' stuttering and the way Drew Lynch produces his utterances and its relation with speech production. The researcher found out that there are 120 data of Drew Lynch's utterances that contains the stuttering characteristics and the relation with speech production.

A. Characteristics of Stuttering

1. Repetition

Repetition is repeated words that occur throughout utterances that may disturb the conversation. Repetition is pretty common characteristic of several disorders such as Aphasia or Stuttering. This characteristic is usually found in broken or complete form within utterances. Someone who has severe stutter tends to produce broken form instead of complete form of the word. The researcher found that there are 3 patterns of repetition characteristics, namely;

a. Sound and syllable repetition

Sound and syllable repetition is the pattern of repetitive syllables occur between or within the word. In general, sound and syllable repetition happens when the speaker tries to reach

the following word and yet is not able to complete the word, it eventually forces the speaker to repeat the same syllable.

Drew starts his performance by introducing himself, he tells his condition to the judges that he has a severe stutter which causing dysfluency of his speaking ability and that is the reason why there are repetitive words within his utterance. In Datum 02, Drew says "Y ye ye yes my name mmm my name is drew a-- I have I have I have stutter, that's what that's what that is. When drew said "Yes my name is Drew" he said it with broken form and repeated the word. Repetition is not merely a word that repeated with precise form but sometimes, there is uncomplete or addition that accompanied the words.

According to Lavid (2003:5) this type of repetition is sound and syllable repetition which means that there is uncomplete word occurs within the utterance. The word 'yes' changes into syllable that means it is broken form of the word, it becomes /y/ /ye/ /ye/. The sentence becomes '**/y/ /ye/** yes my name m- my name is Drew a- I have I have I have stutter, that's what that's what that is'.

In datum 055, Drew says 'N n no we're we're not breaking up, I I I'm two two weeks late, and and and I'm not a woman', Drew shows his anger of having stuttering, he sometimes faces any inconvenience, when he is about to pay the bills, unfortunately the teller is not able to identify himself

as a man, yet the teller assumes himself as a woman instead, hence, his speech is higher due to his anger, but the teller assumes that they are breaking up, she is not able to hear Drew's voice clearly.

The researcher found that there is sound and syllable repetition within the sentence, Drew repeats the word 'no' with broken form, he repeats it with syllable /n/, and he has this such pattern to fulfill the repetitive word. The sentence becomes **'/N/ /n/** no, we're not breaking up, I I I'm two two weeks late, and and and I'm not a woman'.

Drew goes to mart for paying the bills, he shows his anger due to there is miscommunication between him and the teller. Besides, he has severe stutter which impacts on his speaking ability that causing repetition. In datum 056, Drew says 'I l- l- look up and I'm I I I'm ri- right in front of tam tam tampons'. The researcher found that there is sound and syllable repetition within the sentence. Drew repeats the word 'right' with syllable /ri-/, it indicates that there is sound and syllable repetition within his utterance. The sentence becomes 'I l- l- look up and I'm I I I'm **/ri-/** right in front of tam tam tampons.

In datum 023, Drew pretends to be the voice of the GPS, the audience are laughing due to his speaking ability that bothers the flow of his speech. Drew says 'I wa I wa I wanna

I wanna get to where pep pep people start start to use m- m- m- my my voices as as the voice of their G G GPS', he repeats the word 'wanna' or 'want to' and changes it into syllable /wa-/ which indicates that it is broken form repetition. The researcher classifies that it is sound and syllable repetition due to the pattern of his utterance that using syllable pattern /wa-/, the sentence becomes 'I /**wa/** I /**wa/** I wanna I wanna get to where pep pep people start start to use m- m- m- my my voices as as the voice of their G G GPS'.

b. Monosyllabic whole-word repetition

Monosyllabic whole-word repetition is the common repetitive word that often happens within developmental or acquired stuttering. This category consists of a single repetitive syllable.

In datum 04. Drew says 'For for about four years ago I I I did I did want to always do co co comedy'. Drew starts to share his past experience of becoming a comedian for about four years ago before he gets stuttering. There is mono syllabic repetition issue found within this sentence, Drew repeats the monosyllable 'I' four times, it becomes 'For for about four years ago **/i/ /i/ /i/** did **/i/** did want to always do co comedy'.

Monosyllable whole-word repetition is the type of complete syllable that found within the sentence, he repeated words that occur throughout the conversation may look different even though the forms are same due to the differences of muscle movements (Freeman, 1975; Shapiro, 1980; Karniol, 1995:114). The pattern of Drew utterance here shows that there is word and syllable pattern, Drew repeats the monosyllable /I/ four times.

Drew throws a joke to the audiences when he says that he has a severe stuttering that affecting his voice on the phone while talking to someone, in datum 037, he says 'Uh h h hi, so I I I realized that wh when I talk talk on on the phone, it s- s- sounds like bad reception, just just just sounds like I I have s- s- sprint', his voice sounds like bad reception as same as when he runs. The researcher found that there is monosyllabic whole-word repetition within the utterance, Drew repeats /I/ several times. Lavid (2003:5) states that the characteristics of stuttering disrupt the flow of someone's speaking ability and causing dysfluency. The sentence becomes 'Uh h h hi, so **/I/ /I/ /I/** realized that wh- when I talk talk on on the phone, it s- s- sounds like bad reception, just just just sounds like **/I/ /I/** have s- s- sprint'.

In datum 046, Drew says 'I I I think you're you're breaking up', The teller thinks that Drew and her are breaking

up when they are on the phone due to Drew's voice that she heard is just like bad reception. The researcher found that there is monosyllabic whole-word repetition within the sentence due to the pattern that Drew has. Furthermore, Drew repeats /I/ that is classified as monosyllabic whole-word repetition pattern, three times which causing repetitive word. The sentence becomes '/**I/ /I/ /I/** think you're you're breaking up'.

Drew tells his relationship with his girlfriend to the audiences, his girlfriend is somewhat hard worker, she took three jobs that triggers him to be a part of stand-up comedian as a way of his life. In front of the audience, Drew says 'I mean I mean she's she's uh sorry, try not to get emotional, she she took her she took she took on three key jobs so uh- so I I I could I could I I could pursue I could pursue this'. The researcher found that there is monosyllabic whole-word repetition within the utterance, Drew repeats the monosyllable /I/ several times. The sentence becomes 'I mean I mean she's she's uh sorry, try not to get emotional, she she took her she took she took on three key jobs so uh- so **/I/ /I/ /I/** could I could **/I/ /I/** could pursue I could pursue this'.

c. Complete word repetition

Complete word repetition is the complete form of repetitive word. This category contains repetitive words that occur before or after the word and emerges the secondary behavior such as flustered, or tongue-tied

Drew starts his first show in America's Got Talent, he repeats several words into the sentence that eventually gives him disrupted words. In datum 021, Drew says 'I'm okay with with my with my voice but I s s still struggle with some s some something like like like I have the hardes s st time at a drive-thru'.

The complete form of repetitive word seems dominating Drew Lynch's utterance, he repeats certain word several times. For instance, Drew repeats /with/ and /like/, the sentence becomes 'I'm okay **/with/ /with/** my **/with/** my voice but I s s still struggle with some s some something **/like/ /like/ /like/** I have the hardes s st time at a drive-thru'.

In datum 019, Drew replies the judges' question about his future marriage, Drew and his girlfriend tries to save up the money for the future and decides to have wedding party. He eventually says 'That that that's what she does does babe' in order to convince his girlfriend that he is about to marry her. The researcher found that there is complete word repetition. Drew repeats the word 'that' and 'does'. There is a

bit difference between developmental stuttering and other types of stuttering, Lavid (2003:5) states that two-syllable repetition may occurs within developmental stuttering instead of other types. The sentence becomes '/That/ /that/ that's what she /does/ /does/ babe'.

Drew often find himself being the voice of his dog when people ask him anything related to his dog. In datum 034, Drew says 'So I just look look like a guy who gave his s his dog stutter'. People may think that either the dog or Drew has stutter. The researcher found that there is complete word repetition. Drew repeats the word 'look' two times, it means that he says repetitive in the same word. The sentence becomes 'So I just **/look/ /look/** like a guy who gave his s his dog stutter'.

Drew makes a joke about Melby, in datum 059, he says 'Mel mel melby said she she she she would love to hear more more of me, so so when I gave her a c c cd of of of my jokes, she she returned it and and said t- t- this one skips, take take take back'. Drew insists to tell to the audience that Melby is a fan of him, she wants to get the cd of his joke, but eventually she returns it because she thinks that the cd that she has is incomplete. The researcher found that there are complete word repetition within the sentence, Drew repeats words such as 'she, 'and', and 'take'. In severe stuttering, the PWS

(People Who Stutter) sometimes produces more than one same or different repetition in one sentence. The sentence becomes ‘Mel mel melby said /**she/ /she/ /she/ /she/** would love to hear more more of me, **so so** when I gave her a c c cd of of of my jokes, /**she/ /she/** returned it /**and/ /and/** said t- t- this one skips, /**take/ /take/ /take/** back’.

2. Prolongation

Prolongation is prolonging words as the normal words have to be. This characteristic occurs due to the vocal nerve of PWS (People Who Stutter) is not able to utter the word properly. The condition of this characteristics is often accompanied by anxiety or feeling depressed. This characteristic seems like having an urge to complete the sentence yet disrupting the flow of the speech. The researcher found out 11 data of prolongation within Drew Lynch’s utterances. Lavid (2003:4) also perceives prolongation as sound prolongation, it means that prolongation occurs within the sentence.

Drew pretends to be a customer that is about to order something through the intercom at the drive thru service, his voice will become odd due to the obligation of saying the order fastly. In datum 022, Drew says ‘You know cause cause you cause cause you goo you goootta say the say the ordeeer fast and you’re t- you’re t- and you’re talking throuuugh an intercooom like I don’t

know why I I would work there'. The researcher found that there are several sound prolongation within the utterance, Drew prolongs several words such as 'gotta', 'through', and 'intercom'. The prolongation seems to be the one factor of acquired stuttering or even any severe type of stuttering. The prolongation is also found within severe developmental stuttering, it has quite distinctive pattern when the speaker says certain word, it occurs when someone speaks way fast. The sentence becomes 'you know cause cause you cause cause you goo you **/go---tta/** say the say the **/orde---r/** fast and you're t- you're t- and you're talking **/throu---gh/** an **/interco---m/** like I don't know why I I would work there'.

Drew pretends to be the voice of the GPS that showing the direction to the user, he slightly confuses the user due to his speaking ability that is stutter. In datum 024, Drew says 'It's it's like it's like in in in one one one thousand thousand thousand feeeet make make a make a make a le-le- left- uh you you turn'.

The researcher found that there is sound prolongation within the sentence. Drew prolongs the word 'feet', it occurs when Drew says any word very fast. The sentence becomes 'It's it's like it's like in in in one one one thousand thousand thousand /**fe---et/** make make a make a make a le-le- left- uh you you turn'

Drew shows the direction in the GPS with his stutter speech, he tries to complete the sentence and yet causing

dysfluency throughout he says something. In datum 025, Drew says ‘Your your des des destinaaation is is a a ahead ahead of you on the on on on on the right right re- road, o o oh you you you you oh oh oh ri- you you you turn’. The researcher found that there is sound prolongation within the sentence. Drew prolongs the word ‘destination’, he tries to reach the whole word yet eventually causing prolongation due to his stuttering. The sentence becomes ‘Your your des des /**destina---tion/** is is a a ahead ahead of you on the on on on on the right right re- road, o o oh you you you you oh oh oh ri- you you you turn’.

3. Block

Block is the disrupted words within utterances that occurs when the speaker is about to utter any word and yet eventually causing disrupted sentence. This characteristic is hardly found within stuttering. Drew Lynch has severe stuttering that leads him to have this characteristic. The emerge of block seems to be the one factor of severe stuttering that causing broken form between, after, or before the word. Lavid (2003:5) divides block into 4 categories, namely;

a. Broken word blocking

Broken word blocking is the block within the word, it is also called as pause. Broken word blocking is quite common

within speech impediment due to the speaker is not able to assemble the word and eventually causes pausing. Drew has this pattern of blocking characteristic that forces him to arrange the word properly.

In datum 015, Drew says ‘Uh well, I I guess you’re not s- supposed supposed to supposed to go to sleep on a con- concussion’. Drew creates a pause within his utterance, he is not able to utter the word ‘supposed’, and he eventually produces pausing due to his speech impediment. The researcher found that there is broken word blocking when Drew says the word ‘supposed’, he creates the pause /s-/ when he wants to utter the word ‘supposed’, The sentence becomes ‘Uh well, I I guess you’re not **s-(pause)** supposed supposed to supposed to go to sleep on a con- concussion’.

Drew tells the positive words to the audiences, he may has stuttering yet it does not deter him for being who he wanted to be, he sometimes gets any bad response from the audience who considers his jokes that insulting the disabilities. In datum 026, Drew says ‘Wait, I believe that you you you get entertained and anything to do dooo positive that’s why I’m here but I’ve come along some sooommme people who don’t think they don’t think that like I did a show one time where where where a guy does like “hey, you you you can’t just m m make fun of dis disabiiiilities ju just because you you you have

have o- one. I was like I was like we- well, did did did I did I s- st stutter?'.

The researcher found that there are broken word blockings within the sentence, Drew creates blocks when he says the word 'stutter' and 'make'. He struggles to utter those words properly, he instead creates pauses within those two words. The sentence becomes 'Wait, I believe that you you you get entertained and anything to do dooo positive that's why I'm here but I've come along some sooommme people who don't think they don't think that like I did a show one time where where where a guy does like "hey, you you you can't just **/m(pause)/** make fun of dis disabiiiilities ju just because you you you have have o- one. I was like I was like we- well, did did did I did I **/s(pause)/ / st(pause)/** stutter?'.

Drew tells the audiences that he has a service dog named Stella, he has no idea the reason why he has to pet her. People who do not know him sometimes assume the dog has stutter due to Drew pretending to be the voice of his dog. In datum 029, Drew says 'I have I have I have a s- service dog but I don't know what what what she does. Like, I s s s stutter in this this this stage in the california like you you you need the a a a dog'.

There is broken word blocking within the sentence, Drew creates pausing when he utters 'service', he creates

pause by filling the syllable /s/ before the intended word. The sentence becomes ‘I have I have I have a **/s(pause)/** service dog but I don’t know what what what she does. Like, I s s s stutter in this this this stage in the California like you you you need the a a a dog’.

Drew pretends to be the teller of the billing company, Drew is about to pay his bills. In datum 040, Drew says ‘H h hi, t t thanks for calling t t the billing company how can I help you?’. The researcher found that there is broken word blocking within the utterance. Drew creates pausing when he says ‘thanks’ and ‘the’, he creates filled pausing by using syllable /t-/. The sentence becomes ‘H h hi, **/t(pause)/ /t(pause)/** thanks for calling **/t(pause)/ /t(pause)/** the billing company how can I help you?’.

b. Interjection

Interjection is another form of pausing. This category is also known as filled pause. The speaker tends to fill the pause by using several expression such as ‘uhm’, ‘oh’, or ‘well’. Drew has this category when he creates blocking within the word.

Drew pretends his voice becoming a sound of the GPS, He repeats the whole words and causing either broken or complete form. Lavid (2003:3) perceives that PWS (People

Who Stutter) start to stutter when they speak way fast, angry, or even confused. Drew tends to rearrange his utterance yet causing disruption. In datum 025, Drew says ‘Your your des des destinaaation is is a a ahead ahead of you on the on on on on the right right re- road, o o oh you you you you oh oh oh ri- you you you turn’. The researcher found that there is interjection within the sentence, Drew creates pausing by using a form of interjection ‘oh’. Interjection seems to be the alternative word of someone who stutter when they have no idea what kind of word to accompany the intended word. They use interjection without changing the topic of the discussion. The sentence becomes ‘Your your des des destinaaation is is a a ahead ahead of you on the on on on on the right right re- road, **/o/ /o/** /**oh/** you you you you /**oh/ /oh/ /oh/** ri- you you you turn’.

Drew tells about his girlfriend to the audiences, he thinks that his girlfriend is way supportive due to she insists to convince Drew that he is able to do stand-up comedy even though he has stutter. In datum 010, Drew says ‘My girlfriend uhm- encouraged me to try just talking about those those things on stage and I started to do comedy as a way of like I guess cop coping with it’. The researcher found that there is interjection within the sentence, Drew creates filled pause /uhm/ before the intended word yet he does not change the

discussion, the sentence becomes ‘My girlfriend /**uhm-/** encouraged me to try just talking about those those things on stage and I started to do comedy as a way of like I guess cop coping with it’.

Drew makes a joke about himself when the judges ask him to explain the reason why he got stutter. He says ‘sleep on concussion’ that means it needs many times to explain his condition to others because stuttering is way complicated. In datum 015, Drew says ‘Uh well, I I guess you’re not s- supposed supposed to supposed to go to sleep on a con- concussion but uh and I know I- know that now’. The researcher found that there is interjection, Drew creates filled pause with /uh well/, the sentence becomes ‘**/Uh well/**, I I guess you’re not s- supposed supposed to supposed to go to sleep on a con- concussion but uh and I know I- know that now’.

c. Audible and silent blocking

Audible and silent blocking is the form of pausing that is longer than broken word blocking, but it has different pattern, audible and silent blocking has complete form rather than broken word blocking, it occurs when the speaker is about to utter any word while there is no or little sound is conveyed.

Drew does not have this kind of pattern, it is hardly found within psychogenic stuttering, but Drew has broken word blocking instead. There is no audible and silent blocking found within Drew Lynch's utterances. In audible and silent blocking, people who stutter tend to create pauses with silent pauses in proper places. For instance, the pause occurs after the complete word, 'Where is (pause) the library?'.

d. Circumlocution blocking

Circumlocution blocking is another form of pausing, it substitutes the previous syllable or word into the new syllable or word in order to avoid any problematic word. This is quite common due to human's ability of selecting intended word or replacing the new previous word with the new one. This pattern occurs when the speaker decides to replace the exist word with the new word due to his tongue that is tied or when the speaker speaks way fast.

In datum 064, Drew says 'I uhm num num numbers are are are so so so hard for for for me so so hard like when when when I first me me met my girlfriend but but but by the time I gave her my phone number, it was it was our an anniversary'. Drew changes the flow of his utterance, he takes off his intended word by changing it to the new word, it aims to get

rid of any problematic sentence due to the intended word is not the precise word as he wanted to utter.

Furthermore, this category has difference with filled pause or interjection. Interjection does not require any new word to be the next word after the intended word has been uttered, whereas circumlocution blocking requires any new word in order to prevent any problematic clause or sentence. The researcher found that there is circumlocution blocking within the sentence, Drew tries to offer another topic within his utterance due to there is an occurrence of the circumlocution blocking /uhm/. The sentence becomes 'I **/uhm/** num num numbers are are are so so so hard for for for me so so hard like when when when I first me me met my girlfriend but but but by the time I gave her my phone number, it was it was our an anniversary'.

Drew tries to explain to his girlfriend when he gives her the email on their first meeting. His girlfriend is a bit confusing due to Drew's stutter that forces him to utter repetitive words. In datum 067, Drew says 'I'm like a a a a here's here's s our C's. uhm, is her her her her boobs are small smaller? So when when when I count count count out loud it's boob boob boob. Thank thank thank thank you guys so so so so much'. The researcher found that there is circumlocution blocking, Drew creates filled pause with /uhm/ and tries to shift the discussion,

the sentence becomes ‘I’m like a a a a here’s here’s s our C’s. **/uhm/** is her her her her boobs are small smaller? So when when when I count count count out loud its boob boob boob. Thank thank thank thank you guys so so so so much.

Drew pretends to give the direction as the voice of GPS did, he gives the direction in stutter ways. In datum 024, Drew says ‘It’s it’s like it’s like in in in one one one thousand thousand thousand feeeet make make a make a make a le-le-left- uh you you turn’. The researcher found that there is circumlocution blocking within the sentence, Drew creates filled pause with /uh/ and tries to shift the discussion to the new sentence. This pattern seems a bit different instead of interjection, circumlocution blocking is the way someone has to keep the utterance going on and yet decides to change the topic of the discussion, the sentence becomes ‘It’s it’s like it’s like in in in one one one thousand thousand thousand feeeet make make a make a make a le-le- left- **/uh/** you you turn’.

The researcher found the relation between stuttering and speech production within Drew Lynch’s utterance by using Fauziati’s theory (2004). In speech production, there are two major processes namely; planning and executing. Furthermore, human needs to go through several processes in planning and executing such as; discourse planning, sentence planning, constituent planning, articulatory program, and

articulation. The researcher also found the patterns that occur within Drew Lynch's stuttering case. The researcher creates the table 4.17 that contains articulatory pattern of Drew Lynch's Stuttering.

Table 4.17 (Speech Production)

Flow of the Speech	Distinctive Features	Phonetic Segments	Syllables	Words	Larger Constituent
	0	34	28	56	0
Total	120				

Table 4.17 shows that there are relation of patterns that occur within Drew Lynch's utterances throughout his stand-up shows in America's Got Talent 2015. The researcher found that there is 0 datum of distinctive features, 34 data of phonetic segments, 28 data of syllables, 56 data of words, and 0 datum of larger constituent. Drew produces his utterances by using several patterns of speech production, it means that the patterns of words are the most pattern that occur within Drew Lynch's utterances due to his complete word repetition throughout his performances.

B. Speech Production

Articulatory Patterns are the patterns that are reflected within speech production, it also contains phonetic segments, stresses, and

intonations. The following patterns seem to occur during the speakers choose and arrange their sentences. Fauziati (2004) states that there are five patterns of articulatory, namely;

1. Distinctive Features

    Distinctive feature is the pattern that contains V+ing, it occurs when someone tries to utter something. In stuttering case, the researcher tries to find the repetitive word that contains distinctive feature yet there is no this such pattern within Drew Lynch's utterances. The researcher found that there is 0 datum that contains distinctive features. The main reason why there is no distinctive feature is the struggle to utter the complete word within his utterance. Drew tries to arrange his sentence by using broken and repetitive word.

2. Phonetic Segments

    Phonetic segment is the pattern that contains phonetic alphabet such as /d/, /t/, /p/, or /b/ that may occur within someone's utterance. In stuttering case, the researcher tries to find out any phonetic segment within Drew Lynch's utterances. The researcher found that there are 27 data that contain phonetic segments.

    In datum 07, Drew says 'There was a grounder that took a took a bad hop and hit me in m- my throat which damaged some nerves in my vocal cords'. There is phonetic segment

pattern occurs within Drew Lynch's utterance. Drew repeats the word 'my' with syllable /m/ that is considered as sound and syllable repetition. In articulatory pattern, the syllable /m/ is perceived as phonetic segment pattern due to the usage of phonetic within the sentence or utterance.

In datum 015, Drew says 'Uh well, I I guess you're not s- supposed supposed to supposed to go to sleep on a con-concussion'. There is phonetic segment pattern occurs within Drew Lynch's utterance. Drew creates filled pause by using syllable /s-/ before the intended word, it indicates that there is broken word blocking whereas in articulatory pattern, the syllable /s-/ is perceived as phonetic segment pattern due to Drew Lynch tends to use phonetic pattern in order to fill the pause whenever he creates repetitions within his utterance. The other examples of this pattern occur in data 01, 02, 05, 7, 9, 19, 20, 21, 22, 29, 32, 35, 36, 43, 46, 47, 48, 49, 50, and so on.

3. Syllables

Syllable is the pattern that contains syllable such as /re-/, /ne-/, or /stu/, in stuttering case, syllable pattern occurs within any characteristics of stuttering. The researcher found that there are 84 data that contain syllable patterns.

In datum 023, Drew says 'I wa I wa I wanna I wanna get to where pep pep people start start to use m m m my my voices as as the voice of their G G GPS'. There is syllable pattern

occurs within Drew Lynch's utterance, he repeats the word 'people' with incomplete word, the word 'people' is being replaced with /pep-/, in articulatory pattern is seems to be a part of syllable due to the classification of syllable pattern that is using the syllabic form, the syllable /pep-/ is considered as syllable pattern.

In datum 025, Drew says 'Your your des des destinaaation is is a a ahead ahead of you on the on on on on the right right re- road, o o oh you you you you oh oh oh ri- you you you turn'. There is syllable pattern occurs within Drew Lynch's utterance, he repeats the word 'destination' with syllable /des-/ or in incomplete form, it indicates that it is a part of sound and syllable repetition. In articulatory pattern, it is perceived as a part of syllable pattern due to the usage of syllable /des-/. The other examples of this pattern occur in data 56, 57, 58, 59, 61, 62, 63, and so on.

4. Words

Word is the pattern that contains complete word such as /play/, /went/, /stay/, or /need/. In stuttering case, word occurs within any characteristics of stuttering. The researcher found that there are 59 data that contain word patterns.

In datum 026, Drew says 'Wait, I believe that you you you get interning and anything to do dooo positive that's why

I'm here but I've come along some sooommme people who don't think they don't think that like I did a show one time where where where a guy does like "hey, you you you can't just m m make fun of dis disabiiiilities ju just because you you you have have o- one. I was like I was like we- well, did did did I did I s- st stutter?'. There is word pattern that occurs within Drew Lynch's utterance, Drew repeats the word 'you' more than one time, and it indicates that there is complete word repetition. In articulatory pattern, it is perceived as a part of word pattern due to the usage of word form within the sentence or utterance.

In datum 027, Drew says 'Thank thank thank you guys so so so much'. There is word pattern that occurs within Drew Lynch's utterance, Drew repeats the word 'thank' and 'so', it indicates that those are complete word repetitions.

Hence, in articulatory pattern, those are perceived as a part of word repetition due to Drew Lynch deciding to pick up the repetitive word form. The other examples of this pattern occur in data 5, 6, 7, 19, 11, 12, 13, and so on.

5. Larger Constituent

Larger constituent is hardly found within stuttering case due to PWS (People Who Stutter) tends to repeat short word instead of constituent, the researcher found that there is 0 datum. The

> main reason why this pattern hardly finds within stuttering case is the struggle of people who stutter to utter a full sentence and yet people who stutter seem to finish their sentence or utterance by using any characteristics with broken word form. Furthermore, People who stutter tend to produce any word inconsistently in order to avoid any mistake within their utterances and yet they eventually produce the word by using broken word form within their utterance.

The relation between stuttering and speech production is not able to be separated, the way people who stutter say something within their utterance, they have to go through several processes in speech production. Drew puts the repetitive word randomly by making syllable or word repetition, prolongation, and blocking. The aim of doing the research is to give further explanation about stuttering, people seem to know that stuttering is considered as a inherited disorder, the way people who stutter utter something, they are not able to get rid of any mistake within their utterances, yet the researcher found out that the way

Drew Lynch is able to be relax and makes proper pauses, the pattern of his utterance becomes better than the previous utterance, it means that in psychogenic stuttering, people who stutter is able to reduce the disrupted word within their utterance by using proper pauses. In the beginning, Drew shows that he is quite nervous and eventually leads him to produce disrupted word. After that, he seems to be relax

and eventually leads him to produce better patterns rather than the beginning show, the way Drew tries to be relax, the way he becomes more confident than his first show in America's Got Talent 2015.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research consists of two problem statements, namely; the type of stuttering and its characteristics within Drew Lynch's utterances in America's Got Talent 2015 and the strategy of producing the utterances. The researcher found 120 data of characteristics of stuttering and following by 157 data of flow of speech. The researcher concludes that there are three characteristics found within Drew Lynch' stuttering, namely;

a. Repetition that consists of 44 sound and syllable repetitions, 15 monosyllabic whole-word repetitions, and 48 complete word repetitions
b. Prolongation that consists of 11 sound prolongations
c. Blocking that consists of 35 broken word blocks, 2 interjections, 0 audible and silent blocks, and 2 circumlocution blocks.

The researcher concludes that complete word repetition is the most dominant characteristics followed by the second dominant caracteristic namely sound and syllable repetition. In order to arrange the sentence, Drew creates patterns of arranging and producing the utterance with either broken or complete word form.

The researcher perceived that the characteristics and the flows are the patterns used by Drew Lynch in America's Got Talent 2015 Shows.

The researcher also found that there are five patterns within articulatory, namely;

a. Distinctive feature consists of 0 datum
b. Phonetic segment consists of 34 data
c. Syllable consists of 28 data
d. Word consists of 56 data
e. Larger constituent consists of 0 datum

The patterns within the flow of Drew Lynch's utterances indicate that in producing the utterance is quite distinct. Drew tries to arrange his sentence before uttering the whole parts yet he has to go through arranging, selecting, and uttering the sentence that causing dysfluency. This kind of phenomenon is way common in stuttering case, the speakers are able to say something as well as non-stutters and yet they have slightly different ways to produce the utterance. The researcher concludes that psychogenic stuttering that Drew Lynch had seemed to be another instance of stuttering case that involving any stressor within their emotions, it proves that when Drew is able to put himself in a comfortable circumstance at the stage, it seems easy to utter something, yet, when he speaks way fast, his tongue eventually tied.

B. Suggestion

This part seems to be the peak of the research, hence the researcher urges to give suggestions in order to contribute to the recent linguistics research and to help other researchers, precisely, for the members of English Letters Department. The suggestions are;

1. For the student of English Letters Department

   The aim of doing a research is not merely an obligation, the researcher has an urge to discuss the research through this thesis due to his interest in linguistics field that spreads widely to any multi-discipline field such as psychology or language pathology. The researcher expects the other students to reinforce their writing, reading, and speaking skills due to the necessity of doing research that requiring our skills in reading the theories, writing the research, and speaking while presenting the research.

2. For other researchers

   The research aims to help other researchers who have the same interest in the linguistics field. The researcher expects that the research can be useful to others as a reference of doing research with lingual data.

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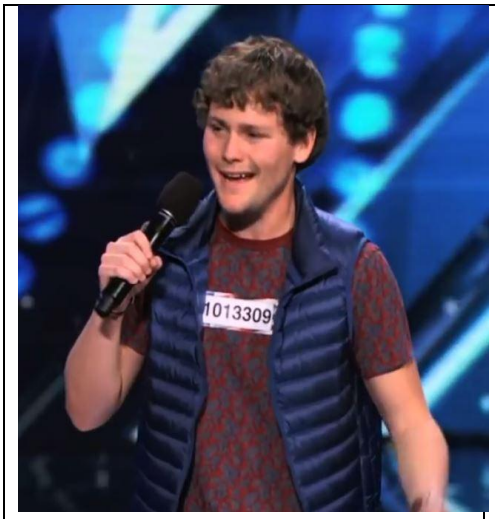
APPENDIX

Drew Lynch Biography



Drew Lynch was born in Indianapolis, Indiana and raised in Las Vegas, Lynch graduated high school with aspirations of becoming a fully articulate film actor in Los Angeles. At age 20 at a company softball game, Lynch got hit in his vocal cord with a ground ball (www.indystar.com/story/entertainment/2015/09/16/indys-drew-lynch-captures-runner-up-americas-got-talent/32533691).

In 2015, Drew Lynch captured the hearts of America with his Golden Buzzer performance on season 10 of America's Got Talent, the relatability of Drew's real-life situations in dealing with a stutter propelled him each week of the competition – advancing to the finals and ultimately landing second place on season 10 of America's Got talent (www.imbd.com/name/nm6756559/bio?ref_=m_mn_ov_bio).

Drew becomes a ‘severe stutter’ comedian that brings him to his new life due to his past when he joined the softball team and got his vocal cord injury that caused him getting severe stutter. He decided to look forward and keep being a comedian in spite of his severe stutter is getting worse. This condition may reflect to psychogenic cause due to the sufferer has physical injury and it is not happened within brain’s parts.

Transcript of Drew Lynch's Performances

Stern : Hello, how you doing up there?

Drew : Hi hi hi

Stern : You doing okay?

Drew : Y ye ye yes my name mmm my name is drew a-- I have I have I have a stutter, that's what that's what that is

Stern : and what is your talent?

Drew : I am am a comedian

Stern : A comedian?

Drew : mmm..

Stern : Okay, what a—when did you start doing comedy?

Drew: For for about four years ago I I I did I did want to always do co co comedy, but I had a I had a s s sport sport injury, that's that's why I talk talk like this.

(Scene) Drew: Almost four years years ago I was on a soft soft softball team, there was a grounder that took a took a bad hop and hit me in m- my throat which damaged some nerves in my vocal cords.

(Interrupts) excuse excuse exucuse me.

I I felt angry about it at a a a at first, I started to like write down all my frustrations on like a napkin in the hospital, my girlfriend uhm- encouraged me to try just talking about those those things on stage and I started to do comedy as a way of like I guess cope coping with it, I know I was I was I was felt better after you talk talk talk talk talk to me.

laugh

The person I want I was before would probably never hang out with with who I am, today I thought people w- were lucky if they got talk talk talked to me and i- I was a jerk

crying

sigh

I feel a lot of res- responsibility to show show s- show people that you can turn any any anything into into a positive.

Stern: How did softball cause stutters?

Drew: uh well, I I gues you're not s- supposed supposed to supposed to go to sleep on a con- concussion but uh and I know I know that now uh

laughing

Live in live in live in you learn

Stern: are you in a relationship? Do you have a girlfriend or?

Drew: Yeah, I I hope so hope she's here.

Stern: Is she supportive of your stand-up career?

Drew: No, no

Stern: No, she's not supportive

laughing

Drew: No, I mean I mean she's she's uh sorry, try not to get emotional, she she took her she took she took on three key jobs so uh- so I I I could I could I I could pursue I could pursue this.

Howie & Stern: Wow

clapping

Drew: and,

Stern: You're gonna have to marry her you know

Drew: That that that's what she does babe

* laughing*

Stern: I'm interested to hear your act, I wish you the best of luck, this stage is yours

Drew: T- T thanks

Show 1

I'm okay with with my with my voice but I s s still struggle with some some things like like like I have the hardes s st time at a drive-thru, (launghing) You

know cause cause you cause cause you goo you goootta say the say the ordeeer fast and you're t- you're t- and you're talking throuuugh an intercooom like I don't know why I I would work there, but I wa I wa I wanna I wanna get to people start start to use m m m my my voices as as the voice of their G G GPS. It's it's like it's like in in in a one one one thousand thousand thousand feeeet make make a make a make a le-le- le- uh u turn. You're you're does does the name nation is is a a ahead ahead of you on the on on on on the real road, o o oh you you you you oh oh oh ri- you you you turn.

Wait, I believe that you you you get interning and anything to do do positive that's why Im here but I've come along some m- some people who don't think they don't think that like I did a show one time where where where a guy does like "hey, you you you can't just m m make fun of disabilities ju just because you you you have o- one. I was like I was like we- well did did did I did I s- st stutter?

laugh

Thank thank thank you guys so so so much.

Stern: Alright, the crowd is definitely with you Drew, you know it is such a hard thing to get up on a stage when you got everything going for you and everything is clear and to go up there with your situation and to pull this off and to get the crowd with you is almost impossible, so I- along with the audience applaud you for that, really awesome.

Aleysa: What I love about you is you've taken your situation and like you said you've turned it into a positive, I was laughing even more the fact that you were laughing at your own joke

Stern: Howie what do you think?

Howie: Alright, here's what I thought. I know you're here to make people laugh but I can't tell you how emotional you make, because comedy usually comes from a dark place. A lot of comedians, you know, are depressed. I I am personally in my life use laughter to try to gain some happiness, what you did is you looked for the light at the end of the darkness and that light is your comedy and I'm telling you I haven't been moved by an act like this up until this moment and because of you and because of this moment, I want to do something very special, something I haven't had a chance to do and I'd like to do this.

press the golden buzzer button

Show 2

Drew: Re re re rem remember me? I re I re I re I remember me too. So just just a joke. I have I have I have a s- service dog but I don't know what what what she does. Like, I s- s- s- stuttering in this this this stage in the California like you you you need the a a a dog.

T t t then I got you're not supposed to like uh this this isn't my my m my magic chi chi Chihuahua.

Pep pep people are are are are crazy because they th they'll come up and as- as- ask questions to to to my dog, I'm I'm the one that that that can talk, kinda.

But, th th those come up and h h hi? What's what's what's your your name? h- how how old are ya? And ah- and just wait. So s- so now I have I have the answer in in in the voice I I I thnk she might have. So I'm I'm like huh I'm I'm I'm s- s- stella, and I'm I'm tw- two. And then and then d- d- they look look look at me weird and wa- walk walk away and I realize it it's gone that they never heard my m- m- my voice f- f- from me, so I just look look like a guy who gave his s his dog stutter.

I'm I'm like I'm like yup yup that that that's her that's her voice, so s- so so glad you did didn't meet my my gap ye- yeah correct. Thank thank you Ame America.

Show 3

Uh h h hi, so I I I realized that wh when I talk talk on on the phone, it s- s- sounds like bad reception, iust just just sounds like I I have s- s- sprint. But but it s- s- sucks because no no not only do do pe- pe- people th- think it's it's s- a bad reception, but because this is my voice is so high th- th- they think I'm I'm a woman. Like, I was I was on the phone with with a bill collector in a groc- grocery store and this this this is the actual co co con conversation that t that that we have.

"h h hi, t t thanks for calling t t the billing company how can I help you?"

"yes yes yes, I was I was I was late on pa- paying the bill from from two two weeks ago"

"I'm I'm I'm sorry miss, could could could you repeat that ?"

"y- yes I'm trying t- t- t- to pay a a bill from t- t- two weeks ago"

"m- m- ma'am, are you are you s- s- still there?"

"I'm I'm I'm still here"

"I I i think you're you're breaking up "

"no, it's it's it's a s- s- stutter"

"I may have have I may have—I may have have have have a b- b- bad con- connection m- mi- miss"

"no, wh- wh- which you heard out is s- is a guy with with with with a- s- s- speech im im impediment"

“ma’am m- m- ma’am there there’s s- no need to raise raise raise your voice to me”

“I;m I’m I’m try try try to lower my my m- my voice to to t- to you”.

“I just I just I just want want w- want to pay pay pay my bill fr- from twoooo weeks ago”

“ma’am m- m- I’m s- s- sorry, please please please call us back, we’re we’re we’re breaking up”

And and I I I’m s- s- screaming in the grocery store

“n n no we’re we’re not breaking up, I I I’m two two weeks late, and and and I’m not a woman.

I l- l- look up and I’m I I I’m ri- right in front of tam tam tampons.

Th- th- thank thank thank you guys, so so so so much.

Show 4

I’m I’m I’m gonna get you so so so bad no now

Mel mel melby said she she she she would love to hear more more of me, so so when I gave her a c c cd of of of my jokes, she she returned it and and said t- t- this one skips, take take take back.

How how how how Howie and and and jeff could could could never shake s- s- shake hands, cuz Howie’s a ger germaphobe and and and jeff is dis dis disgusting.

Show 5

So so so I'm I'm I'm currently not not not se se sexually active be because I'm sa sa saving my my myself s- s- s- some money. Now I would I would I would never be be be a good good good parent cuz I I I don't have any conviction in in in my voice. I'd I'd be like I'm I'm I'm gonna get count count to three. Oh oh oh good, we have we have time. So so so sorry I'm laughing.

I uhm num num numbers are are are so so so hard for for for me so so hard like when when when I first met met my girlfriend but but but by the time I gave her my phone number, it was it was our an anniversary. It's n- it's n it's a nightmare it's a nighmare, it was like I was like I was like okay it's it's it's eight eight eight one eight.

S- s- she's like was that one one eight or or or two. I mean no no there's there's there's no two, it's just it's just eight eight one eight. S- s- she's like eight eight e e e eight? Like, three three eights? What am what am what am I a cus customer ser service? No, it's it's a a a area c c code ei ei ei eight one one one eight.

She's she's like I I I have I have gotten tw two eights two two two ones, one one one eight. That that that's a zeb code. Ju- I I I I ain't ain't telling you where where I'm I'm living, just just just take t t take down my e e my em my email, it's it's it's d d d d .she's like i I I've got two D's? I'm like a a a a here's here's s our C's.

Uhm, is her her her her boobs are small smaller? So when when when I count count count out loud it's boob boob boob. Thank you guys so much.

Appendix 2							
Number of Data	Utterances	Characteristics of Stuttering			Analysis	True / False	Comment/Suggestion
		RP	PL	BL			
001/D/S/RP /00:00:06	H h hi hi	V			There is repetition issue, Drew repeated the word “hi” into broken form. He repeated the word 4 times. It means that there is repetition within the utterance due to the repetitive form of the word that has been uttered. the word should be “Hi”.		

002/D/S/RP /PL/BL/00: 00:09	Y ye ye yes my name mmm my name is drew a-- I have I have I have a stutter, that's what that's what that is	V	V	V	There are three characteristics found within this utterance. The first one is repetition. When drew uttered "Yes my name is Drew" he said it with broken form and repeated the word "yes" into "y ye ye yes". The second one is prolongation, drew said my name mmm my name is drew". Prolongation is the form of the word when the word uttered with the longer version as it has to be. The third one is block, "i have i have a s- i have a stutter. That's what t- that's what that is".		

					Block is the dysfluency of utterance when the speaker is about to utter something but it doesn't utter properly. Drew said the words "stutter" and "that" but those words do not utter properly due to his speech organ is not ready yet. The sentence should be "Yes, my name is Drew, i have a stutter and that's what is".		
003/D/S/RP /00:00:17	I am a am a com com comedian	V			There is repetition issue, Drew said the words "I am a comedian" into "I am a am a com com comedian". The sentence should be "I am a comedian".		

004/D/S/RP /00:00:23	For for about four years ago I I I did I did want to always do co co comedy	V			There is repetition issue, Drew said “For about four years ago i did want to always do comedy” into “For for about four years ago I I I did I did want to always do co co comedy”. The sentence should be “For about four years ago, I did want to always do comedy”.		
005/D/S/RP /00:00:30	But I had a I had a s s sport sport injury, that’s that’s why I talk talk like this	V		V	There are repetition and block issues within this utterance. The first one is repetition, Drew said “I had a sport injury, that’s why i talk like this” into “I		

					had a I had a s s sport sport injury, that's that's why i talk talk like this". The second one is block, the block issue here is found in the word "sport", he does not utter the word properly and it initiated pausing. The sentence should be "But I had a sport injury, that's why i talk like this".		
006/D/S/RP /00:00:38	Almost four years years ago I was on a soft soft softball team	V			There is repetition issue, Drew utter the words "years" and "softball" repeatly, the word "years" uttered with complete form whereas "softball" uttered with broken form(uncomplete form). They become		

					“Almost four years years ago I was on a soft soft softball team”. The sentence should be “Almost four years ago, I was on a softball team”.		
007/D/S/RP /BL/00:00:43	There was a grounder that took a took a bad hop and hit me in m-my throat which damaged some nerves in my vocal cords.	V		V	There are repetition and block issues within the word “took” and “my”. The first one is repetition, Drew uttered the word “took” repeatly, it becomes “there was a grounder that took a took a bad hop”. The second one is block, Drew struggled to utter the word “my” and there is pause for a second. The sentence should be “There was a grounder that took a bad hop and hit me in my		

					throat which damage some nervers in my vocal cords".		
008/D/S/RP /00:00:50	Excuse ex excuse me	V			There is repetition issue, Drew said the word "excuse" repeatly, it uttered with broken form. The word becomes "excuse ex excuse me". The sentence should be "Excuse me".		
009/D/S/RP /PL/00:00:52	I I felt angry about it at a a aaa at first, I started to like write down all my frustrations on like a nap napkin in the hos hospital.	V	V	V	There are repetition and prolongation issues, the word are "I", "at", "napkin", and "hospital". The first one is repetition, Drew said "I" twice, it indicates that it is repetition. He said "napkin" twice, it uttered with broken form.		

					The second one is prolongation, the word “at” uttered with longer version as it has to be, it becomes “at a a aaaa at”. The sentence should be I felt angry about it at first, I started to like, write down all my frustations on, like a napkin in the hospital”.		
010/D/S/RP /00:01:01	My girlfriend uhm- encouraged me to try just talking about those those things on stage and I started to do comedy as a way of	V		V	There is repetition issue, Drew said the word “those” and “coping” more than one time. The word “those” uttered with complete form, it means that the word repeated completely whereas the word “coping” uttered with broken form.		

	like I guess cop coping with it,				The sentence should be “My girlfriend encouraged me to try, just talking about those things on stange, and I started to do comedy as a way of like, I guess coping with it”.		
011/D/S/RP /00:01:12	I know I was I was I was felt better after you talk talk talk talk talk to me.	V			There is repetition issue, Drew said the word “i”, “was”, and “talk” more than one time. He uttered “I was” three times with complete form and it becomes “I was I was I was”, and the word “talk” uttered five times, it becomes “talk talk talk talk talk”. The sentence should be “I know I was felt better after you talk to me”.		

012/D/S/RP /00:01:20	The person I want I was before would probably never hang out with with who I am	V			There is repetition issue, Drew said the word "with" two times, it indicates that there is repetitive word. The word "with" becomes "with with". The sentence should be "The person I want I was before would probably never hangout with who I am".		
013/D/S/RP /00:01:28	Today I thought people were lucky if they got talk talk talked to me and I was a jerk.	V			There is repetition issue, Drew said the word "talked" three times, it indicates there is repetitive word. The word "talked" becomes "talk talk talked". The sentence should be "Today, I thought people were lucky if they got talked to me and I was a jerk".		

014/D/S/RP /00:01:49	I feel a lot of res- responsibility to show show s- show people that you can turn any any anything into into a positive.	V			There is repetition issue, Drew said the word “responsibility”, “show”, “anything”, and “into” more than one time. The word “responsibility” uttered twice, it became “res responsibility” The word “show” repeated four times, it became “show show s show” The word “anything” repeated three times, it became “any any anything” The word “into” repeated twice, it became “into into”.		

					The sentence should be “I feel a lot of responsibility to show people that you can turn anything into a positive”.		
015/D/S/RP/BL/00:02:01	Uh well, I I guess you’re not s- supposed supposed to supposed to go to sleep on a con- concussion but uh and I know I- know that now uh, live in live in live in you learn	V		V	There are repetition and block issues. The first one is repetition, Drew uttered the word “supposed to”, “concussion”, “i know”, and “live in”. Those are the repetition utterance. The second one is block, Drew struggled to utter the word “supposed” and “I”, there is pausing found within the utterance throughout the struggled with block issue.		

					The sentence should be “Uh well, I guess you’re not supposed to go to sleep on a concussion, but I know that now, live in you learn”.		
016/D/S/RP/PL/00:02:17	Yeah, I I hooope so hope she’s here	V	V		There are repetition and prolongation issues, The first one is repetition, Drew uttered the word “I” and “hope” more than one. The second one is prolongation, Drew uttered the word “hope” longer than it has to be. The sentence should be “Yes, I hope so she’s here”.		

017/D/S/RP /00:02:22	No No No	V			There is repetition issue, Drew said the word "No" three times, it indicates that there is repetitive word.		
018/D/S/RP /00:02:24	I mean I mean she's she's uh sorry, try not to get emotional, she she took her she took she took on three key jobs so uh- so I I I could I could I I could pursue I could pursue this.	V			There is repetition issue, Drew uttered the word ?i", "mean", "she", "took", "could", and "pursue" more than once, it indicates that there is repetitive word within the sentence. The sentence should be "I mean, She's—sorry, try not to get emotional, She took her on three key jobs, so I could pursue this".		

019/D/S/RP /00:02:46	That that that's what she does does babe	V			There is repetition issue, Drew uttered the word "that" three times, it indicates that there is repetitive word within the sentence. The sentence should be "That's what she does babe".		
020/D/S/RP /00:02:56	T- T thanks	V		V	There is repetition issue, Drew uttered the word "thanks" with broken form, it became "T t thanks". The expression should be "Thanks".		
021/D/S/RP /BL/00:03:00	I'm okay with with my with my voice but I s s still struggle with	V		V	There are repetition and prolongation issues, Drew uttered the word "with", "my" "still", "some", and"like" more than one time.		

	some s some something like like like I have the hardes s st time at a drive-thru.				The first one is repetition, the sentence “I’m okay with with my with my voice” should be “I’m okay with my voice”. the next word is “like”, Drew repeated the word three times. The second one is block, the block here are found within the word “something” and “hardest”. He struggled to utter those words due to his speech organ does not utter the proper words. The sentence should be “I’m okay with my voice but I still struggle with something. Like, I have the hardest time at a drive-thru.		

022/D/S/RP /PL/BL/00: 03:11	You know cause cause you cause cause you goo you goootta say the say the ordeeer fast and you're t- you're t- and you're talking throuuugh an intercooom like I don't know why I I would work there	V	V	V	There are repetition, prolongation, and block issue. Drew repeated several words here, namely, "cause", "you", "gotta", "say", "you're", and "I". The first one is repetition, Drew tended to repeat the words above due to his struggle to utter some words. he repeated the sentence "You know, cause you gotta say" this part is considered as a repetition, it became "You know cause cause you cause cause you go you gotta say the say".		

					The second one is prolongation, this issue is hardly found within Drew' stuttering. He tended to prolong the word "Gotta", through", and ?intercom". The third one is block, the issue here is slightly like pausing, when the PWS(People who stutter) is about to utter something. He struggled with the word "say", "you're", and "I". There are pausing there that interupting the utterance. The sentence should be "You know, cause you gotta say the order fast and you're talking		

					through an intercom, like I don't know why I would work there".		
023/D/S/RP/BL/00:03:32	I wa I wa I wanna I wanna get to where pep pep people start start to use m m m my my voices as as the voice of their G G GPS.	V		V	There are repetition and block issues, Drew repeated the sentence and seems like disrupted. The first one is repetition, Drew uttered "I wanna" into "I wa I wa I wanna I wanna", and "start" into "start start", and "GPS" into "G G GPS". The second one is block, the utterance is being blocked when there is pausing within the		

					utterance. Drew struggled to utter “start””my” and a bit struggled with “GPS”. The circumstance here occured when the PWS(People Who Stutter) want to finish his sentence yet is not able to utter the sentence properly. The sentence should be “I wanna get to where people start to use my voice as the voice of their GPS”.		
024/D/S/RP/BL/00:03:46	It’s it’s like it’s like in in in one one one thousand thousand thousand feeeet make	V		V	There are repetition and block issues, Drew repeated several words either broken or complete form.		

	make a make a make a le-le- left- uh you you turn				The first one is repetition, Drew uttered the sentence “It’s it’s like it’s like in in in one one one thousand thousand feet”. He repeated several words there. The second one is block, Drew struggled to utter the sentence and caused pausing within the sentence. He uttered “make a make a le le le left uh- u u turn”. The sentence should be “It’s like in one thousand feet make a left- uh you turn”.		

025/D/S/RP /00:04:01	Your your des des destinaaation is is a a ahead ahead of you on the on on on on the right right re- road, o o oh you you you you oh oh oh ri- you you you turn.	V	V	V	There is repetition issue, Drew repeated the almost whole words within his sentence. He uttered the broken form such as; destination, and right. Whereas he uttered the complete form such as; your, on, you, and ahead. The sentence should be "Your destination is ahead of you on the right road, oh you—you turn".		
026/D/S/RP /PL/BL/00: 04:27	Wait, I believe that you you you get interning and anything to do dooo positive	V	V	V	There are repetition, prolongation, and block issues. Drew apparently struggled to utter the whole sentence and had dysfluency throughout his utterance.		

	that's why I'm here but I've come along some sooommme people who don't think they don't think that like I did a show one time where where where a guy does like "hey, you you you can't just m m make fun of dis disabiiiilities ju just because you you you have have o- one. I was like I was like we-				The first one is repetition, Drew repeated either broken form such as; "some, where, have, was, and did" or complete form such as; you, have, i, and like. The second one is prolongation, Drew prolonged the word "do", "make" and disabilities. Prolongation is the circumstance where the PWS(People who stutter) uttered the word way longer than it has to be. The third one is block, Drew struggled to utter "into", "some", "show", "make", "have",		

	well, did did did I did I s- st stutter?				“well”, and “did”.those words sounded disrupted and there are pauses that filled the words. The sentence should be “Wait, I believe that you get interning and anything to do positive that's why i'm here, but I've come along some people who don't think that I like, did a show one time where a guy does like "Hey, you can't just make fun of disabilities just because you have one, well i was like "did i stutter?".		

027/D/S/RP /00:05:02	Thank thank thank you guys so so so much.	V			There is repetition issue, Drew repeated the words within the sentence with complete form words, the words are “thank” and “so”. The sentence should be “Thank you guys so much”.		
028/D/S/RP /00:08:35	Re re re rem remember me? I re I re I re I remember me me me too. So, just just jokes.	V		V	There is repetition issue, Drew repeated the words within the sentence either broken form such as “remember” and complete form such as “I”, and “me”. The sentence should be “Remember me? I remember me too. So, just jokes”.		

029/D/S/RP /BL/00:08:47	I have I have I have a s- service dog but I don't know what what what she does. Like, I s- s- s- stutter in this this this stage in the california like you you you need t he a a a dog.	V		V	There are repetition and block issues here, Drew struggled to utter the sentence properly and causing dysfluency within his utterance. The first one is repetition, Drew repeated the words within the sentence either broken form such as "service", and "stutter" or complete form such as "I", "have", "what", "in", "this", "you", and "a". The second one is block, Drew struggled to utter the word and needed to stop saying the word. Drew was not able to say "stutter" and		

					"you", there were pausing when he said stutter and you within the sentence. The sentence should be "I have a service dog but I don't know what she does, like, I stutter in this stage in california like you need to be a dog".		
030/D/S/RP /00:09:06	T t t then I got you're not supposed to like uh this this isn't my my m my magic chi chi Chihuahua.	V		V	There is repetition issue here, Drew repeated the words within the sentence either broken form such as "then" and "chihuahua" or complete form such as "this" and "my".		

					The sentence should be “Then I got “you’re not supposed to like- this isn’t my magic chihuahua”.		
031/D/S/RP .BL/00:09:33	Pep pep people are are are crazy because th th they’ll come up and as as ask qu-questions to to my dog, I’m I’m the one that that that can talk, kinda.	V		V	There are repetition and block issues here, Drew struggled to utter the sentence that causing dysfluency. The first one is repetition, Drew repeated the words within the sentence either broken form such as “people”, “they”, and “ask” or complete form such as “are”, “i’m”, and “that”.		

					The second one is block, Drew struggled when he said “question”, there was pausing when he said the word. The sentence should be “People are crazy because they’ll come up and ask questions to my dog, I’m the one that can talk, kinda”.		
032/D/S/RP/BL/00:10:00	But, th th those come up and h h hi? What’s what’s what’s your your name? h- how how old are ya? And ah- and just wait. So s-	V		V	There are repetition and block issues. Drew struggled to utter several words within the sentence. The first one is repetition, Drew repeated the words within the sentence either broken form		

	so now I have I have the answer in in in the voice I I think she might have.				such as “those”, “hi”, “how”, and “so” or complete form such as “what’s”, “and”, “i”, “have”, and “in”, The second one is block, Drew struggled to utter the word “and” and “I”. There were pausing that disrupting the words within the sentence. The sentence should be “so those come up to me and “hi?”, “what’s your name?“how old are ya?” and just wait. So now, I have the answer in the voice I think she might have”.		

033/D/S/RP /BL/00:10:26	So I'm I'm like huh I'm I'm I'm s- s- stella, and I'm I'm tw- two. And then and then th th they look look look at me weird and wa- walk walk away and I realize it it's gone that they never heard my m- m- my voice f- f- from me.	V		V	There are repetition and block issues, Drew struggle to arrange his utterance. The first one is repetition, Drew repeated the words within the sentence either broken form such as "they", "walk", "my", and "from". The second one is block, Drew struggle to utter the word "stella", "two", "my" and "from". The sentence should be "So I'm like, I'm Stella and I'm two, and then they look at me weird and walk away and I realize it's gone that they never heard my voice from me".		

034/D/S/RP/BL/00:11:00	So I just look look like a guy who gave his s his dog stutter.	V		V	There are repetition and block issue, Drew struggle to arrange the sentence throghout his utterance. The first one is repetition, Drew repeated the words within the sentence either broken form such as “his” or complete form such as “look”. The second one is block, Drew struggled to utter the word “who” due to pausing occured within the word.		

					The sentence should be “So I just look like a guy who gave his dog stutter”.		
035/D/S/RP /00:11:21	I’m I’m like I’m like yup yup that that that’s her that’s her voice, so s-so so glad you did didn’t meet my my gap ye yeah correct.	V			There is repetition issue, Drew struggle to utter the complete sentence properly. Drew repeated the words within the sentence with complete form of repetitive words. He repeated the words more than one time. The sentence should be “I’m like, yup, that’s her voice, so glad you didn’t meet my gap, yeah correct”.		

036/D/S/RP /00:11:33	Thank thank you Ame Ame America	V			There is repetition issue, Drew struggle to utter the whole sentence properly. Drew repeated the words within the sentence with either broken form such as “america” or complete form such as “thank”. The sentence should be “Thank you America”.		
037/D/S/RP /BL/00:11:45	Uh h h hi, so I I I realized that wh when I talk talk on on the phone, it s- s- sounds like bad reception, just	V		V	There are repetition and block issues, Drew struggle to arrange the proper words within his utterance.		

	just just sounds like I I have s- s- sprint				The first one is repetition, Drew repeated the words within the sentence either broken form such as “Hi”, “when”, and “sounds” or complete form such as “I”, “talk”, and “just”. The second one is block, Drew struggled to utter the word “sprint” due to pausing occured when he said the word. The sentence should be “Uh hi, so I realized that when I talk on the phone, it sounds like bad reception, just sounds like I have sprint”.		

038/D/S/RP /00:12:11	But but it s- s- sucks because no no not only do do pe- pe- people th- think it's it's s- a bad reception, but because this is my voice is so high th th they think I'm I'm a woman.	V		V	There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words either broken form such as "people", "it's", and "they" or complete form such as "but", and "i'm". The sentence should be "but it sucks because not only do people think it's a bad reception, but because this is my voice (that) is so high, they think i'm a woman".		
039/D/S/RP /00:12:26	Like, I was I was on the phone with with a	V		V	There is repetition issue, Drew repeated several words more than once within his		

	bill collector in a groc-grocery store and this this this is the actual co co con conversation that t that that we have.				utterance. Drew repeated the words either broken form such as “grocery” and “conversation” or complete form such as “i”, “was”, “with”, “this”, and “that”. The sentence should be “Like, I was on the phone with a bill collector in a grocery store and this is the actual conversation that we have”.		
040/D/S/RP /00:12:38	H h hi, t t thanks for calling t t the billing company how can I help you?	V		V	There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words with broken form such as “hi”, “thanks”, and “the”.		

					The sentence should be “Hi, thanks for calling the billing company, how can I help you?”.		
041/D/S/RP /00:12:45	Yes yes yes, I was I I I was I was late on pa- paying the bill from from two two weeks ago	V		V	There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words either with broken form such as “paying” or complete form such as “yes”, “I”, “was”, “from”, and “two”. The sentence should be “Yes, I was late on paying the bill from two weeks ago”.		

042/D/S/RP /00:12:51	I'm I'm I'm sorry miss, could could could you repeat that?	V			There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words with complete form such as "I'm", and "could". The sentence should be "I'm sorry miss, could you repeat that"".		
043/D/S/RP /BL/00:12:59	Y- yes I'm trying t- t- t- to pay a a bill from t- t- two weeks ago	V		V	There are repetition and block issues, Drew repeated and struggled to utter the words within his utterance.		

					The first one is repetition, Drew repeated the words with broken form such as “to” and “two”. The second one is block, the circumstance when Drew uttered the word “yes” apparently forced him to take a deep breath and causing pause there. The sentence should be “Yes, I’m trying to pay a bill from two weeks ago”.		

044/D/S/RP /00:12:09	M- m- ma'am, are you are you s- s- still there?	V		V	There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words with broken form such as "Ma'am", and "still". The sentence should be "Ma'am, are you still there?".		
045/D/S/RP /00:13:13	I'm I'm I'm still here	V			There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the word "I'm" three times.		

					The sentence should be “I’m still here”.		
046/D/S/RP /00:13:15	I i i think you’re you’re breaking up	V			There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words “I” and “you’re”. The sentence should be “I think you’re breaking up”.		
047/D/S/RP /00:13:17	No, it’s it’s it’s a s- s- stutter	V		V	There is repetition issue, Drew repeated several words more than once within his utterance. Drew repeated the words “It’s” and “stutter”.		

					The sentence should be “No, it’s a stutter”.		
048/D/S/RP/BL/00:13:20	I may have have I may have—I may have have have have a b- b- bad con- connection m- mi- miss	V		V	There are repetition and block issue, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the word “have”, “bad” “connection”, and “miss”. The second one is block, Drew struggled to finish his word “have”, there is pausing there because he tried to finish the word but it was way faster and caused dysfluency.		

					The sentence should be “I may have a bad connection, miss”.		
049/D/S/RP/PL/00:13:31	No, wh- wh- which you heard out is s- is a guy with with with with a- s- s- speech im im impediment	V	V	V	There are repetition and prolongation issues, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the word “which”, “is”, “speech”, and “impediment”. The second one is prolongation, Drew prolonged the word “guy” way longer and		

					struggled to utter that word. This is the condition when the PWS(People Who Stutter) had a severe stuttering due to trauma on his vocal cord. The sentence should be “No, which you heard out is a gay with a speech impediment”.		
050/D/S/RP /00:13:39	Ma’am m- m- ma’am there there’s s- no need to raise raise raise your voice to me	V			There is repetition issue, Drew repeated several words within his utterance. Drew repeated the words “ma’am”, “there’s”, and “raise”.		

					The sentence should be “Ma’am, there’s no need to raise your voice to me”.		
051/D/S/RP /00:13:44	I’m I’m I’m try try trying to lower my my m- my voice to to t- to you	V			There is repetition issue, Drew repeated several words within his utterance. Drew repeated the words “I’m”, “trying”, “my”, and “to”. The longer version of “voice” and “you” do not count as prolongation, because it is a part of speech intonation. The sentence should be “I’m trying to lower my voice to you”.		

052/D/S/RP/PL/00:13:58	I I I just I just I just want want w- want to pay pay pay my bill fr- from twoooo weeks ago	V	V		There are repetition and prolongation, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the words “I”, “just”, “want”, “pay”, and “from”. The second one is prolongation, the word “two” counted as prolongation due to Drew showed up his dysfluency when he uttered the word. The sentence should be “I just want to pay my bill from two weeks ago”.		

053/D/S/RP/PL/00:14:04	Ma'am m- m- I'm s- s- sorry, please please please call us back, we're we're we're breeeaking up	V	V	V	There are repetition and prolongation issues, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the words "Ma'am", "I'm", "sorry", "please", and "we're". The second one is prolongation, Drew prolonged the word "breaking" into "breeeaking" indicated that there was prolongation.		

					The sentence should be “Ma’am, I’m sorry, please call us back, We’re breaking up”.		
054/D/S/RP/PL/00:14:10	And and I I I’m s- s- screaming in the groocery store	V	V	V	There are repetition and prolongation issues, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the words “and”, “I’m”, and “screaming”. The second one is prolongation, Drew prolonged the word “grocery” because he wanted to finish the word but didn’t work properly.		

					The sentence should be “and I’m screaming in the grocery store”.		
055/D/S/RP /00:14:14	N n no we’re we’re not breaking up, I I I’m two two weeks late, and and and I’m not a woman.	V	V	V	There are repetition and prolongation issues, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the words “No”, “we’re”, “I”, “two”, and “and”. The second one is prolongation, Drew prolonged the word “breaking” into		

					"breeaking" indicated that there was prolongation. The sentence should be "No, We're not breaking up, I'm two weeks late and I'm not a woman".		
056/D/S/RP/PL/00:14:42	I l- l- look up and I'm I I I'm ri- right in front of tam tam tampons.	V	V	V	There are repetition and prolongation issues, Drew repeated and struggled to utter several words within his utterance. The first one is repetition, Drew repeated the words "I", "look", and "tampons" more than once.		

					The second one is prolongation, Drew struggled to utter the word "right", he prolonged the word "right" way longer than it has to be, it indicated that there was prolongation. The sentence should be "I look up and I'm right in front of tampons".		
057/D/S/RP /00:14:50	Th- th- thank thank thank you guys, so so so so much.	V		V	There is repetition issue, Drew repeated several words within his utterance. Drew repeated the words "Thank" and "so" more than once.		

					The sentence should be “Thank you guys so much”.		
058/D/S/RP /00:15:02	I’m I’m I’m gonna get you so so so bad no now	V			There is repetition issue, Drew repeated several words within his utterance. Drew repeated the words “I’m” and “so” more than once. The sentence should be “I’m gonna get you so bad now”.		
059/D/S/RP /00:15:21	Mel mel melby said she she she she would	V		V	There is repetition issue, Drew repeated several words within his utterance.		

	love to hear more more of me, so so when I gave her a c c cd of of of my jokes, she she returned it and and said t- t- this one skips, take take take back.				Drew repeated the words "Melby", "she", "more", "so", "cd", "of", "and", "this", and "take" more than once time. Those words are a part of repetition because those uttered more than one and considered as repetitive words. The sentence should be "Melby said she would love to hear more of me, so when I gave her a cd of my jokes, she returned it and said this one skips, take back".		
060/D/S/RP /00:19:35	How how how how Howie and and and Jeff could could could	V		V	There is repetition issue, Drew repeated several words within his utterance.		

	never shake s s shake hands, cuz Howie's a ger germaphobe and and and jeff is dis dis disgusting.				Drew repeated the words "Howie", "and", "could", "shake", "germaphobe", "and", and "disgusting" more than one time. The sentence should be "Howie and Jeff could never shake hands, cuz Howie's a germaphobe and Jeff is disgusting".		
061/D/S/RP /00:20:08	So so so I'm I'm I'm currently not not not se se sexually active be because I'm sa sa saving my my myself s- s- s- some money.	V		V	There is repetition issue, Drew repeated several words within his utterance either broken form such as "sexually", "saving", "myself", and "some" or complete form such as "so", "I'm", and "not" that uttered more than one time.		

					The sentence should be “So I’m currently not sexually active because I’m saving myself some money”.		
062/D/S/RP /00:20:26	Now I would I would I would never be be be a good good good parent cuz I I I don’t have any conviction in in in my voice.	V			There is repetition issue, Drew repeated several words within his utterance with complete words such as “I”, “would”, “be”, “good”, and “in” that uttered more than one time. The sentence should be “Now i would never be a good parent cuz I don’t have any conviction in my voice”.		

063/D/S/RP /00:20:33	I'd I'd be like I'm I'm I'm gonna get count count to three. Oh oh oh good, we have we have time. So so so sorry Howard, I'm laughing.	V			There is repetition issue, Drew repeated several words within his utterance with either complete form such as "I'd", "I'm", "count", "we", "have" or broken form such as "sorry". The sentence should be "I'd be like I'm gonna get count to three, oh good, we have time. Sorry howard, I'm laughing".		
064/D/S/RP /00:20:53	I uhm num num numbers are are are so so so hard for for for me so so hard like	V		V	There is repetition issue, Drew repeated several words within his utterance with either broken form such as "numbers" and "met" or		

	when when when I first me me met my girlfriend but but but by the time I gave her my phone number, it was it was our an anniversary.				complete form such as “are”, “so”, “for”, “when”, “but”, “it”, and “was”. The sentence should be “I uhm- numbers are so hard for me, so hard like when I first met my girlfriend but by the time I gave her my phone number, it was our anniversary.		
065/D/S/RP /00:21:09	It’s n- it’s n it’s a nightmare it’s a nighmare, it was like I was like I was like okay it’s it’s it’s eight eight eight one eight.	V		V	There is repetition issue, Drew repeated several words within his utterance with either broken form such as “nightmare”, “she”, and “eight” or complete form such as “I”, “was”, “there’s”, and “three”.		

	S- s- she's like was that one one eight or or or two. I mean no no there's there's there's no two, it's just it's just eight eight one eight. S- s- she's like eight eight e e e eight? Like, three three eights?				The sentence should be "It's a nightmare, it was like- I was like okay, it's eight one eight, she's like was that one eight or two? I mean, no, there's no two, it's just eight one eight. She's like eight eight eight? Like, three eights?".		
066/D/S/RP /00:21:36	What am what am what am I a cus customer ser service? No, it's it's a a a area c c code ei ei ei eight one	V		V	There is repetition issue, Drew repeated several words within his utterance with either broken form such as "customer service", "area", "eight", "two", "take", and "email" or		

	one one eight. She's she's like I I I have I have gotten tw two eights two two two ones, one one one eight. That that that's a zeb code. Ju- I I I I ain't ain't telling you where where I'm I'm living, just just just take t t take down my e e my em my email, it's it's it's d d d d .she's				complete form such as "she", "I", "that", "where", "just", and "it's". The sentence should be "What? Am I a customer service? No, it's area C code, eight one eight. She's like, I have gotten two eight, two ones, one eight? That's a zeb code. Ju- I ain't telling you where i'm living, just take down my email, it's d d, she's like I've got two D's?".		

	like I I I've got two D's?						
067/D/S/RP /00:22:09	I'm like a a a a here's here's s our C's. uhm, is her her her her boobs are small smaller?so when when when I count count count out loud it's boob boob boob. Thank thank thank thank you guys so so so so much.	V			There is repetition issue, Drew repeated several words within his utterance with either complete form such as "here", "her", "when", "count", "boobb", "thank", and "so" or broken form such as "smaller". The sentence should be "I;m like, a- here's our C's. Uhm- is her boobs are smaller? So when I count out loud it's boob boob boob? Thank you guys so much!".		
Total		67	11	42	120		