LANGUAGE DISORDERS: STUTTERING ANALYSIS OF A 13-YEAR-OLD BOY
(A PSYCHOLINGUISTIC STUDY)

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Abstract

Psycholinguistics pertains to a person's cognitive condition, which is influenced by their capacity to generate language. However, stuttering is a type of language disorder. Stuttering is when speech lacks structure, interrupts abruptly, and causes confusion for the listener. Therefore, this study aims to determine a total of language forms of fluency disorder experienced by a 13-year-old boy through five types of characteristics of stuttering. There are extending the sounds, repetition, pause, interjection, and ambiguity. The methodology used in this study is a qualitative-descriptive design using document research for collecting the data. This study found 7 data on stuttering experienced by the speaker, with one data extending the sounds, four data repetitions consisting of repetition of syllables, and two data from pauses. From this study, when there is a stutter when speaking, the speaker can control it with no excessive anxiety when there are pauses in his speech. The speaker looks calmer in dealing with situations when his stuttering occurs. This situation can happen if someone experiencing stuttering desires to recover by doing treatment so that the language produced when speaking becomes softer, more fluent, and louder when spoken. The study identifies three primary characteristics of stuttering in Brayden Harrington's speech: repetition of syllables, extending sounds, and pauses, with syllable repetition being the most prevalent. These findings highlight the variability in stuttering patterns and underscore the importance of recognizing and supporting the unique challenges faced by individuals with this disorder.

Keywords: *Psycholinguistics, Language Disorders, Stuttering.*

INTRODUCTION

Language is a fundamental component of human culture. It is used to develop and maintain social relationships, as well as to reflect human culture. Language serves as a powerful tool for effective communication and comprehension between individuals. When viewed as a system of symbols, language serves as constitutive, cognitive, expressive, and evaluative symbols. Constitutive symbols represent human beliefs in God or supernatural powers; for example, people use language to pray to God (Geertz, 1973). Humans create cognitive symbols to understand and communicate knowledge about their surroundings; for instance, they formulate phrases describing their environment's elements (Vygotsky, 1934; Piaget, 1923). Language is a system of arbitrary vocal symbols that enables communication and interaction among all individuals within a particular culture or those who have acquired the language of that culture (Saussure, 1916). This implies that language represents a tool for expressing ideas, exchanging information, and engaging in social interactions within a specific cultural context (Sapir, 1921). Language plays a vital role in our lives by facilitating communication and the transmission of ideas (Whorf, 1956). It can be categorized into written and spoken forms. Spoken language involves interactions between speakers and listeners, such as conversations or speeches, where successful understanding occurs when the communicative roles are fulfilled (Finocchiaro 1984, cited in Mu'in, 2019). Etymologically, the term psycholinguistics is derived from the terms "psychology" and "linguistics," which are two distinct fields of study, each with its procedures and methods. However, both fields examine language as their formal object of

study. The only difference lies in their material object, as linguistics investigates language behavior or language processes (Chaer 2003, cited in Himah et al. 2022).

Psycholinguistics is a science that is a path to the characteristics and structure of the human mind (Scovel, 1998). Psycholinguistics is related to the psychological state of an individual, influenced by his ability to produce language (Indah 2017, cited in Nuryani et al, 2022). Psycholinguistics delves into the core of language-related activities, shedding light on how people construct speech and writing to comprehend the language produced by others. It also explores how to store and utilize vocabulary, acquire a language, and even how language can sometimes be problematic or fail. However, there several language disorders that are discussed in this subject. One of which is stuttering, a speech disorder characterized by disrupted, chaotic speech patterns (Field, 2004). It often involves sudden stops mid-sentence, making it difficult for listeners to understand the speaker, the speaker may repeat the first syllable several times, and when they finally pronounce the word, they can complete the sentence, thus many stutterers have difficulty finishing sentences, even after several attempts speakers who stutter often repeat the initial part of a word or hold a sound in the middle of a sentence (Chaer, 2015).

There are three types of stuttering: developmental, transient, and persistent (Daulay et al., 2021). Developmental stuttering is a general case in children between the ages of 2 and 4, along with adolescents going through puberty (ibid.). During the age range of 2 to 4 years, stuttering is considered a normal part of a child's speech development process (ibid.). Stuttering during puberty may arise due to a lack of self-confidence and anxiety related to physical, mental, and social changes (ibid.). In addition, transient stuttering typically affects children between the ages of 6 and 8 (ibid.). It is often allied with psychological factors such as adjusting to a new environment (ibid.). This stuttering tends to resolve as the child becomes more adaptable (ibid.). Persistent stuttering, on the other hand, usually occurs in children aged 3 to 8 years and does not resolve without intervention (ibid.). This type of stuttering is often caused by physiological abnormalities (ibid.). Individuals experiencing persistent stuttering are supposed to undergo speech therapy to alleviate or cure their stuttering (ibid.). Many things can cause stuttering, not only caused by mental or psychogenic disorders, but there are other causes, such as previous trauma, illness, accidents, and so on (Hill, 1987, cited in Constantino et al., 2017). The external factors can trigger disruption of coordination between the components needed for fluent speech with the brain (ibid.). There many researchers have been conducted to investigate stuttering. The first previous research focuses on investigating stuttering in an adult man residing in Petung village, Bondowoso district, East Java in which his stuttering was caused by a genetic factor and a neurogenic disorder (Nuryani, Wibisono, and Salikin, 2022). The second previous research aims to explore the causes of stuttering and the associated symptoms, as well as to investigate potential effective methods for overcoming them (Hikmah, and Mardiyah in 2022). The last is from Hardianti and Indah in 2020. This study examines the fluency disorders observed in Lynch stage performances.

Through a psycholinguistics approach, this study aims to answer questions that emerge to the author's curiosity regarding the following matters:
1. To find out the most dominant characteristics of stuttering in one of the videos entitled "Boy with Stutter Delivers Emotional Speech after Help from Joe Bidden" on the Guardian News YouTube channel.
2. To identify the total of language forms of fluency disorder (stuttering) experienced by the speaker.

Review of literature
Psycholinguistics

Psycholinguistics is the science that studies the mental processes involved in language use by humans (Dardjowidjojo, 2003, cited in Hikmah et al., 2022). Psycholinguistics aims to understand how the human mind engages in producing, comprehending, and processing language (ibid.). By studying these mental processes, psycholinguistics contributes to explaining how humans construct sentences, recognize words, understand meanings, and communicate through language (ibid.). Psycholinguistics also encompasses the study of language acquisition, language disorders, and the interaction between language and human cognitive processes (ibid.).

Stuttering

Prayascitta (2008), cited in Hikmah et al. (2022), states that stuttering or stammering is a speech disorder characterized by interruptions in speech. Generally, the speaker suddenly loses the idea of what they want to express, resulting in hesitant and repeated sounds or words (Prayascitta, 2008, cited in Hikmah et al., 2022). This may be accompanied by muscle tension in the neck and diaphragm due to imperfect coordination of speech muscles (ibid.). Once the momentary blockage subsides, speech may continue in a rapid succession of words until another muscle tension occurs (ibid.).

I. Characteristics of Stuttering

Many stutterers often feel tired and disappointed with what they are saying (Hikmah, 2022, cited in Nuryani et al., 2022). Stutterers frequently repeat the first syllables and stutter with what they are to convey, some of the characteristics possessed by stutterers include (Hikmah, 2022, cited in Nuryani et al., 2022):

1. Extend the sound of a word, such as "aaaaaayah".

2. The repetition of a sound or syllable.

There are four types of repetition of words experienced by people with stuttering, namely:

a. Repetition of Sounds: "i-i-i-itu".

b. Repetition of Syllables: "ne-ne-ne-nenek".

c. Repetition of Words: "I-I-I'm going to sleep".

d. Repetition of Phrases: "Adik-tidak-adik-tidak suka sayur".

3. Pauses, or holding back words that cannot be spoken at all, result in temporary silence or hesitation during speech.

4. Interjections like "eh-eh, I hate it." Stuttering can lead to interjections or hesitations as individuals struggle to produce certain words or sounds.

5. Circumlocution or barriers to speaking: This refers to situations where individuals who stutter may find alternative ways to express themselves or substitute words to avoid stuttering; for instance, using "tiddddak" instead of a specific word.

II. Stuttering Types
1) Developmental Stuttering: Developmental stuttering is a normal part of speech development in children aged 2-4. It occurs due to the combination of low emotional control and the immaturity of their speech apparatus (Yarbrough & Williams, 1987). In adolescents, stuttering is usually due to self-confidence issues and anxiety caused by physical, mental, and social changes during this stage of development (ibid.).
2) Temporary Stuttering: Temporary stuttering can occur in children aged 5-8 years due to psychological factors. This stuttering often occurs as a response to the adjustment process when children enter new environments, such as school and social settings. As children adapt and become more comfortable, the stuttering usually resolves on its own (Hargrove, 1995).
3) Persistent Stuttering: Persistent stuttering, on the other hand, is a type that cannot be cured and tends to continue throughout a person's life. It is primarily caused by physiological disorders of the speech apparatus (Sheehan, 1958). However, speech therapy can assist in managing and improving the individual's speech fluency (ibid.).

There are two types of stuttering in children (Subhanian 2015, cited in Saragih (2018):
a. Primary stuttering refers to cases where individuals unconsciously repeat words, sounds, syllables, or sentences. They do not make efforts to correct or react to their stuttering and

may not be aware of their speech difficulties. An example is the repetition of a sound or syllable.

b. Secondary stuttering involves conscious reactions by the individual to their stuttering. They may hold prejudiced beliefs about other people's perceptions and reactions to their speech, which further worsens or complicates their speech. They become cautious while speaking and attempt to compensate for their abnormalities through facial movements or limb gestures.

The different forms and levels of stuttering. It mentions that stuttering can manifest in various ways, such as extending sounds, repeating words or sounds, pauses, interjections, and circumlocution (Sekartini 2015, cited in Nuryani et al. 2022). Additionally, the author identifies three levels of stuttering: normal stuttering, mild to moderate stuttering, and severe stuttering.

1. Normal stuttering: The speaker experiences brief pauses of no more than half a second and may insert filler sounds like *"mmm"* or *"eeh"* while thinking. There are no noticeable facial reactions during this type of stuttering. Normal stuttering occurs when the speaker is tired, excited, discussing new or challenging topics, asking or answering questions, speaking to inattentive listeners, or feeling rushed to respond. This level of stuttering is within the range of what is considered typical or expected in speech and does not significantly impair communication (Bloodstein, 1995).

2. Mild to moderate stuttering: Characterized by longer pauses of half to one second, as well as repetitions of sounds and words. In addition to these speech characteristics, individuals experiencing mild to moderate stuttering may exhibit accompanying physical signs such as blinking eyes, glancing, and tense lip movements. This level of stuttering typically occurs when the speaker is tired, excited, discussing new or challenging topics, asking or answering questions, speaking to inattentive listeners, or feeling rushed to respond (Smith, 2003).

3. Severe stuttering: Characterized by pauses that last longer than one second, along with the inclusion of additional sounds and the omission of words. Similar to mild to moderate stuttering, individuals with severe stuttering may display physical signs such as blinking eyes, glancing, tense lip movements, and a rising tone of voice. Unlike the previous levels, severe stuttering can occur in any condition, not limited to specific triggers or situations (Van Riper, 1982).

METHOD

A qualitative research methodology involves interpreting and studying phenomena in people's natural settings based on the meanings people attribute to them (Denzin and Lincoln 2000, cited in Gistrama et al. 2020). The focus is on understanding and making sense of the research topic from the perspectives and experiences of the individuals involved. Qualitative research is a study rooted in the philosophy of post-positivism. This approach is commonly employed when examining naturalistic phenomena or conditions (Sugiono 2015, cited in Hikmah et al. 2022). Unlike quantitative research, qualitative research acknowledges the subjective nature of knowledge and emphasizes the role of the researcher as an essential instrument in data collection and interpretation (Ibid.). The researcher's perspectives, biases, and involvement are integral to the study's findings and insights (Ibid.).

This study employs a descriptive-qualitative research design to investigate pronunciation difficulties and stuttering characteristics in the speech of Brayden Harrington, as observed in his impressions from a meeting with US President Joe Biden featured in a Guardian News video on YouTube. A documentary study technique was utilized to collect data, focusing on information in words and images rather than numbers. Consequently, the study report will present data snippets to illustrate the findings (Moleong, 2006, cited in Susanto et al., 2022). The data analysis involves videos obtained from YouTube, which the researcher watches several times to acquire and understand the context of what the speaker is saying. The researcher transcribes the video subtitles into written form and uses notes to highlight words that stutter when spoken by the speaker.

FINDINGS AND DISCUSSION

The Most Dominant Characteristics of Stuttering

Brayden Harrington is a 13-year-old boy from the US who has a stutter. Moreover, after watching and analyzing the speech of Brayden Harrington, a 13-year-old boy who has a stutter, on a Guardian News video on *YouTube*, the researcher found that there are 3 characteristic types of stuttering that Brayden has uttered, such as repetition of syllables, extending the sounds, and pauses. Therefore, the researcher presents the results of the data analysis in the table below:

Table 1. Characteristics of Stuttering

No.	Data	Characteristics of Stuttering					Analysis
		Extending The Sounds	Repetition	Pause	Interjection	Circumlocution	
1.	"we-we-we", "vi-vi-vi-vi-vi-vice", "pre-pre-pre-pre-president", "be-be-be-be-better"		■				This data shows that the word "We, Vice, President and Better" uttered by the speaker belongs to the repetition of syllables because the speaker repeats the same syllable more than twice.
2.	"ssssssssssssss stutter", "aaaaaaaaaaa bout"	■					This data shows that the word "Stutter" and "About" uttered by the speaker is belongs to extending the sound because the speaker has difficulty when he wants to pronounce, especially some words with the letters prefix /s/ and /a/. So that the speaker takes quite a long time to finish the sentence because the speaker is always stuck with the prefix letters that are difficult to pronounce, namely /s/ and /a/.
3.	PAUSE 3 seconds			■			This data indicates when the speaker is stuck or pauses when he wants to finish his sentence. The expression on his face changed as if under pressure, and his body movements suddenly froze. However, the speaker seemed to be trying to calm down and control himself to continue what he wanted to say. And it can be seen that the speaker was very calm in dealing with the conditions at that time, so the pause that occurred was only 3 seconds.

The Total of Language Forms of Fluency Disorder (Stuttering)

After successfully analyzing the contents of a speech video that lasted approximately 2 minutes by Brayden Harrington in one of the YouTube videos on the Guardian News channel, a total of language forms fluency disorder was found in the video. Thus the researcher presents it in the table below:

Table 2. Total of Language Forms Fluency Disorder (Stuttering)

No.	Language Forms				
	Extending The Sounds	Repetition	Pauses	Interjection	Circumlocution
1.	2 times	4 times	1 Time	-	-

The analysis of Brayden Harrington's speech, a 13-year-old boy with a stutter, reveals significant insights into the dominant characteristics of stuttering. The study identified three primary characteristics in Brayden's speech: repetition of syllables, extending sounds, and pauses.

1. Repetition of Syllables: This characteristic is observed when the speaker repeats the initial sounds or syllables of words multiple times. In Brayden's speech, examples such as "we-we-we," "vi-vi-vi-vi-vi-vice," "pre-pre-pre-pre-president," and "be-be-be-be-better" illustrate this repetition. These repetitions often occur at the beginning of words and are indicative of a common form of stuttering, where the speaker struggles to initiate a word or phrase, leading to the repetition of sounds or syllables.

2. Extending Sounds: This feature is characterized by the elongation of specific sounds within words. Brayden's use of "sssssssssssssssstutter" and "aaaaaaaaaaabout" are examples of this phenomenon. The speaker extends the initial sound, often due to difficulty transitioning from one sound to the next, particularly with sounds that the speaker finds challenging to articulate, such as /s/ and /a/. This prolongation can cause noticeable delays in speech and may be a strategy used by the speaker to overcome or manage the stuttering block.

3. Pauses: Pauses in speech are another hallmark of stuttering. In Brayden's case, a notable pause lasted for approximately three seconds. These pauses often occur when the speaker encounters difficulty in articulation, leading to a temporary interruption in speech. The observed pause in Brayden's speech was accompanied by visible signs of effort to regain control, such as changes in facial expressions and body movements. However, Brayden's ability to quickly recover and continue his speech demonstrates his coping strategies and resilience in managing stuttering episodes.

The total count of language fluency disorders identified in Brayden's speech includes 2 instances of extending sounds, 4 instances of repetition, and 1 instance of a pause. The analysis highlights that the repetition of syllables is the most prevalent characteristic in Brayden's stuttering, followed by extending sounds and pauses. This distribution underscores the variability in stuttering patterns, with some characteristics being more dominant in certain individuals.

CONCLUSION

As a result of the discussion above, three types of characteristics with a total of seven forms of stuttering language disorder were found in a speech video by Brayden Harrington on the Guardian News YouTube channel. The study reveals that the most dominant characteristics of his stuttering are the repetition of syllables, extending sounds, and pauses. Through a detailed analysis of his speech, found that repetition is the most prevalent feature, occurring four times, followed by two instances of extending sounds and one instance of a pause. These findings illustrate the variability in stuttering patterns, highlighting that certain characteristics, such as syllable repetition, may be more dominant in some individuals. The analysis of Brayden's speech provides valuable insights into the nature of stuttering, emphasizing the importance of recognizing the unique challenges faced by individuals with this speech disorder. Brayden's ability to manage and overcome these challenges, as demonstrated by his quick recovery and continuation of speech, showcases the resilience and coping strategies of individuals with stuttering. This study contributes to a better understanding of stuttering and underscores the need for supportive measures to help those affected communicate more effectively.

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