

**AN ANALYSIS ON PATTERNS AND TYPES OF STUTTERING BY
DREW LYNCH ON AMERICA'S GOT TALENT 2015**

UNDERGRADUATE THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2018**

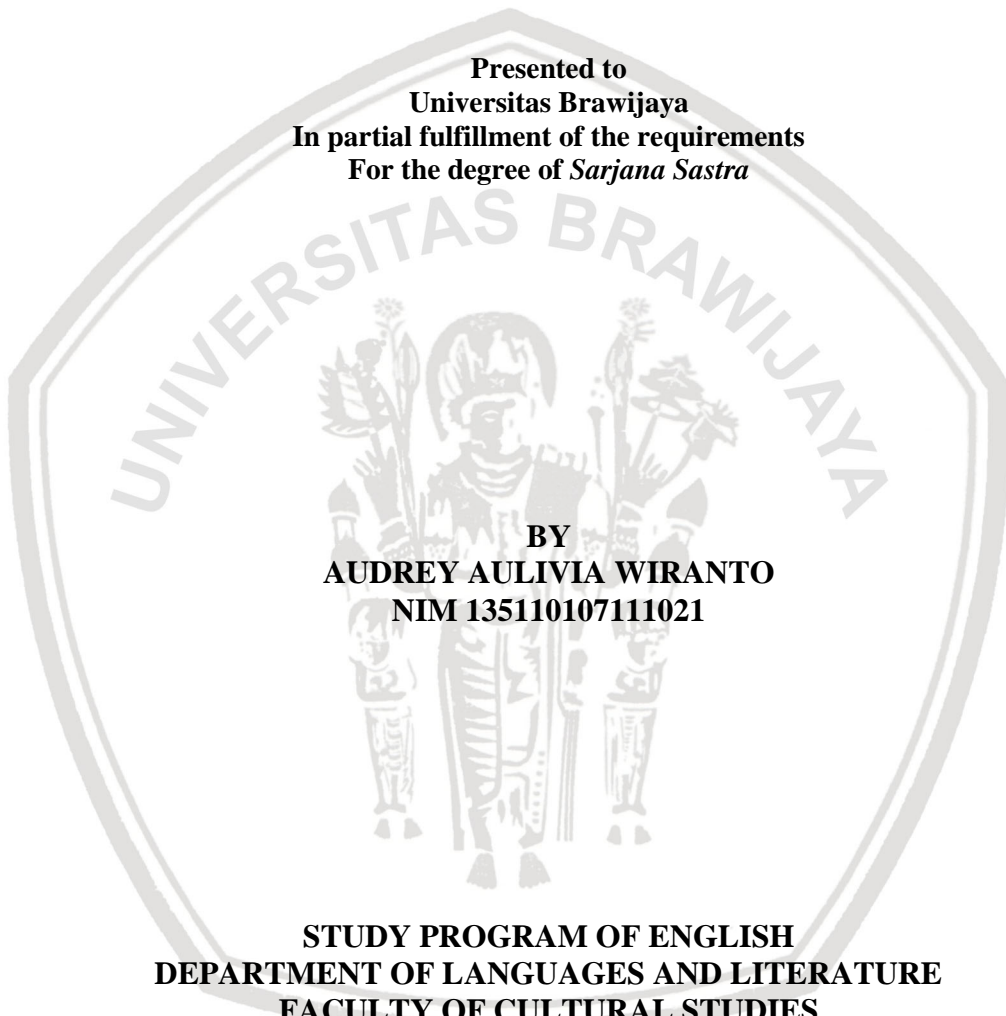
**AN ANALYSIS ON PATTERNS AND TYPES OF SUTTERING BY DREW
LYNCH ON AMERICA'S GOT TALENT 2015**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
In partial fulfillment of the requirements
For the degree of *Sarjana Sastra***

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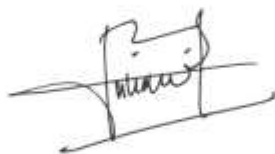


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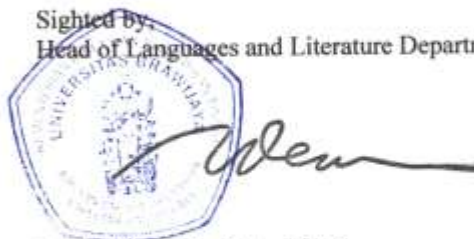
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Finally, this research is expected to be useful as an initial and basic comparison for the development of future related studies and for English Department in Universitas Brawijaya.

Malang, July 17th 2018

The writer

ABSTRACT

Wiranto, Audrey Aulivia. 2018. **An Analysis on Patterns and Types of Stuttering by Drew Lynch on America's Got Talent 2015**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Yana Shanti Manipuspika.

Keywords: Psycholinguistics, Stuttering, Disfluency Patterns and Types of Disfluency

Speech disorder is a disorder that affects the ability of someone so that he produces abnormal speech. One of the speech disorders is stuttering and it is reflected in the speech of a contestant of America's Got Talent 2015 named Drew Lynch. This study tries to solve the following problems: 1).What are the disfluency patterns produced by Drew Lynch and 2). What are the types of disfluency produced by Drew Lynch.

This study used a descriptive qualitative approach. The data were Drew Lynch's utterances on America's Got Talent 2015. These data were then analysed by using theory of psycholinguistics (Aitchison 2003), Stuttering (Sleeper, 2007), Disfluency Patterns (Lickley, 2002), and Types of Disfluency (Zebrowski, 2003)

There were 53 utterances collected from Drew Lynch on America's Got Talent 2015. The disfluency patterns were substitution, insertion, deletion, and repetition. Insertion, deletion, and repetition occurred very frequently in his utterances, and substitution was identified only one. The types of disfluency were between-word and within-word disfluencies. There were four types of between-word disfluencies namely interjections, phrase repetitions, revisions and multisyllabic whole-word repetitions. The types of within-word disfluency were disfluency repetitions of individual sounds/syllable, prolongations of sounds, block/silent pauses, monosyllabic whole-word repetitions. In conclusion, the types of disfluencies mostly uttered were phrase repetitions and monosyllabic whole-word repetitions which were used to create jokes.

As a suggestion, future researchers could consider exploring the neurogenic stuttering with the types of behavior stuttering and the causes of the disfluency phenomenon surrounded the environment within us. This would give us a deeper insight of the stuttering phenomenon.

ABSTRAK

Wiranto, Audrey Aulivia. 2018 **An Analysis on Patterns and Types of Stuttering by Drew Lynch on America's Got Talent 2015**. Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Yana Shanti Manipuspika.

Kata kunci: Psikolinguistik, Gagap, Pola Gagap dan Jenis Gagap

Gangguan bicara adalah gangguan yang memengaruhi kemampuan seseorang sehingga ia menghasilkan ucapan abnormal. Salah satu gangguan bicara adalah gagap dan itu tercermin dalam seorang kontestan dari America Got Talent 2015 bernama Drew Lynch. Penelitian ini mencoba untuk memecahkan masalah berikut: 1). Apa pola ketidaklancaran yang dihasilkan oleh Drew Lynch dan 2). Apa jenis ketidakberdayaan yang dihasilkan oleh Drew Lynch

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data tersebut berupa ucapan Drew Lynch tentang America's Got Talent 2015. Data ini kemudian dianalisis dengan menggunakan teori psikolinguistik (Aitchison 2003), Gagap (Sleeper, 2007), Pola Kegagapan (Lickley, 2002), dan Jenis Kekagapan (Zebrowski, 2003)

Ada 53 ucapan yang dikumpulkan dari Drew Lynch tentang America's Got Talent 2015. Pola kegagapan adalah substitusi, penyisipan, penghapusan, dan pengulangan. Penyisipan, penghapusan, dan pengulangan sangat sering terjadi dalam ucapan-ucapannya, dan substitusi hanya diidentifikasi satu. Jenis kegagapan adalah ketidakberesan antara-kata dan di-kata. Ada empat jenis ketidakberesan antara kata yaitu interjections, pengulangan frase, revisi dan pengulangan seluruh kata secara multisamping. Jenis-jenis kata-kata di dalamnya adalah repetisi ketidakberfungsian bunyi / suku kata individual, perpanjangan bunyi, jeda blok / diam, pengulangan seluruh kata secara monosilabis. Sebagai kesimpulan, jenis-jenis ketidaklancaran yang paling banyak diucapkan adalah pengulangan frasa dan pengulangan seluruh kata monosilabis yang digunakan untuk menciptakan lelucon.

Sebagai saran, peneliti selanjutnya dapat mempertimbangkan untuk mengeksplorasi gagap neurogenik dengan tipe-tipe gagap perilaku dan penyebab fenomena ketidakmampuan yang mengelilingi lingkungan di dalam diri kita. Ini akan memberi kita wawasan yang lebih dalam tentang fenomena gagap.

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CHAPTER I INTRODUCTION

In this chapter, the researcher presents the introduction which consists of the background of the study, the problem of the study, the objective of the study, and definition of key terms

1.1 Background of the Study

People inevitably need to communicate to build relationships with others. People usually employ language verbally or orally to serve many important roles, such as sharing the ideas, expressing feeling, and exchanging information. Basically, speaking becomes the common way of communication due to its simple requirements. A human being needs only his organs of speech. Moreover, he has the natural capability of uttering words and sentences during his growth. It also takes no particular scientific knowledge to talk for communicative purpose. Therefore, speaking becomes an integral part of human life.

Speaking is a highly dynamic, active and complex process in which several agents and components are involved. To enhance a successful execution of utterances, for example, the process involves input filtering, mind processing, execution, planning, and the control toward the execution itself. One influential point is the finding that human brain plays a very significant role in speech production. According to Djarwoidjojo (2005. P. 212), the brain is highly functionalized when dealing with speech planning and execution.

The quality of human brain can be influenced by the exact condition of the brain as well as the maintenance during the growth. According to Mukalel (2003, p.103), the abnormalities in using language are mostly related to a particular brain damage or brain dysfunction. Besides causing the abnormal brain mechanism, the damage also has a continuing effect related to speech plan and execution. That is why an individual with speech disorder usually has particular language features considered as “abnormal” compared to those of common people. One of the abnormalities in speaking is speech disorder.

According to Wendy (2010, p.9), speech disorders affect the way a person talks. A person with a speech disorder usually knows exactly what he/she wants to say and what is appropriate for the situation, but he/she has trouble produces the sounds to communicate it effectively. One type of speech disorder is stuttering. Bakker *et.al.*, (1991) stated that stuttering is typically characterized by repetitions, prolongations, and blocks.

Prasse and Kikano (2003, p.563) state that stuttering occurs in approximately 1.4 percent of children aged below 10 years old. Stuttering occurs in persons of all ages, but it is most common in young children who are developing and learning language and speech. Stuttering is resolved by adulthood in nearly 80 percent of children with developmental stuttering. Less than 1 percent of adults stutter; 80 percent of them are men. The prevalence of stuttering is similar across different social status, economic, cultural, and ethnic groups.

On the other hand, the other forms of acquired stuttering are classified as psychogenic or originating in the mind or mental activity of the brain such as thought and reasoning. Neurogenic stuttering typically occurs in adults following

stroke, traumatic brain injury or neuro degenerative disease. It has also been described following stroke, epilepsy, encephalitis, head trauma, use of medication and other disorders that might affect brain function. In contrast, psychogenic stuttering most likely appears as a consequence of an emotional or psychological trauma and has 24 been characterized as a conversion reaction. It often co-occurs with nonorganic somatic complaints, which may raise a suspicion of neurologic disease and thus complicate the differential diagnosis between neurogenic and psychogenic stuttering stated by Theys (2012, p. 428)

The phenomenon of stuttering is actually common in human but it is not well understood by the people. They usually make fun of people who stutter by either making them as a joke ill-treating them. Stuttering is actually a form of fluency failure which is the consequence of learned, antecedent, negative emotion.

The phenomenon of stuttering is also portrayed in a live contest performance, America's Got Talent 2015. One of the participants is Drew Lynch, a 26 years old, man from Indiana. Drew has a communication disorder because of his stuttering. He cannot communicate well with others. He decided to join America's Got Talent to try to become a comedian despite his stuttering. He believed that even with his condition, he could still make some jokes to the audiences and also the juries.

In Drew's case, he tried to make jokes with his stutter and always tried to make the audiences understood the words that he said. That is one characteristic of stuttering individuals. The surrounded environment plays an important in helping him successfully undergo his stuttering treatment. Drew cannot produce sounds better like normal people in general because he has brain trauma injury

following the motorsport accident. Drew has something trouble with his mouth or tongue or nerve-mouth. Probably, he often felt himself sweating and felt the rapid beating of their hearts.

There are three reasons which the researchers found it interesting to study about Drew Lynch stuttering. Firstly, Drew can present himself to the audience quite well. Secondly, the researcher thinks that disfluency in the speech of conversion disorder patients will be different from disfluency in the speech of normal people. Conversion disorder patients actually made more mistake in their speech than normal people because of their weaknesses. Lastly is the uniqueness of Drew Lynch's speech.

Based on the above reasons, the researcher wanted to study the patterns and the types of the stuttering. Thus, she conducted a research entitled "**An Analysis on Patterns and Types of Stuttering by Drew Lynch on America's Got Talent 2015**". Everybody has a different ability, so the researcher hopes this research can give more knowledge and inspire the next researcher. This research is very important because the next researcher could study about the patterns and the types of stuttering. For the next researcher, this research can be put on a good use.

1.2 Problems of the Study

Based on the background of the study, this study was conducted to answer the following questions:

1. What are the disfluency patterns produced by Drew Lynch?
2. What are the types of disfluency produced by Drew Lynch?

1.3 Objectives of the Study

Based on the problems of the study, it can be stated that the objectives of this study are:

1. To describe the disfluency patterns of speech disorder produced by Drew Lynch
2. To analyze the types of disfluency produced by Drew Lynch

1.4 Definition Key Terms

To avoid misinterpretations it is important to define the key terms as follows

1. Neurogenic stuttering : a type of fluency disorder in which a person has difficulty in producing speech in a normal, smooth fashion resulted from inability to coordinate all of the muscles involved in producing speech. (Helm and Butcher, 1980)
2. Disfluency patterns : every disfluency has a pattern that consists of the reparandum, interagnum, and repair (Lickley 2002, p. 82)
3. Types of Disfluency : children and adults who stutter produce a types of dysfluencies, both between- word and within-word, as do those who do not stutter. (Zebrowski 2003, p. 455)
4. America's Got Talent : an American reality television series on the NBC television network, and part of the global Got Talent franchise (www.wikipedia.org)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews some literature related to the topic discussed in this research.

2.1 Psycholinguistics

Psycholinguistics is study how word meaning, sentence meaning, and discourse meaning are computed and represented in the mind. They study how complex words and sentences are composed in speech and how they are broken down into their constituents in the acts of listening and reading. In short, psycholinguists seek to understand how language is done stated by O. Gready. *et al.* (1996, p.438). How people process this phenomenon in their brain is not only merely about the description of producing and perceiving language but also about the description of what they have learned as background knowledge to interpret.

In other words, psycholinguistics deals with three following major topics: production, comprehension, and acquisition as stated by Aitchison (2003, p. 132). Speech production involves the mental processes in transferring what a speaker has in their mind (meaning or thought) into chains of sounds that are understandable for a listener so that the listener gets what the speaker intends to say. Speech comprehension is the mental process of the building of meaning from sounds.

Psycholinguistics also discusses language disorders of speech disorders. Speech disorder actually not only the person who have stuttering but also in cluttering. This research only focuses on stuttering as language disorder.

2.2 Stuttering

One example of speech disorders is stuttering. According to Sleeper (2007, p.69) stuttering is a speech disorder in which fluency is disrupted by repetitions and prolongations in syllables, sounds, and words. This is a disorder in which people who suffer from it face difficulty in uttering words fluently. An individual who stutters often has difficulty starting words. Normal speech production is a complicated process that requires the brain to coordinate a number of muscles in a precise manner, including those involved in respiration, vocalization, and articulation (involving the throat, palate, tongue, lips, and teeth).

The brain regulates these muscles by processing sensory feedback that comes from hearing and touch. Sleeper states that (2007, p.70) stuttering occurs when there are disruptions in the way that the brain coordinates the various components necessary for the production of speech. According to Sleeper (2007, p.70), there are two classes of stuttering: developmental stuttering and acquired stuttering. Acquired stuttering is a relatively uncommon phenomenon having sudden onset in adulthood. Acquired stuttering can be divided into two categories — neurogenic and psychogenic stuttering. Neurogenic stuttering is a type of fluency disorder in which a person has difficulty in producing speech in normal, smooth fashion resulted from inability to coordinate all of the muscles involved in

producing speech. Individuals with fluency disorder may have speech that sound fragmented or halting, with frequent interruptions and difficulty producing word without effort or struggle. Neurogenic stuttering typically appears following some sort cases of injury or disease or disease to the central nervous like stroke, head trauma, Parkinson's diseases, Alzheimer's diseases or drug usage. Neurogenic stuttering can occur at any age. However it appears more than often in adulthood, and the highest incidence is the geriatric population. Neurogenic is quite different with psychogenic stuttering which is not typically seen as a result of brain damage and most commonly appears in early childhood in children between two and five years of age. In general individuals who experincied neurogenic stuttering have had a history of normal speech production prior to the injury or diease like Drew's history.

On the other hand, psychogenic disorders arise from a psychological trauma. Although individuals who stutter may develop emotional problems such as fear of meeting new people or speaking on the telephone, these problems often result from stuttering rather than cause the stuttering. Psychogenic stuttering occasionally occurs in individuals who have some types of mental illness or individuals who have experienced severe mental stress or anguish.

Dealing with stuttering, there are two problems that emerge. The first problem is related to the patterns of disfluencies of a stuttering person and the types of disfluencies that are used to recover a person from stuttering. Given here is an explanation of theories related to the two problems.

2.3 Disfluency Patterns

Generally, abnormal disfluency patterns are not different from normal disfluency patterns. According to Lickley (2002, p.82), every disfluency has a pattern that consists of the reparandum, interregnum, and repair.

Lickley (2002, p.82) states that reparandum is a word, fragment, or string that occurs before an interregnum. Interregnum is the hesitation between reparandum and repair. This part can be in form of silent pauses or filled pauses and in some cases, this part does not occur. Meanwhile, repair is the part after the interregnum. In addition, the kinds of each disfluency pattern based on Lickley's theory are presented in Table 2.1

Table 2.1 Disfluency Patterns

No.	Patterns of Disfluency	Example	Explanation
1.	Substitution	I don't suppose you've got [the balloons] the baboons	The word —the baboons substitutes the word —the balloons.
2.	Insertion	[Just] I'm just to the east of it	The word "I'm" is inserted before the word "just".
3.	Deletion	[You're away f-] right see the wee bit that's jutting out?	There is no repair and the reparandum "you're away f-" restarts without repeating or directly substituting any word or structural unit.
4.	Repetition	[Just] <i>ehm</i> just about an inch above the starting cross	The word "just" is repeated after the interregnum "ehm"

2.3.1 Substitution

This disfluency pattern occurs when a word, fragment, or string in —repair|| replaces a word, fragment, or string in —reparandum|| and its replacement shares syntactic features. For instance, like clearly shown in Table 2.1, the utterance —I don't suppose you've got [**the balloons**] **the baboons**|| is a brief example of the substitution pattern. The words —**the baboons**”, which are called a repair substitute [*the balloons*], which are called as the reparandum. The

pattern when a repair occurs as the substitution of a reparandum is called a substitution pattern. But substitutions are also the typical form for error repairs, whether lexical, syntactic or phonological, so a word or a sound may substitute for another, erroneous, word or sound.

2.3.2 Insertion

This disfluency pattern occurs when a word, fragment, or string in —repair repeats a word, fragment, or string in reparandum with a word or words inserted before or within the repetition. For instance, like clearly shown in Table 2.1, the utterance “[Just] I’m just to the east of it” is a brief example of the insertion pattern. The processed which in the words I’m inserted before the word just is called insertion pattern.

2.3.3 Deletion

This disfluency pattern occurs when a word, fragment, or string in —repair restarts a word, fragment, or string in reparandum without repeating or directly substituting any word or structural unit. For instance, like clearly shown in Table 2.1, the utterance [You’re away f-] right see the wee bit that’s jutting out? is a brief example of the deletion pattern. There is no repair and the reparandum [You’re away f-] restarts without repeating or directly substituting any word or structural unit of that reparandum. Therefore, the deletion pattern is the only pattern that can be recognized for the repair part.

2.3.4 Repetition

This disfluency pattern occurs when a word, fragment, or string repair repeats exactly the same word, fragment, or string in reparandum with no addition or deletion. For instance, like clearly shown in Table 2.1, the utterance “[Just]

them just about an inch above the starting cross” is a brief example of the substitution pattern. The speaker repeats the word just with exactly the same word after making a filled pause in his or her utterance. Therefore, the repetition pattern is the only pattern that can be recognized by the similarity between its repair and reparandum. In addition, according to Lickley (2002, p.112), the repetition pattern is the simplest one because the speaker does not need to use his or her mind too much.

2.4 Types of Disfluency

Silverman (2004, p.153) states that everyone has ever experienced disfluencies in his/her utterances. However, from one person to another, they are not usually the same. In fact, those disfluencies can be categorized as normal, ambiguous, or abnormal ones. The normal disfluency refers to the kinds of disfluency that are usually done by normal people. Meanwhile, the abnormal disfluency refers to the kinds of disfluency that are usually done by stutterers. Therefore, each of them has different types. In addition, ambiguous disfluency refers to the kinds of disfluency that can be done by normal people or stutterers. According to Zebrowski (2003, p.455) classifies all speech dysfluencies into two categories; *Between-Word and Within-Word Dysfluencies*. As displayed in table 2.2, Zebrowski classifies into two types. The explanation is shown in the next paragraph.

Table 2.2 Types of Disfluency

Between-Word Disfluency	Within –Word Disfluency
<p><u>Interjection:</u> “Who, <i>uh</i> (<i>interjects the sound uh</i>) who is that? Beats me.”</p>	<p><u>Repetitions of Individual Sounds or Syllables:</u> “W-w (<i>repeats the individual sound</i>) where</p>



	is she going?"
	"Good mor-mor (repeats the individual syllable) ning guys!"
Phrase Repetitions:	Prolongations of Sounds:
"I want to borrow this book – <i>this book</i> (repeats the phrase <i>this book</i>) today."	"Wwwwww (prolongs the sound w) here is she going?"
Revisions:	Block (silent pause):
"She is going to – <i>I think she left.</i> " (revises the words <i>she is going to</i> into <i>I think she left</i>)	"Where is she... (silent pause) going"
Multisyllabic Whole-Word Repetition:	Monosyllabic Whole – Word Repetitions:
"She is really-really (repeats the Multisyllabic Whole-Word Repetition really) here"	"He-he (repeats the monosyllabic whole-word repetition he) is here."

2.4.1 Between – Word Dysfluencies

According to Zebrowski states that the types of disfluency classify into two categories the first is *Between-Word Dysfluencies* is the disruption which is produced while a stuttering person attempts to link words together, they consist of four subtypes of speech dysfluencies:

2.4.1.1 Interjections

Interjections, almost like pauses, indicate that speakers have had to stop to think about what to say next. People usually select particular *Interjection* signals when they have to stop like *uh, oh, ah well, and um*. Those interjection signals can show the reason why the speaker stops, for example, due to a referent selection, memory success, word approximation, or exemplification. One example is shown below: "Who, *uh* (interjects the sound *uh*) who is that? Beats me."

2.4.1.2 Phrase Repetitions

Repetitions of more than one word a or of one word and part of a second word were classified as Phrase Repetitions, provided no modification or revision



of the content resulted from the repetition. One of example is shown below: “I want to borrow this book – *this book* (repeats the phrase this book) today.”

2.4.1.3 Revisions

People sometimes revise what they have just said. They may stop in the middle of a sentence and begin again in a new direction. Changes in the content or grammatical form of the phrase, or in the pronunciation of a word, were counted as instances of Revision. One of example is shown below: “*She is going to* – I think she left.” (revises the words she is going to into I think she left)

2.4.1.4 Multisyllabic Whole – Word Repetitions

It is defined as the repetition of a word that contains more than one syllable. One of example is shown below: “She is really-*really* (repeats the Multisyllabic Whole-Word Repetition really) here.”

2.4.2 Within – Word Dysfluencies

While Within-Words Dysfluencies involve a disruption in the smooth connection of sounds or syllables within a word, they consist of four types of speech dysfluencies.

2.4.2.1 Repetitions of Individual Sounds or Syllables

Repetitions of individual Sound is the repetition of individual sounds of language. This does not refer to individual letters since sometimes a combination of letters makes only one sound. Furthermore, *The Repetitions of Individual Syllables* is the repetition of a part of a word that contains a vowel or vowel sound.

The example is shown below: “W-w (repeats the individual sound) where is she going?” Furthermore, The Repetitions of Individual Syllables is the repetition of a part of a word that contains a vowel or vowel sound. The example is shown below: “Good mor-*mor* (repeats the individual syllable)ning guys!”

2.4.2.2 Prolongations of Sounds

This category included any unduly prolonged sound. If a sound was prolonged twice it was counted both as a prolonged sound and as a repetition of the sound. The example is shown below: “Wwwwww (prolongs the sound w) here is she going?”

2.4.2.3 Blocks (Silent Pauses)

Garman (1990, p.375) states that Blocks or Silent Pause may also be called as unfilled *hesitation*. A speaker who has unfilled hesitation will do pause in his speech a moment to produce the next word he wants to say. The example is shown below: “Where is she... (silent pauses) going”

2.4.2.4 Monosyllabic Whole – Word Repetitions

Monosyllabic Whole-Word Repetition is the repetition of a word which consists of a single syllable. The example is shown below: He-*he* (repeats the monosyllabic whole-word repetition he) is here.

2.5 Previous Studies

There are some studies in the same field focus on analyzing stuttering. Those studies became references to help the present study. Some studies are represented below.

In this study, the writer used two previous studies. The first is from Salvator (2013) entitled "A Disfluency Analysis of Psychogenic Stuttering Experienced By A Patient with Conversion Disorder in A Dangerous Method Movie". She analyzed the types of disfluency, disfluency patterns and the causes of disfluency. This research used a descriptive and qualitative approach where the data collection is by listing the linguistic forms used for suggesting that employed by the patient who has a language disorder. The researcher analyzed the data by using the theory of psychogenic stuttering proposed by Hedges and Davies (2005), Lickley (2002) and Lyons (2000). The result of this study showed that possible the possible speech disorder of stuttering found in a character Sabrina is: experiences five types of stuttering: part-word repetition, whole-word repetition, phrase repetition, block, and broken word; in terms of the patterns, repetition becomes the first in rank because it is the simplest pattern of disfluency. In terms of causes, there are 3 types of child abuse, i.e. physical abuse, mental abuse, and neglect. Physical abuse, as well as mental abuse, becomes the highest in rank.

The second study is from Alim (2013) entitled "A Psycholinguistics Analysis on Stuttering Character in Rocket Science". She aimed to focuses on the analysis of a movie entitled Rocket Science to find out the types of dysfluencies experienced by Hal Heyner, the stuttering character in Rocket Science. The

researcher also finds out the types of associated behaviors of stuttering experienced by Hal Heyner. The researcher analyzed the data used descriptive-qualitative method. The researcher analyzed the data by using the theory of types of disfluency proposed by Zebrowski. The result of this study is the linguistics forms found in the column are the characteristics of disfluencies, the types of secondary motor behaviors, and kinds of treatments experienced by Hal Heyner, the stutterer in Rocket Science.

This present study has similarities with the previous studies in terms of types of disfluency and the patterns of disfluency. The writer use to analyse the disfluency patterns used the Lickley's theory, but in the types of disfluency has same used the Zebrowski's theory. The present study did not use Hedges and Davies theory because the utterances that Drew uttered was exact by use Zebrowski theory to make identify very clearly. However, these are clear the differences in terms of the focus, objectives, and settings. Also, the data are different. This present study has analyzed a different object in contestant of America's Got Talent was named Drew Lynch. The writer has not analyzed the causes of disfluency. Both previous studies focused on developmental stuttering, a stuttering with a predictable developmental path.

Based on two previous studies above, the writer was interested in analyzing the types and the patterns of disfluency stuttering experienced by Drew Lynch. The present study uses the theories Lickley (2002) and Zebrowski (2003) to explain the reason for stuttering.

CHAPTER III RESEARCH METHOD

This chapter describes the method used in conducting the study including the research design, data source, data collection, and data analysis.

3.1 Research Design

A descriptive qualitative approach is employed in this study. Bungin (2007, p 27) states that a descriptive-qualitative research uses theory to lead the research before collecting the data. Qualitative research deals with people's interpretation of their experiences. Thus, different researchers are going to have different interpretations of their own experiences and the social system within which they interact.

Moreover, qualitative research emphasizes on cultural, social and personal identity on the interpretation of the researcher. For these reasons, the qualitative approach is less concerned with generalization because different setting, community, and culture would probably have a different interpretation from the researcher. Besides, to interpret the data, in qualitative research, the researcher describes the data in the written form. This is in line with what Moleong (2001, p.120) stated that qualitative research is a research which produces descriptive data consisting of written and spoken words and behavior.

3.2 Data Source

The researcher chose Drew Lynch in the performance America's Got Talent as the data source because Drew Lynch produced a dis-fluent in his speech production very frequently. The data of this study are the bad-formed utterances of Drew Lynch in which the phenomenon of disfluency exists, while the well-formed utterances are excluded.

3.3 Data Collection

The researcher was the primary instrument for collecting the data. Moleong (2001, p.121) stated that in qualitative research, the researcher plays the role as the designer, the data collector, the analyst, the data interpreter, and eventually the reporter of the research findings.

For the data collection, the researcher took several steps as follows:

1. Downloading Drew Lynch Stuttering in America's Got Talent Channel on
 - http://agt.wikia.com/wiki/File:America%27s_Got_Talent_2015_Drew_Lynch_Howies_Golden_Buzzer_Auditions_1
 - http://agt.wikia.com/wiki/File:America%27s_Got_Talent_2015_S10E15_Live_Shows_-_Drew_Lynch_Stuttering_Stand_up
 - http://agt.wikia.com/wiki/File:America%27s_Got_Talent_2015_S10E25_Finals_-_Drew_Lynch_The_Stuttering_Stand-Up_Comedian_Full_Video

- http://agt.wikia.com/wiki/File:America%27s_Got_Talent_2015_S1_0E21_Semi-Finals_Rd.1_-_Drew_Lynch_The_Stuttering_Stand-up_Comedian

2. The researcher watched all video that was used as the data.
3. Downloading the transcript of Drew Lynch on Youtube.com.
4. Checking the accuracy of the transcript by watching the show again
5. Selecting the utterances of Drew Lynch on America's Got Talent Show that contain stutters.
6. Taking notes and marking the dialogues that indicate stuttering produced by Drew Lynch.

3.4 Data Analysis

Data analysis is the process of systematically searching and arranging the interviews transcripts, field notes and other materials that we accumulate to increase our own understanding and to enable us the present what we had discovered to others (Bogdan and Biklen, 1992). From this statement, the researcher analyzed the data through the following procedures:

1. Categorizing the disfluency patterns produced by Drew Lynch based on Lickley's (2002) theory.
2. Categorizing the types of disfluency produced by Drew Lynch based on Zebrowski's (2003) theory.

The categorizing is displayed in the following table.

Table 3.1 Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								
		SUB	INS	DEL	REP	BWD				WWD				
						I	PR	R	MWWR	RIS	PS	B	MWRS	

Notes :

- BWD** : Between-word disfluency
WWD : Within-word disfluency
SUB : Substitution
INS : Insertion
DEL : Deletion
REP : Repetition
I : Interjection
PR : Phrase Repetition
R : Revision
MWWR : Multisyllabic Whole – Word Repetition
RIS : Repetitions of Individual Sounds/Syllable
PS : Prolongations of Sounds
B : Block
MWRS : Monosyllabic Whole – Word Repetitions

3. Explaining and analyzing the data that has been categorized in stuttering based on the Zebrowski's and Lickley's theories.
4. Drawing the conclusion.

CHAPTER IV FINDING AND DISCUSSION

This chapter discusses the findings and the result of the data analysis. Specifically, data description, the result of analysis and discussion are presented respectively in this chapter.

4.1 Finding

These sub chapters consists of data description, analysis the disfluency patterns and the types of disfluency in the utterances produced by Drew Lynch on America's Got Talent 2015.

4.1.1 Disfluency Patterns Produced by Drew Lynch on America's Got Talent 2015

The data findings, showed that Drew's disfluency occurred in all patterns. Out of the total 53 occurrences and percentage of disfluency pattern, the use of insertion and deletion were the highest while substitution the lowest. Drew unconsciously used insertion, deletion, and other disfluency patterns when he faced trouble in his utterances. He preferred these patterns in opposed to substitution or repetition

4.1.1.1 Substitution

Substitution was the only one utterer of Lynch's disfluency in datum 28. This was when he uttered a wrong word "*I remember meet*". He actually did not want to say them. Substitution is the pattern when the stutterer makes wrong utterances and repair with the correct one word. Both utterances are similar from one to another.

According to Lickley (2002, p. 108), a stutterer usually makes a wrong utterance that actually shares the similarity with the one that he wants to speak. The patterns of substitution can be indicated by analyzing the similarity of phonology, lexicon, and syntax of both the wrong and correct ones. The stutterer prefers to substitute his utterance because he had an awareness of what he utters although he is a stutterer. The pattern of substitution that shares the phonological similarity is presented in the following datum:

Datum 28

Drew: "I'll show that everything she's done for me is working crowd remember to mitt me? I remember [meet] meet me too. So, judge jokes mmm I have I have a service dog but I don't know what."

The words "*mitt*" /mit/ and the utterances "*meet me*" /mi:t/ are actually similar in term of pronunciation. That is why, Lynch made a mispronunciation when he wanted to say, "*mitt*". Then, he realized this mistake and repaired it by saying "*meet me*".

4.1.1.2 Insertion

Insertion is the second pattern of disfluency that was found in Lynch's disfluency. It did not happen so often. It happened in twice of utterances Lynch's

utters that indicating of insertion. Insertion occurs when a speaker repeats some words by adding another word to his next repetition. This generally happens on normal people's fluency rather than stutterers' disfluency. The speech disorder that occurs in stutterers' disfluency prevents the stutterers to think about complex utterances.

According to Lickley (2002 p. 108), this pattern actually involves a difficult process in human mind. Speakers are easier to repeat or substitute their utterances rather than to insert something in their previous utterances. Therefore, the stutterer prefers to use other disfluency patterns rather than this one.

There are two reasons why the process of insertion is difficult. First, speakers must have a great awareness of what they said before. Second, they must understand the correct sentence in their mind. Both requirements are easier to be fulfilled by a normal person rather than a stutterer. That is why the occurrence of the insertion pattern in stutterers disfluency is lower than other disfluency patterns. The following is an example of the pattern of *insertion*:

Datum 13

D: "so uh so {[I could]} I could pursue I could pursue this Wow and
Wow, a good one the minute soon have to marry her, she tells me
yeah!"

In the example above, Lynch's made two repetitions in his utterances. However, the first which is in datum (13) and second in datum (2). Both repetitions differed in term of their patterns. The first one was substitution and the second one was an insertion. In the datum, Lynch's unstable emotions affected his mind and utterances. Therefore, he made a mistake when he uttered "*I could*" and substituted it with the word "*pursue*". Because of his awareness that her utterance

was still wrong, he changed his utterance into “*I could pursue*”. The last utterance was the correct one in term of structure and meaning.

The pattern of insertion occurred again in the following datum (2). If the first datum (13) occurred when Lynch was still considered as a conversion disorder, the next datum (2) occurred when he was in the process of recovering. It was proved by his utterances that were more fluent rather than when he was considered as a contestant of America’s Got Talent 2015.

Datum 2

Drew: “(I just utter) I just utter (that’s what) that’s what that is.”

Jury: “What’s your town?”

Drew: “I’m not unlike [comedian] a comedian.”

In this datum above, he made a minor mistake when he uttered, “*I’m not unlike comedian*”. However, he still thought that there was something missing in those words. The filled pause indicated that the process. As a result, he gave additional information by inserting article ‘*an*’ in the words “*a comedian*”.

The last patterns of insertion occurred in the following datum (16). Therefore, this one was different from the second datum. If datum (2) occurred when Drew Lynch was still considered as conversion disorder too, the next datum occurs when Drew Lynch was in the process of changing the words.

Datum 16

Drew: “[I want now] I want to get jib to our (big) big balls da start to use them (mmm)-my voice has the voice of their JIP GPS.”

In datum 16, Drew made the wrong word when he uttered, “*I want now*”. However, he still thought that there was something wrong and changed it in those

words. As a result, he gave a change with additional information by inserting the preposition 'to' in the words "*I want to*

4.1.1.3 Deletion

Deletion is the third pattern of disfluency that can be found in Lynch's disfluency. Although it was in the second rank, it did not happen so often. It had seven out of 53 occurrences. According to Lickley (2002 p,110), the phenomenon of the block is a clear indication of the pattern of deletion. In fact, the phenomenon of the block is the condition when the stutterer cannot express what he wants to say. That is why, when the stutterer committed to block in his utterance like Drew simply deleting what he intended to speak. The following example is a good description of it.

Datum 15

Drew: "*I've hardest time at a drive-thru you know [cuz Gizzi] **cuz** you gotta save and save the order fast. You're doing it in your intercom like I don't know why (I) **I would** work there.*"

The utterance above happened when Drew felt rushed and that feeling affected his utterances. The deletion occurred when he wanted to recall the memory in his presence. He utters "*a drive-thru you know cuz Gizzi.*" but he paused when he made release was an error word. However, rather than Drew tried to say the correct words, he abandoned his previous utterance to be "*a drive-thru you know cuz gotta.*" This pattern is called the pattern of *deletion*.

Datum 33

Drew: “[I have] I 5 to answer her in a voice. (I) I think she might have so I'm us on like it I'm (step) step..”

The utterances above happened before having a stuttering disfluency that affected his current condition. From the beginning of the conversation, Drew made many disfluencies in his utterances. He had some difficulties in expressing what was in his mind into words. “[I have] I 5 to answer her in a voice.” Therefore, he stopped by force of his utterance, even though he still wanted to say something “I have 5 to answer her in (in) a voice.” The stop was quite long until the auditions and also the juries changed the words what Lynch's said. Drew Lynch simply abandoned his previous utterances and continued with new and different utterances.

Datum 51

Drew: “(what) what-what am I [Gus] Just discussed dinner service, no (it's) it's (a) an area (cut) cut code. Okay hey what 118 she's like..”

Another example of deletion in the blocking process when Lynch said “what-what am I [Gus] Just discussed dinner service”. The utterance happened when Drew's felt confused on what to pick from the menu at the dinner time in the restaurant. But he paused when he realized that he made an error words rather than tried the correct words, he abandoned his previous utterance to be “what am I Just discussed dinner service”.

According to Lickley's theory (2002, p.110), the phenomenon when the speaker abandons his previous utterances and replaced them into new utterances being called the phenomenon of deletion. It is also similar to speakers who made a

minor mistake in their utterances but did not change even though they usually knew they made minor mistake or wrong words to replace another word.

4.1.1.4 Repetition

Repetition is the last pattern of disfluency that can be found in Lynch's disfluency. The pattern of repetition as a pattern of disfluency appears as the most often compared to other patterns of disfluency. According to Lickley (2002 p. 112), the repetition pattern happens when a unit of speech is repeated uncommonly several times. The units can be in the forms of a single sound or syllable, a single word, or a group of words. The next example describes the similarity between those theories.

Datum 33

Jury: Are you in a relationship, You have a girlfriend or?

Drew: yeah [I hope so] hope she's here.

Jury: Is she supportive of your stand up career stand-up career

Drew: (no) no no she's not supportive (I mean) I mean

The repetition of the phrase "*I hope*" in Lynch's utterances represented towards his feeling on his situation. It seemed that he had something dangerous in her last night, but that was actually his own delusion of the wishes that could meet his girlfriend. This is also an evidence that Drew Lynch is considered as a conversion disorder. The conversion disorder patient usually has his own delusion mixed in his mind. In addition, the phrase repetition of "*I hope*" not only can be seen as a repetition of the phrase but, also can be seen as a repetition of a group of words.

4.1.2 Types of Disfluency produced by Drew Lynch on America's Got Talent 2015

Disfluency is something common in human life. Everyone can make disfluency unconsciously in his utterances. However, there are some differences when normal people and stutterers make some disfluencies. Normal people usually make some disfluencies because of speech error. On the other hand, stutterers make some disfluencies because of a speech disorder. Therefore, because the reasons for disfluency are different, the types of disfluency are also different. Based on Zebrowski theory (2003, p.455), there are two classifies of disfluency that usually occurs in the stuttering phenomena. *Between-Word* and *Within-Word Disfluencies*. The following is the discussion of each type.

4.1.2.1 Between - Word Disfluency

Between – Word Disfluency is the disruption which is produced while a stuttering person attempts to link words together, they consist of four sub-types of speech disfluencies. They are *Interjections*, *Phrase Repetitions*, *Revisions* and *Multisyllabic Whole – Word Repetitions*. The following is the discussion of each type of between – word disfluency are discussed below:

4.1.2.1.1 Interjections

Interjections are like pauses, indicated by stopping to think about what to say next. People usually used interjection signals when they stop like *uh*, *oh*, *ah*, *well*, and *um*. An interjection is the first between – word of disfluency that can be

found in Lynch's utterances. It does happens in 31 of utterances Lynch's uttered contain as revision

Datum 1

*Jury: "Hello, how you doing up there?"
Drew: "yeah. yes (my name) my name is Drew **uh** I have a sinus."*

Drew uttered the utterances "yeah, yeah yes my name is Drew" silent pauses '**uh**' showed the signal of interjection.

Datum 37

*Drew: "**Oh** hi-so (I) **I** guess I realized that way."*

The utterances above showed the signal of '**oh**' to make another silent pauses.

Datum 25

*Drew: "I'll show that everything she's done for me is working crowd remember mitt me? I remember [meet] meet me too. So, judge jokes **mmm** (I have) **I have** a service dog but I don't know (what) what..."*

Above is another signal of the interjection "**mmm**" to remember what he needed to say next.

4.1.2.1.2 Phrase Repetitions

According to Hedge and Davis (2005, p.358), phrase repetition is a repetition of a group of words with or without a finite verb. Therefore, the definition of a phrase in phrase repetition is different from the definition of a normal phrase. This happened in 31 of utterances Lynch's utterances which

contained as revision. The following examples give a clear description of the phenomenon of phrase repetition :

Datum 1

J: *“Hello, how you doing up there?”*

D: *“yeah yes (my name) **my name** is drawn **uh** I have a sinus.”*

The words *“my name”* are a group of words without a finite verb. On the other hand, the words *“my name is Drew”* were composed of a subject and a verb. It seems that those two are different. However, according to Hedge and Davis (in Shipley, (2005 p. 359), they are actually similar in terms of causes. The researcher found that both actually happen because of Lynch was nervous when he started his first performance in America’s Got Talent 2015. The repetition of the words *“my name”* occurred because of his depressed feeling toward his delusion. Meanwhile, the repetition of the words *“my name is Drew”* occurred because of his depressed feeling toward his terrified past.

Below is another example of Drew’s phrase repetition

Datum 23

Drew: *“Hi here is Drew Lynch (it’s) **it’s** weird when I see hobo or videos of my oh my self who is this person (who) **who** thought that they had it all figured out the morning.”*

In datum 23 the words *‘it’s’* are a group of words without a finite verb. On the other hand, the words *“it’s weird”* were composed of a subject and a verb. It seems that those two are different. The repetition of the words *‘it’s’* occurred because of his Drew felt frightened his first performance.

Datum 39

Drew: *“It’s been a bad reception but because this is my voice is so high they think I’m a woman my gosh (I was) **I was** on the phone (with) with a bill collector in a gross grocery store.”*

The words '*I was*' were a group simple past of words without an infinite verb. On the other hand, the words "*I was on the phone*" were composed of a subject and a verb. The two were different.

Datum 34

Drew: "(and then) *and then* and then they (look -look) look-look at me weird and what walk away..."

The words '*and then*' are a group to connect two or more items in a series in a sentence. On the other hand, the words "*and then look at me weird*" connected two independent clauses. The two were also different.

4.1.2.1.3 Revisions

Sometimes people not only un-normal people revise what they want to say. Drew made silent pauses in the middle of a sentence and began to revise in a new direction. Changed in the grammatical form of the phrase or pronounced of a word. Insertion is the fourth types of disfluency that can be found in Lynch's disfluency. It happened in 11 of utterances Lynch's utterances.

Datum 25

Drew: *before his accident, not Lamia yeah it (wasn't) what wasn't gonna be long until I always suck so huge ha ha ha*

In the first datum (25) example of revisions, there was no '*was n't*' in the negative structure of past tense but there was "*it what wasn't gonna be long*" instead.

Datum 36

Drew: "(I'm not) I'm like, I'm Gonna get yeah (that's her) that's her that's her voice she says the so so glad you (did it) **didn't** meet my Sadie."

In the second, Lynch's was wrong to utter "**didn't**" to '**did it.**' Then, Drew had an exchanged it to say again to make correct one utterance "She says the so glad you didn't meet my Sadie".

Datum 36

Drew: "(I'm not) **I'm like**, I'm Gonna get yeah (that's her) that's her that's her voice she says the so glad you (did it) didn't meet my Sadie."

In the third example of revisions, Lynch's was wrong in preference '**I'm like**' to prefer '**I'm not**'. Then, Lynch's had revised that words the correct utterance "**I'm like, I'm gonna** get yeah that's her voice she says you didn't meet my Sadie."

Datum 9

Drew: "but yeah (I know that) I know that now yeah (live it) **live in**, you leave them you learn."

In the fourth example of revisions, Lynch's used the wrong preposition in an adjective clause '**live it**' to preposition '**live in**'. He revised the preposition "I know that now **live it**, you leave them you learn."

Datum 51

Drew: "(what) what-what am I [Gus] Just discuss dinner service, no (it's) it's (a) **an** area (cut) cut code. Okay hey what 118 she's like.."

The last example in datum (51), Lynch was wrong in article '**a**' into '**an**' in the utterance as "what am I just discuss dinner service, no it's **an area** cut code. Okay hey, what 118 she's like.

4.1.2.1.4 Multisyllabic Whole – Word Repetition

Multisyllabic Whole-word repetition is a repetition of a more than one single syllable when someone makes some disfluency in his/her utterances. This kind of disfluency also happens in normal people. Therefore, because this repetition can be found in the disfluency of a normal person and stutterer, this type of disfluency is included into ambiguous disfluency. However, comparing the whole-word repetition between a normal person and stutterer, there were several differences in terms of the causes and forms.

Meanwhile, the whole-word repetition in the stutterer happens because of the problem in the speaker's mind. The phenomenon of multisyllabic whole-word repetitions as the types of disfluency was found in the Lynch's utterances when he made some jokes on the stage America's Got Talent 2015. There were two utterances contained Multisyllabic Whole – Word Repetitions were identified.

Datum 7

Drew: *“I feel like a lot of responsibility to shush Joe people that you can turn anything (into) **into** positive matter softball causes stutters.”*

In datum 7 contained multisyllabic because “into” was a form prefixed. But in this utterances **‘into’** means **‘so’**. Drew's mind felt much fever pitch on the situation where he introduced himself to all audiences and the juries.

Datum 30

Drew: *“before (core-core) **core-core** crazy because they'll come up and asks us good questions to my dog and..”*

Sixth, the repeated multisyllabic sounds of **‘core’** /kɔ:(r)/. As the core is a noun, that could can be adjective **‘co-refen-tial’**

4.1.2.2 Within – Word Disfluency

Within – word dis-fluency is a disruption in the smooth connection of sounds or syllables within a word. There are sub-types of within-word disfluency: *Repetitions of Individual Sounds/Syllable*; *Prolongations of Sounds*; *Block*; *Monosyllabic Whole –Word Repetitions*. The phenomenon of **Within – Word** as a type of disfluency founded in the Lynch’s utterances when he made some jokes on the stage America’s Got Talent 2015.

4.2.2.2.1 Repetitions of Individual Sounds or Syllables

Repetitions of individual sounds are the repetition of individual language e.g *w-where* or *wh-what*. Eleven utterances contained in a repetition of individual sounds disfluency.

Datum 16

Drew: “[I want now] I want to get jib to our (big) big balls da start to use them (mmm)-my voice has the voice of their JIP GPS.”

In the first datum 16, Lynch’s repeated the single vowel sound of *(mmm)-my* /maɪ/, Drew could not produce a relatively free flow of air with his tongue because he had disfluency in his mouth as a consequenced of the motor injury.

Datum 41

Drew: “I’m sorry miss could you repeat that uh-huh yes (I’m) I’m trying to pay a bill (from) from two weeks ago Mitnic ma’am are you sighs are you still there.”

In the second datum (41) Lynch repeated the single vowel sound of *from* /frɒm/ or /frəm/, Drew repeated of vowel sound because he was panic to pay a bill.

Datum 21

Drew: “uh maybe (Nick) **Nick** Allah oh you turn you're your des just the designate nation is either.”

In the third datum 12 Lynch repeated ‘**Nick**’ which contained a vowel sound. Because Nick means when a human in bad situation to make deep closest to the Lord/Allah.

Datum 22

Drew: “ahead of you on the one on the right of equipment we're out (you-you) **you-you** really (yeah) yeah yeah (you you-you turn it) you you-you turn it.”

In the fourth datum 22, Lynch repeated the single a vowel sound ‘**You**’ /ju:/ is a single word.

Datum 31

Drew: “I'm the one (that) **that** can talk kinda okay but this bit with the snow comes up.”

In the fifth datum 31, Lynch repeated the single a vowel sound. Because ‘**that**’ is the adjective of ‘**those**’.

Datum 49

Drew: “for like (when I) when I first (met) **met** my girlfriend (but) **but** by the time I gave her my phone number is news are in investor.”

In the last datum 49 example of Repetitions of Individual Sound/Words, when Lynch uttered contained two signal sound or syllable. Words ‘**met**’ and ‘**but**’ sometimes were difficult to say a same pronunciation with the origin foreign language depend on Drew’s birth and the environment.

4.1.2.2.2 Prolongations of Sounds

Prolongations of sound are a repetition of words was prolonged in a twice and it was counted. Five lines Lynch's utterances contained prolongations of sounds.

Datum 12

Drew: "She {(she) took} she took on three key Jobs."

In the first utterance above contained the prolonged sound. Drew's repeated '*she*' /sə/ sound because Drew tried to made the three hard decisions of the plan after his ended this show as a contestant on America's Got Talent 2015 with his girlfriend named Veronica.

Datum 22

Drew: "ahead of you on the one on the right of equipment we're out (you-you) you-you really (yeah) yeah yeah (you-you-you turn it) you you-you turn it."

In second utterance above Drew's repeated prolongs the sound '*you*' in twice and again after he said '*yeah*'.

Datum 22

Drew: "ahead of you on the one on the right of equipment we're out (you you) you-you real (yeah) yeah yeah (you you-you turn it) you you you-you turn it."

In third example above, it contained too multisyllabic word because '*yeah*' in this statement showed that he confused to decide which equipment to choose because the head trauma from motor vehicle injury tragedy happens to him as a motive.

Datum 27

Drew: "I guess inspiring a lot Of people. (I didn't I didn't) I didn't I didn't I didn't know"

In the fourth utterance above Drew's repeated prolong the sound '*I didn't*' in twice at the same time.

Datum 18

Drew: “(one) **one** (thousand) a thousand feet me man”.

In the last utterance contained repeated prolong sound in twice of the word ‘one’

4.1.2.2.3 Monosyllabic Whole – Word Repetitions

Monosyllabic Whole – Word Repetitions is a repeated the word as received the primary stress only one syllable. Monosyllabic Whole – Word Repetition is the last types of Within Word disfluency that can be found in Lynch’s disfluency. It happened in 32 of utterances. The researcher took 8 lines of which they analyzed in this chapter 4.

Datum 4

Drew: “but uh I had motorsports injury (that’s) that’s why I (talk) **talk** tell like this almost four years.”

First, the repeated the monosyllabic sounds of ‘talk’ /tɔ:k/. Talk is a verb that can add the suffixes of +ing; +ed; +s depend on the sentences of his speech

Datum 8

Drew: “uh well (I) **I** guess you’re not supposed to be supposed to go to sleep on concussion.”

Secondly, the repeated the monosyllabic sound of ‘I’ /aɪ/.

Datum 10

Jury: “Are you in a relationship, you have a girlfriend or?”

Drew: “yeah, [I hope so] **hope** she’s here.”

Jury: “Is she supportive of you stand-up career?”

Drew: “(no) **no** she’s not supportive (I mean) mean...”

Thirdly, the repeated the monosyllabic sounds of ‘no’ /nəʊ/

Datum 14

Jury: “I’m anxious to hear you act I wish you have the best of luck the

the stage is yours.

*Drew: "I'm okay (with) with (my with) my voice but I still struggle with some things like (leg) **leg**."*

Fourthly, the repeated the monosyllabic sounds of 'leg' /ləg/. The leg is a noun and a verb if inserted with the object below, and leg can add the suffixes of +ing; +s; + 's; + ed depends on a structure inside the sentences.

Datum 24

*Drew: "I met Drew in an acting class did you know what time you (get) **get get get** off nine took it together."*

Fifth, the repeated monosyllabic sounds of 'get' /gɛt/. Get is a verb that can add a suffix +en depend on the structure of the previous phrase inside the sentences.

Datum 39

*Drew: "It's been a bad reception but because this is my voice is so high they think I'm a woman my gosh (I was) I was on the phone (with) **with** a bill collector in a gross grocery store."*

Six, the repeated monosyllabic sounds of 'with' /wɪð/ or /wɪθ/. With is a preposition, but can be abbreviated as prefix + suffix like with + in = within.

Datum 40

*Drew: "(this) **this** is the actual conversation that we had she goes Hi, thanks for calling that the billing company. How can I help you yes? Yes, (I was) I was I was I was late on paying a bill (from) **from** two weeks ago."*

Lastly in datum (40), repeated the monosyllabic sounds of 'this' /ðɪs/ and 'from' /frəm/ or /frɒm/. 'This' and 'from' are words that pronounced with weak forms of vowels.

4. 2 Discussion

In this subchapter, the researcher presented the discussion to elaborate the result of analysis based on the objectives of the study which aim to find out the disfluency patterns and types of disfluency produced by Drew Lynch on America's Got Talent 2015.

After presenting the data analysis, the researcher discussed the disfluency patterns and types of disfluency found in America's Got Talent 2015. According to the theory proposed by Lickley (2002) and Zebrowski (2003), it shows that not all of the strategies of the psychogenic stuttering phenomena of suggestion found in the utterances. First, the disfluency patterns of *substitution* which found in the utterance is indicated as a type of disfluency *block/silent pauses*. Second, the utterances which found in Drew's utters forms was the probability disfluency patterns *deletion* sometimes deletion was a part of *revision* as a type of disfluency. Third, the utterances consisted the disfluency patterns of *insertion* which conducted to repeats the phrase or the one/more syllable or vowel sound.

The dis-fluency patterns have four categories. The first is a substitution, there is one utterance that indicating of substitution as we can see in the datum (28) when Drew said "I'll show that everything she's done for me is working crowd remembers to **mitt** me? I remember [**meet**] **meet** me too. So, judge jokes mmm (I have) I have a service dog but I don't know (what) what." However, the researcher only found one in this category stated by Lickley (2002). In addition, the substitution was a less frequently occurred of the disfluency patterns. When normal speech can produce the phonological, lexical, and syntactical by the

vocalization of his sound neither Drew's cannot produce the sound of the vocalization by vowel and consonants of "mitt" /mit/ changed it into "meet" /mi:t/. Many stutterers cannot produce the sound of the vocalized by vowels and consonants that indicated to make silent pauses/ blocks/ mute while speech is processed.

Insertion occurred twice in Drew's utterances. The utterance was in the datum (12) as he said: "so uh so {[I could]} I could pursue I could pursue this, Wow and Wow, a good one the minute soon have to marry her, she tells me yeah!". the utterance was the one lead to form insertion. According to Lickley (2002), the utterance that caused insertion I could repeat again, I could to insert a noun *pursue* + I could **pursue**. Another accuracy of the insertion pattern was in the datum (16) "[I want now] **I want to** get jib to our (big) big balls da start to use them (mmm)-my voice has the voice of their JIP GPS." Drew felt of complete bodily relaxation quickly supervene to affect the recall what are the words to say next. Then, Drew said some words '**I want now**' to make revision '**I want to**'.

The deletion pattern in Drew's utterances occurred for the second rank, it did not happen so often. It included in the second most occurred pattern. For example, in datum (33) [I have] **I** 5 to answer her in a voice. (I) I think she might have so I'm us on like it I'm (step) step.." Drew deleted a word I immediately then said 5 because he knew that it was incorrect word. Other experienced was in a datum (51) "(what) what am I [**Gus**] **Just** discusse dinner service, no (it's) it's (a) an area (cut) cut code, okay hey what 118 she's like". Drew had difficulty to produce sounds like /dʒʌst/ ; /wɒt/ ; /kʌt/ ; /tɔ:k/ ; /ʌɪ/ ; /nəʊ/ ; /get/ ; /kɔ:/ ; /wið/ ; /ðis/ and /frəm/ or /frɒm/ that researcher found in Drew's experienced.

The last disfluency pattern that also occurred in Drew's utterances was added a repetition. It happened in only one utterance. In datum (33), Jury: "Are you in a relationship, You have a girlfriend or?" Drew: "yeah [I *hope* so] **hope** she's here." Another example was in a datum (51) "(what) what-what am I [Gus] Just discussed dinner service, no (it's) it's (a) an area (cut) cut code. Okay hey, what she's like.." he repeated the single sound or syllable, a single word, or a group of words e.g. '*hope*'. Drew had difficulty on to showed the pitch, the intensity of some words and if possible, the quality of the vocal cord. Sometimes he could made repetition the corrected one structure in a deep sentence is called phrase repetitions. Mostly he repeated the phrase e.g. *that 's; I'm; I have; it's* etc. because several of them approached a stranger to whom they knew they must speak so Drew felt like dread.

Regarding the types of disfluency, the researcher found that the most repetition used was monosyllabic whole-word repetitions experienced by Drew rather than prolong sounds. In this case, the most occurred the types of disfluency in Drew's utterances is monosyllabic whole-word repetitions which 34 repeated were indicated as this types. Phrase repetitions happened for 29 times while Drew had to continue with his speech. Repetitions of sound or syllable 19 for repetitions that are indicated while Drew uttered his speech. The last was 17 interjections. Because the sound repetitions and prolongations reflected by Drew's speech attempt to correct articulation or movement errors. Sometimes he repeated the preceding word or phrase or fill in the impending silence with interjections.

There was nor block or silent pauses that the researcher found in Drew's utterances because they had rules of timing when one a contestant perform to next

the other contestant. Drew continued to speak to all the audience and on America's Got Talent 2015 in the limit duration of the time during whole rules as a contestant. He did not make restitution paused in his speech a moment to produce the next word he wants to say it. The types of disfluency closely found related to the theory proposed by Zebrowski (2003).

Therefore, in Drew's case most disfluency were repetitions of the correct initial sound or syllable that he was not trying to self-correct. These repetitions are like prolongations of a corrected sound. Sometimes he repeated the preceding word or phrase or fills in the impending silence with prosodic interjections and blocks were not restricted to initial syllables.

Compared to the first previous studies by Hedges and Davies (2015) which found that Sabina Spielrein experienced almost all kinds of stuttering: part-word repetition, whole-word repetition, phrase repetition, block, and broken word. The one that Sabina did not experience is sound prolongation. The reason why this one did not occur in Sabina's case was because Sabina always used some pauses and repeats rather than prolongs or lengthens her syllables when she made a disfluency. Therefore, she did part-word repetition rather than sound prolongation. This study revealed different finding in a neurogenic stuttering with the causes of head trauma that Drew almost experienced whole-word repetitions and prolongations sound. Drew did not experienced was block (silent pauses) always used some repeats and prolongs or lengthens his syllables when he made a disfluency rather than using a block (silent pauses).

Meanwhile, compared to second previous study by Zebrowski (2003) In *Between-Word* Dysfluencies the most-often appearing phenomenon is interjections, followed by revisions, multisyllabic whole-word repetitions and the phrase repetition. In *Within-Word* Dysfluencies, there is no blocks (silent pauses), most frequently in monosyllabic whole-word repetitions, *Within-Word* Dysfluencies is possessed by repetitions of individual sounds and syllables and in prolongations of sounds. There are no data which can be categorized into this type of speech dysfluencies. This present study, in *Between-Word* Dysfluencies the most-often appearing phenomenon is phrase repetition, followed by interjection, revision and the last rare was multisyllabic whole-word repetition. In *Within-Word* Dysfluencies monosyllabic whole-word repetitions the most frequently found in repetitions of individual sounds and syllables and the last rank prolongations of sounds. There are no data which can be categorized into this type of speech disfluencies.

CHAPTER V CONCLUSION AND SUGGESTION

The conclusion of the research as well as the suggestion can be drawn as follows.

5.1 Conclusion

Stuttering is an individual of speech disorder characterized by repetitions of sounds, syllables or words, prolongation of sounds and interruptions in a speech known as blocks. This study intends to analyze the pattern and types of disfluency as a stutterer uttered in America's Got Talent 2015.

Related to the first problem study about the disfluency patterns, out of four patterns of stuttering, Drew Lynch experiences four disfluency patterns: substitution, insertion, deletion, and repetition. The most frequently found pattern deletion, and this might be influenced by uncomfortable feeling because he has a deficiency in himself.

Meanwhile, substitution, insertion, and repetition have small occurrences since they are rarely found in disfluency of patterns phenomena. However, although those kinds of disfluency patterns are fewer in comparison to another pattern disfluency, they represent that Drew Lynch's stuttering can be categorized as stutterer's disfluency rather than normal people's disfluency or non-fluency.

In terms of the types of disfluency, Drew experiences all the types of study between-word disfluency and within – word disfluency. The most frequently is in between – word disfluency containing 29 of phrase repetitions utterances and containing 17 interjection containing are founded. Revisions and

multisyllabic whole word repetition are rarely uttered in Lynch's speech. And the most frequently in within – word categories is a monosyllabic whole – word repetitions, 34 containing of monosyllabic are founded, rather than repetition of an individual sound and syllable and prolongations of sounds. Block's category was not found in the Drew's utterances because blocking is the way process of insertion as the disfluency patterns produced by Drew in his speech on the stage America's Got Talent 2015.

5.2 Suggestion

The recent researchers are expected to do research on the phenomenon of stuttering in the TV show program. In fact, even though the phenomenon of stuttering has many different types, most previous research about stuttering was engaged in developmental stuttering. That is why, there is no psychogenic stuttering but it is neurogenic stuttering. In Drew's case, the utterances most frequently are repetitions in phrase, individual sounds/syllable and the processed blocking of insertions do not occur only on initial syllables of words and utterances. As a suggestion for next researchers, they can explore a deep neurogenic stuttering phenomenon with the problems of the disfluency patterns and types of stuttering in a different object. Probably, they can elaborate with the behavior stuttering and the causes of the disfluency phenomenon surrounded the environment within us.

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Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
1	J: Hello, how you doing up there? D: yeah yes (my name) my name is Drew uh I have a sinus.				√	√	√				√			<ul style="list-style-type: none"> - Repeats the phrase 'my name' is Drew - Interjects sounds 'uh'
2	D: (I just utter) I just utter (that's what) that's what that is. J: What's your town? D: I'm not unlike [comedian] a comedian.		√		√ √		√ √							<ul style="list-style-type: none"> - Repeats the Phares 'I just utter' - Repeats the phrase 'that's what' - Insertion of the word unlike comedian to be a comedian
3	J: What would when it did You start doing comedy for about years ago? D: For about four years ago. (I did it) I didn't want to always do cut comedy.													<ul style="list-style-type: none"> - Revises the words 'I did it' to be 'I didn't want'
4	D: but uh I had motorsport injury (that's) that's why I (talk) talk tell like this almost four years.				√ √	√					√		√	<ul style="list-style-type: none"> - Interjects sounds 'uh' - Repeats the phrase 'that's' - Repeats the monosyllabic whole-word repetition 'talk'
	D: after you (talk) talk talk to me personally I what													<ul style="list-style-type: none"> - Repeats the monosyllabic

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DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS	
						BWD				WWD					
						SUB	INS	DEL	REP	I	PR	R	MWWR		RIS
5	was would probably never hang out with who I am today.													√	whole-word repetition ‘talk’
6	D: I thought people were lucky if they got to (talk) talk to me and nah that’s a jerk.				√									√	- Repeats the monosyllabic whole-word repetition ‘talk’
7	D: I feel like a lot responsibility to shush shush Joe people that you can turn anything (into) into into positive matter softball causes stutters				√				√						- Repeats the multisyllabic whole-word repetition ‘into’
8	D: uh well (I) I guess you’re not supposed to be supposed to go to sleep on concussion				√	√								√	- Interjects the sound ‘uh’ - Repeats the monosyllabic whole-word repetition ‘I’
9	D: but yeah (I know that) I know that now yeah (live it) live in you live them you learn.				√		√							√	- Repeats the phrase ‘I know that’ - Revises the ‘live it’ to be ‘live in’
10	J: Are you in a relationship, Do you have a girlfriend or? D: yeah [I hope so] <u>hope</u> she's here.				√									√	- It’s a repetition (yeah, I hope so – hope) - Repeats the monosyllabic

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DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	J: Is she supportive of your stand-up career D: (no) no no she's not supportive (I mean) mean				√		√							whole-word repetition 'no' - Repeats the phrase 'I mean'
11	D: (she's) she's uh some kind of to get emotional				√							√		- Repeats the monosyllabic whole-word repetition 'no' - Repeats the phrase 'I mean'
12	D: She {(she took)} she took on three key Jobs				√		√			√				- Prolongs the 'sh' into she - Repeats the phrase 'she took'
13	D: so uh so {[I could]} I could pursue I could pursue this Wow and Wow a good one the minute soon have to marry her, she tells me yeah!		√			√								- It's an Insertion (so, I could pursue –I could pursue - Interjects sound 'uh' - Repeats the phrase 'I could'
14	H: I'm anxious to hear you act I wish you have the best of luck, the stage is yours. D: I'm okay (with) with with (my with) my				√							√		- Repeats the monosyllabic whole-word repetition 'with' - Revises the words 'my with' to be 'my voice' - Repeats the monosyllabic

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch’s on America’s Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	<i>voice</i> but I still struggle with some things like (leg) leg .													whole-word repetition ‘leg’
15	D: I have the hardest time at a drive-thru you know [cuz Gizzi] cuz you gotta save and save the order fast. You’re doing it in your intercom like I don’t know why (I) I would work there			√									√	<ul style="list-style-type: none"> - It is Deletion (a drive-thru know cuz Gizzi – cuz gotta - Repeats the monosyllabic whole-word repetition ‘I’
16	D: [I want now] I want to get jib to our (big) big balls da start to use them (mmm)- my voice has as the voice of their JIP GPS.		√							√			√	<ul style="list-style-type: none"> - It’s an Insertion (I want tonow – I want to get - Revises the words ‘I want now’ to be ‘I want to’ - Repeats the monosyllabic whole-word repetition ‘big’ - Repeats the individual sound ‘mmm-my’
17	D: (it’s like) it’s like it (in) in												√	<ul style="list-style-type: none"> - Repeats the phrase ‘it’s like’ - Repeats the monosyllabic whole-word repetition

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS	
						BWD				WWD					
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS		
															'in'
18	D: (one) one one (thousand) a thousand thousand feet me man							√			√				<ul style="list-style-type: none"> - Prolongs the sound 'one' - Revises the words one thousand to be 'one a thousand years'
19	D: make uh maybe (Nick) Nick Allah							√		√					<ul style="list-style-type: none"> - Interjects sounds 'uh' - Repeats individual song 'Nick'
20	D: oh you turn, your [your des] just designate the nation is either ahead of you (on) the on			√		√		√							<ul style="list-style-type: none"> - It's a Deletion (your des – your just designate - Interjects sounds 'oh' - Revises the words on to be 'the one'
21	D: uh maybe (Nick) Nick Allah oh you turn your your des just designate the nation is is either					√				√					<ul style="list-style-type: none"> - Interjects sounds 'uh' - Repeats individual song 'Nick' - Interjects sounds like 'oh'
22	D: ahead of you on the one on on the right of the equipment we're out (you you) you-you really (yeah) yeah-yeah (you you you turn it) you you you you turn it. J: yes, you sure he's the guy I believe that you get					√					√		√		<ul style="list-style-type: none"> - Repeats monosyllabic whole-word repetition 'you' - Prolongs the sound 'yeah' - Prolongs the sound 'you'

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DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	interning and anything and to do positive that's why I'm here but I've come along some some people who don't think they think that like I did a show one time work what where a guy stood up and it's like hey you can't just make fun of disabilities yeah just cuz you one house as I.													
23	D: Hi here is Drew Lynch (it's) it's weird when I see hobo or videos of my oh my self who is this person (who) who thought that they had it all figured out the morning				√ √		√						√	<ul style="list-style-type: none"> - Repeats the phrase repetition 'it's' - Repeats the monosyllabic whole-word repetition 'who'
24	D: I met drew in an acting The class did you know what the time you (get) get get get off nine took it together.				√		√							<ul style="list-style-type: none"> - Repeats the monosyllabic whole-word repetitions 'get'
25	D: before his accident not Lamia yeah it (was wasn't) what wasn't gonna be long until I							√						<ul style="list-style-type: none"> - Revises the words was wasn't to be 'what wasn't'

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DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	always sucks so huge ha ha ha													
26	D: I got the stutter because I hit by a softball comedy helped me deal (with) with it after the show I ended up it.				√								√	- Repeats monosyllabic whole – word repetitions ‘with’
27	D: I guess inspiring a lot of people. (I didn't I didn't) I didn't I didn't I didn't know” V: I had that ability. he just doesn't let his disability hinder what he needs to do. He just he makes me so proud veronica. Has been my rock this entire time.									√				- Prolongs the sound ‘ I didn’t’
28	D: I'll show that everything she's done for me is working crowd remember mitt me? I remember [meet] meet me too. So, judge jokes mmm (I have) I have a service dog but I don't	√			√	√	√			√				- It's a Substitution (I remember mitt – I remember mitt me too - Interjects sound ‘mmm’ - Repeats the phrase ‘I

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	know (what) what													have' - Repeats individual sound 'what'
29	D: she does my guys [Isis Isis] I stutter and this the state okay California's like unit you needed are my god or now suppose like. huh this isn't my magic judge awawa run but box but they're here here people			√		√								- It's a Deletion (Isis Isis – I stutter) - Interjects sounds 'huh'
30	D: before (core core) core core crazy because they'll come up and asks us good questions to my dog and				√							√		- Repeats the multisyllabic world word repetition 'core'
31	D: I'm the one (that) that can talk kinda okay but this bit with the snow come up				√					√				- Repeats the individual sound 'that'
32	D: hi (what's) what's what's (your) your your name how old are ya and just wait, just so now				√		√						√	- Repeats the phrase ' what's ' - Repeats the monosyllabic whole-word repetition 'your'
	D: [I have] I 5 to answer her in in a voice. (I) I			√										- It's a Deletion (I have I - I have 5 to answer)

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
33	think she might have so I'm us on like it I'm step step				√								√	- Repeats the monosyllabic whole-word repetition 'I'
34	D: (and then) and then and then they (look look) look look at me weird and what walk away				√		√						√	- Repeats the phrase 'and then' - Repeats the monosyllabic whole-word repetition 'look'
35	D: and I realize it's good that they never heard my voice for me so I just (look) look like a the guy who gave (his) his the dog is a stutter				√								√	- Repeats the monosyllabic whole-word repetition 'look' - Repeats the monosyllabic whole-word repetitions 'his'
36	D: (I'm not) I'm like , I'm gonna get yeah (that's her) that's her that's her voice she says the son so glad you (did it) didn't meet my Sadie. J: Awesome job! Wow this is yet. Go debugger USB top tool I have to say you check every box for me you really do and I feel like a personal				√		√						√	- Revises the words 'I'm not' to be 'I'm like' - Repeats the phrase 'that's her' - Revises the words 'did it' to be 'didn't'

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	connection to you I told you that when I saw you the first time you are triumph...													
37	H: I do anything I want, I've said hey he taught me to wear my disability with his confidence there's such a wrote on my students really get excited about and did to be the defining thank you Drew how didn't intending to have impacted people to change their lives for the better.. D: oh hi so (I) I guess I realized that way				√	√							√	- Interjects the sound 'oh' - Repeats the monosyllabic whole-word repetition 'I'
38	D: when I talked on the phone it sounds like bad reception (just just) just just uh sounds like I have sprint and what is this it sucks because (not not) not-not only did do people think				√	√							√	- Repeats the monosyllabic whole-word repetition 'Just' - Interjects the sound 'uh' - Repeats the monosyllabic whole-word repetition 'no'

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
39	D: it's been a bad reception but because this is my the voice is so high they think I'm a woman my gosh (I was) I was on the phone (with) with a bill collector in a gross grocery store.				√		√						√	<ul style="list-style-type: none"> - Repeats the phrase 'I was' - Repeats the monosyllabic whole-word repetition 'with'
40	D: (this) this this is the actual conversation that we had she goes hi thanks for calling that the billing company. How can I help you yes? Yes, (I was) I was I was I was late on paying a bill (from) from two weeks ago				√								√	<ul style="list-style-type: none"> - Repeats the monosyllabic whole-word repetition 'this' - Repeats the phrase 'I was' - Repeats the monosyllabic whole-word repetition 'from'
41	D: I'm sorry miss could you repeat that uh-huh yes (I'm) I'm trying to pay a bill (from) from two weeks ago Mitnick ma'am are you sighs are you still there				√	√								<ul style="list-style-type: none"> - Interjects the sound 'uh-huh' - Repeats the phrase 'I'm' - Repeats the individual sound repetition 'from'
	D: I'm (still) still here I think you're right brain				√		√						√	<ul style="list-style-type: none"> - Repeats the monosyllabic whole-word repetition

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
42	hey breaking up no, (it's) it's it's a stunner, (I may have) I may have peppy I make				√ √ √ √		√						√	- 'still' - Repeats the phrase 'It's' - Repeats the phrase 'I may have' - Repeats the monosyllabic whole-word repetition 'I' - Repeats the monosyllabic whole-word repetition 'have'
43	(which) which would you have is his this this is a guy (with) with with witnessed with a Smith's major bambam Beth adamant mimic ma'am. (there's) there's (no) no need to raise your voice to you				√ √ √ √		√			√			√	- Repeats the individual sound 'which' - Repeats the monosyllabic whole-word repetitions 'with' - Repeats the phrase 'there's' - Repeats the monosyllabic whole-word repetition 'no'
44	D: I'm sure, I'm drip dry (I just) I just I just want what 101 pay that they pay my bill (from) from two weeks ago. She's like mammals I'm Sorry (please) please koalas backward we're				√ √ √		√			√			√	- Repeats the phrase 'I just' - Repeats the individual sound 'from' - Repeats the monosyllabic whole-word repetition

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
	breath making up (and) and and				√					√				'please' - Repeats the individual sound 'and'
45	D: (I'm) I'm screaming in the grocery store we're not breaking up huh (I'm) I'm digited two two weeks late and I'm not over woman. lalala I look up and I'm like you riding from the front of the Chester tampons thank you guys so much. J: Tonight, what a man really good huh way to rock it how you are your feet this is your guy don't - you are my god you make me so proud you know in the package you say maybe, people like you because of you show your vulnerability now people like you because you show you the strength you show				√	√							- Repeats the phrase 'I'm' - Interjects sound 'huh' - Repeats the phrase 'I'm'	

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS	
						BWD				WWD					
						SUB	INS	DEL	REP	I	PR	R	MWWR		RIS
	how you can overcome you are so funny...														
46	H: and now he could be on the verge of winning \$ 1,000,000 He is Drew Lynch. Here's Drew Lynch! D: So I'm currently (not) Not Sexually active (B) Because I'm saving myself some money now.				√ √					√			√		<ul style="list-style-type: none"> - Repeats the monosyllabic whole-word repetition 'not' - Repeats the individual syllable 'b-because'
47	D: (I would) I would never be a bit maybe a good parent cuz don't have any conviction in my voice. (I'd) I'd be like.				√ √		√ √								<ul style="list-style-type: none"> - Repeats the phrase 'I would' - Repeats the phrase 'I'd'
46	D: (I'm) I'm good, I'm gonna get counted count to three oh god (we have) we have time. Oh this is so sorry Howard eleven is not nothing that				√ √ √	√	√ √			√					<ul style="list-style-type: none"> - Repeats the phrase 'I'm' - Repeats the phrase 'we have' - Interjects the sound 'oh'

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS	
						BWD				WWD					
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS		
	numbers are (so) so so hard.														- Repeats the individual sound 'so'
49	D: for like (when I) when I first (met) met my girlfriend (but) but by the time I gave her my phone number is news are in in versor.				√		√							√	<ul style="list-style-type: none"> - Repeats the phrase 'when I' - Repeats the individual sound /syllable 'met' - Repeats the individual sound/syllable 'but'
50	D: this (is) isn't as a Nightmare is the nightmare it was like (I was) I was like oh okay it's eight eight eight one eight one eight she's like what was that with one eight or do like no no (there's) there's there's no (it's just) it's just 88333				√	√								√	<ul style="list-style-type: none"> - Revises the words 'is' to be 'isn't' - Repeats the phrase 'I was' - Interjects the sound 'oh' - Repeats the phrase 'there's' - Repeats the phrase 'it's just'
	D: (what) what what am I [Gus] Just discusse			√	√									√	- Repeats the monosyllabic whole-word repetition 'what'

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWRS	
51	dinner service, no (it's) it's (a) an area (cut) cut code. Okay hey what 118 she's like				√					√				<ul style="list-style-type: none"> - It's a Deletion (hit dude Jim T – hit dude Jim one - Revises the word 'I have' to be 'I've gotten' - Repeats the individual sound / syllable 'Jim'
52	D: that's a zip code yeah (I I I) I am telling you (where) where I'm living			√						√				<ul style="list-style-type: none"> - Repeats the individual syllable 'III-I am' - Repeats the individual sound 'where'
53	D: just hit just take dead, take down take down my team. I eat my email it she's like I've got (two) two two DS I'm like yeah here's your Ear are sore C's you see. Our Berber boobies are smaller. So when I can't get Karen out loud it's boo-boo-boo-boo-boo chunchu say Dada Dada thank you guys so much judge. J: We saw you whether you should laugh at your own jokes or not laugh at your own jokes the point I				√								√	<ul style="list-style-type: none"> - Repeat the individual/syllable sound 'two'

Appendix: Disfluency Patterns and Types of Disfluency Produced by Drew Lynch's on America's Talent 2015

DATUM NUMBER	UTTERANCES	DISFLUENCY PATTERNS				TYPES OF DISFLUENCY								REMARKS
						BWD				WWD				
		SUB	INS	DEL	REP	I	PR	R	MWWR	RIS	PS	B	MWWR RS	
	make is you're a very good writer and you have great material people love you and I'm so proud that you are part of this finals and I'm proud that you're up on that stage													
	TOTAL	1	3	3	83	17	31	11	2	17	5	-	32	



Notes :
BWD : Between-word disfluency
WWD : Within-word disfluency

SUB : Substitutions
INS : Insertion
DEL : Deletion
REP : Repetition
I : Interjection
PR : Phrase Repetition
R : Revision
MWWR : Multisyllabic Whole – Word Repetition
RIS : Repetitions of Individual Sounds/Syllable
PS : Prolongations of Sounds
B : Block
MWRS : Monosyllabic Whole – Word Repetitions
H : Host
D : Drew Lynch
J : Jury
V : Veronica



Appendix 2: Berita Acara Bimbingan Skripsi



**KEMENTERIAN RISET, TEKNOLOGI DAN
PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**
Jalan Veteran Malang 65145 Indonesia
Telp.(0341) 575875 Fax. (0341) 575822
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BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Audrey Aulivia Wiranto
- 2. NIM : 135110107111021
- 3. Program Studi : Sastra Inggris
- 4. Topik Skripsi : Psycholinguistics
- 5. Judul Skripsi : **An Analysis on Patterns and Types of Stuttering by Drew Lynch on America's Got Talent 2015**
- 6. Tanggal Mengajukan : 24 Agustus 2017
- 7. Tanggal Selesai : 17 Juli 2018
- 8. Nama Pembimbing : Yana Shanti Manipuspika, M. App. Ling
- 9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	24/08/2017	Pengajuan Judul Skripsi	Yana Shanti Manipuspika M. App. Ling	
3.	3/10/2017	Revisi BAB I	Yana Shanti Manipuspika M. App. Ling	
4.	11/10/2017	Revisi BAB I	Yana Shanti Manipuspika M. App. Ling	
5.	15/11/2017	Revisi BAB I & II	Yana Shanti Manipuspika M. App. Ling	
6.	20/11/2017	Revisi BAB I & II	Yana Shanti Manipuspika, M. App. Ling	
7.	28/11/2017	Revisi BAB I & II	Yana Shanti Manipuspika M. App. Ling	
8.	13/12/2017	Revisi BAB II	Yana Shanti Manipuspika M. App. Ling	
9.	20/12/2017	Revisi BAB II	Yana Shanti Manipuspika M. App. Ling	
10.	22/12/2017	Revisi BAB II & III	Yana Shanti Manipuspika M. App. Ling	
11.	23/12/2017	Revisi BAB III & ACC Seminar Proposal	Yana Shanti Manipuspika M. App. Ling	
12.	4/01/2018	Seminar Proposal	Yana Shanti Manipuspika M. App. Ling	
13.	16/01/2018	Revisi BAB IV & Appendices	Yana Shanti Manipuspika M. App. Ling	



14.	26/04/2018	Revisi Appendices	Yana Shanti Manipuspika M. App. Ling	
15.	16/05/2018	Revisi BAB IV, V & Appendices	Yana Shanti Manipuspika, M. App. Ling	
16.	17/05/2018	Revisi BAB III, IV, & V	Yana Shanti Manipuspika, M. App. Ling	
17.	21/05/2018	Revisi BAB IV & V	Yana Shanti Manipuspika, M. App. Ling	
18.	30/05/2018	Revisi BAB IV, V & ACC Seminar Hasil	Yana Shanti Manipuspika M. App. Ling	
19.	4/07/2018	Seminar Hasil	Yana Shanti Manipuspika M. App. Ling	
20.	8/07/2018	Revisi BAB I, II, IV, Appendices & ACC Ujian Skripsi	Yana Shanti Manipuspika M. App. Ling	
21.	4/07/2018	Ujian Skripsi	Yana Shanti Manipuspika M. App. Ling	
22.	12/07/2018	Revisi BAB III, IV & V	Yana Shanti Manipuspika, M. App. Ling	
23.	13/07/2018	Revisi BAB IV	Yana Shanti Manipuspika. M. App. Ling	
24.	16/07/2018	Revisi BAB IV	Yana Shanti Manipuspika. M.App.Ling	
25.	17/07/2018	ACC Jilid Skripsi	Yana Shanti Manipuspika. M.App.Ling	

10. Telah dievaluasi dan diuji dengan nilai :

B

Malang, 17 Juli 2018

Mengetahui,

Ketua Jurusan Bahasa dan Sastra,



Sahirruddin, S.S., M.A., Ph.D.
NIP. 19790116 200912 1 001

Dosen Pembimbing,



Yana Shanti Manipuspika, M. App. Ling
NIK. 2011002 841105 2 001