# FLUENCY DISORDER OF A STUTTERED STAND-UP COMEDIAN

**THESIS**

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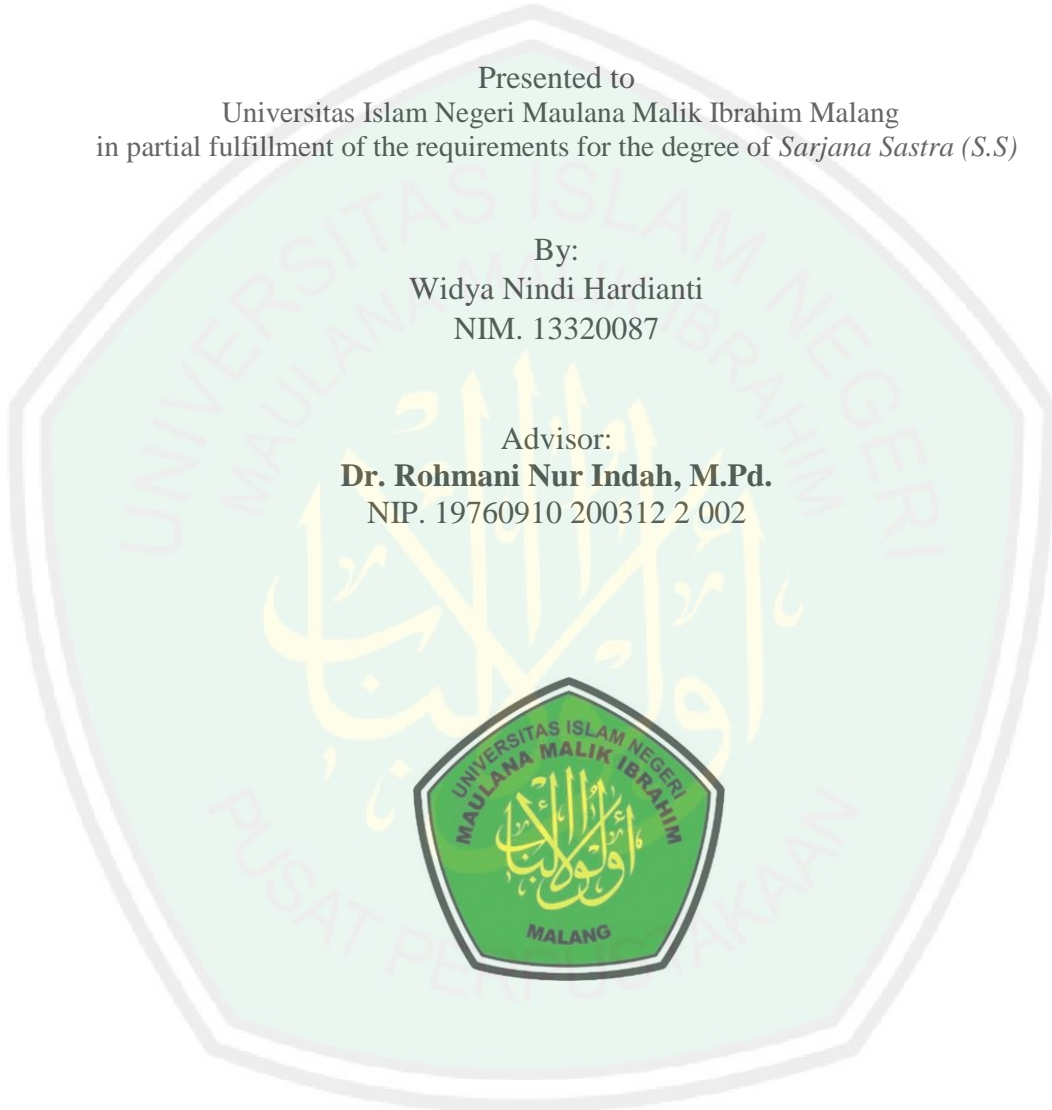**2018**

# FLUENCY DISORDER OF A STUTTERED STAND-UP COMEDIAN

**THESIS**

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in partial fulfillment of the requirements for the degree of *Sarjana Sastra (S.S)*

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2018**

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I state that the thesis I wrote entitled **"Fluency Disorder of A Stuttered Stand-Up Comedian"** is truly my original work. It does not contain any material previously written or published by another person except it is indicated in the bibliography. Due to this fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, 6 June 2018
the researcher

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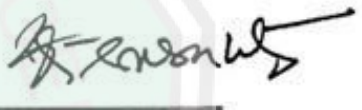
## LEGITIMATION SHEET

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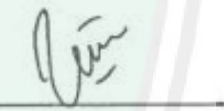
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**MOTTO**

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إِنَّ مَعَ الْعُسْرِ يُسْرًا

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(Actually, after difficulty there is ease)

## DEDICATION

This thesis is proudly dedicated to my parents Mama Fatmawati & Bapak Abdullah thanks for your love, affection, and prayers. My little sister & brother Nadya & Malik, thank you for supporting and loving.

# ACKNOWLEDGEMENT

Bismillahirrohmanirrohim.

Praise and gratitude the writer sends up only to Allah SWT who has given the mercy and blessing so that the writer is completely able to finish this thesis. Shalawat and salam are expected to be exerted by to the lovely prophet Muhammad SAW, because of that divine gift of grace from Allah, I finally is able to finish this thesis entitled Fluency Disorder of A Stuttered Stand-Up Comedian as the requirement for the degree of S1 in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

I realize that my thesis will never get success without any interference from other people, therefore I want to say a high thanks to all people surrounds who make many valuables contribution in making this thesis:

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3. All my family who always support, pry for my success.
4. Thank also for my beloved friends Isnaini, Biyyan, Ayu, Ririt, Alan and Aan who always help me and console me when I am down.

Finally, I truly realized that this thesis still needs criticism and suggestion from the reader in order to make it perfect.

Malang, 6 June 2018

Widya Nindi Hardianti

# ABSTRACT

**Hardianti, Widya Nindi. 2018.** Title: Fluency Disorder of a Stuttered Stand-Up Comedian. Thesis, English Letters Department. Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Rohmani Nur Indah, M.P.d.

Stuttering is commonly known as the difficulties of producing speech sound. Stuttering is included as a fluency disorder that disturbs the flow of speech. The difficulties indicate the repetition, pause, prolongation, revision, and interjection on the speaking. The study investigates the type of disfluency on Drew Lynch utterances and how Drew Lynch shows disfluency on his speech as a stand-up comedian. As we know, language is an important thing that is used for human communication. Everyone has a way to speak, therefore there are some people who get difficulty while speaking, and they are people who suffer from stuttering.

This study focused on the analysis of kinds of disfluency and how the disfluency is shown from the sufferer Drew Lynch's video on American Got Talent 2015 stage and video blog. This study uses the descriptive qualitative method, this study aims to know how Drew Lynch as a stand-up comedian who suffers from stuttering represents the disfluency on his speaking. The data are calculated by observing, transcribing, describing, and analyzing Drew Lynch's utterances.

The result of this study shows that Drew Lynch produces all kinds of disfluency. Based on the theory of Zebrowski (2003) disfluency is divided into two categories namely between-word disfluency and within word disfluency. From the two categories, Drew Lynch produces interjection, phrase repetition, revision, multisyllabic whole-word repetition, monosyllabic whole-word repetition, repetition of individual sound or syllable, prolongation of sound, and block (silent pause). From all kinds of disfluency, Drew Lynch mostly performed monosyllabic whole-word repetition. The combination happens between revision with monosyllabic whole-word repetition, prolongation or multisyllabic whole-word repetition.

From the previous explanation, this study is expected to be the enrichment theory for knowing the phenomena of stuttering. Besides that, it only discusses the kinds of disfluency that occur on stutterer's utterances.

# ABSTRAK

**Hardianti, Widya Nindi. 2018.** Judul: Gangguan Kelancaran Bicara Pada Stand-up Komedian Pengidap Gagap. Skripsi, Jurusan Sastra Inggris. Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Dr. Rohmani Nur Indah, M.P.d.

Kata Kunci: Gagap, Gngguan Kelancaran Bicara, Stand-up Komedian Pengidap Gagap

Gagap umumnya dikenal sebagai kesulitan menghasilkan suara dalam pengucapan. Gagap termasuk kelainan atau penyakit yang mengganggu kelancaran bicara. Kesulitan-kesulitan yang dialami oleh pengidap gagap termasuk pengulangan kata dan kalimat, jeda saat bicara, perpanjangan pada suara huruf, dan perbaikan pada kalimat. Penelitian ini meneliti tentang tipe-tipe dari teori ketidaklancaran oleh Drew Lynch sebagai Stand-up komedian dan bagaimana Drew Lynch menunjukkan ketidaklancaran pada saat berbicara. Seperti yang kita ketahui, Bahasa adalah hal yang penting dalam komunikasi manusia. Setiap orang memiliki caranya tersendiri dalam berbicara, akan tetapi ada beberapa orang yang mengalami kesulitan salah satunya adalah orang gagap.

Penelitian ini fokus pada analisis tipe-tipe dari teori ketidaklancaran bicara dan bagaimana teori ini ditunjukkan oleh pengidap  gagap yaitu Drew Lynch pada saat tampil di panggung American Got Talent 2019 dan video blog pribadinya. Penelitian ini menggunakan metode deskriptif kualitatif dan bertujuan untuk mengetahui bagaimana seorang stand-up komedian yang mengidap gagap yaitu Drew Lynch memperlihatkan gejala ketidaklancaran pada saat tampil dan berbicara. Data dalam penelitian ini didapatkan dari  mengamati, menyalin, mendeskripsikan, dan menganalisis ucapan Drew Lynch.

Hasil dari penelitian ini  memperlihatkan bahwa Drew Lynch menunjukkan semua tipe dari teori ketidaklancaran. Berdasarkan dari teori Zebrowski (2003) teori ketidaklancaran dibagi menjadi dua kategori yaitu ketidaklancaran antar kata dan ketidaklancaran dalam kata. Dari dua kategore tersebut Drew Lynch memperlihatkan, jeda dalam berbicara, pengulangan pada frasa, perbaikan pada kata dan kalimat, pengulangan pada seluruh multi-suku kata, pengulangan pada seluruh mono-suku kata, pengulangan pada suara dari huruf dan suku kata, perpanjangan pada suara huruf, dan diam atau berhenti sejenak. Dari semua jenis teori ketidaklancaran Drew Lynch paling banyak melakukan pengulangan pada mono-suku kata. Pada kasus Drew Lynch terjadi kombinasi dari beberapa teori ketidaklancaran diantaranya kombinasi dari perbaikan dengan pengulanagan mono-suku kata, dan perpanjangan huruf dengan pengulang multi-suku kata.

Dari seluruh penjelasan, penelitian ini diharapkan dapat menjadi tambahan teori untuk mengetahui lebih mendalam tentang fenomena gagap. Selain itu, penilitian ini hanya membahas tentang tipe-tipe  dari teori ketidaklancaran yang terjadi pada ucapan atau ujaran pengidap gagap.

# الملخص

**هارديانتي، ويديا نندي. 2018.** العنوان : *انقطاع الطلاقة في التحدث المتأثر في الوقوف الكوميدي المُتَأْتِئ*. البحث العلمي، شعبة الأدب الإنجليزي، كلية إنسانية، جامعة إسلامية حكومية مولانا مالك إبراهيم – مالانج.

تحت إشراف : الدكتورة رحماني نور إنداه، M. P.d.

كلمة مرشدة : تأتأة، انقطاع الطلاقة في التحدث، الوقوف الكوميدي المتأتئ.

التأتأة عادة، معروفة بصعوبة إنتاج الصوت في النطق، تشمل التأتأة تشوهات أو أمراض تتداخل مع الطلاقة الصعوبات التي يواجهها المتأتئ، تشمل تكرار الكلمات والجمل، والتوقف أثناء الكلام ، وتمديد صوت الحروف ، وتحسين الجمل. تبحث هذه الدراسة في أنواع نظرية التشوه التي قام بها درو لينش كوقوف الكوميدي وكيف يظهر درو لينش الاضطراب عند التحدث. في ضوء معرفتنا، اللغة مهمة في التعامل الإنساني. كل شخص لديه طريقته الخاصة في التحدث، ولكن هناك بعض الأشخاص الذين يعانون من صعوبة، منهم المتأتئون.

يركز هذا البحث على تحليل أنواع نظرية الإعاقة الكلامية وكيف عرض هذه النظرية من قبل تلعثم درو لينش عند أداءه في مرحلة American Got Talent 2019 ، ومدونته الخاصة بالفيديو. تستخدم هذه الدراسة أسلوبا وصفيا نوعيا لمعرفة كيف درو لينش كوقوف الكومدي المتأتئ يعرض الأعراض الطلاقة عند الظهور والتحدث. تم الحصول على البيانات في هذه الدراسة من ملاحظة ونسخ وتحليل كلمات درو لينش.

تظهر نتائج هذه الدراسة أن درو لينش يعرض جميع أنواع التلعثم. استنادًا إلى نظرية زيبيروسكي (2003)، تقسم نظرية الطلاقة إلى فئتين ، هما: التداخل بين الكلمات وطلاقة الكلمات. من هاتين الفئتين ، يعرض درو لينش ، التوقف في الكلام ، وتكرار العبارات ، وتحسين الكلمات والجمل ، وتكرار جميع المقاطع المتعددة ، وتكرار جميع المقاطع الأحادية ، وتكرار أصوات الحروف والمقاطع ، وتمديد الصوت الحروف ، وتوقف مؤقتا أو توقف لحظة. من بين جميع أنواع نظرية التلعثم، في الغالب، يكرر درو لينش المقاطع الفردية. في حالة درو لينش ، حدث مزيج من عدة نظريات التلعثم منها : الجمع بين التحسينات مع تكرار عبارات أحادية المقطع ، وتمديد الحروف مع مكررات متعددة المقاطع.

من كل البيانات السابقة، يرجى أن يكون هذا البحث نظرية إضافية لمعرفة المزيد عن ظاهرة التأتأة. بالإضافة إلى ذلك ، تناقش هذه الدراسة أنواع نظرية التشوه التي تحدث في الكلام أو الكلام مع التأتأة فحسب.

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**CHAPTER III: FINDING AND DISCUSSION**

**CHAPTER IV: CONCLUSION AND SUGGESTION**

# CHAPTER I

# INTRODUCTION

This chapter consists of background of the study, research questions, objectives of the study, significances of the study, scope and limitation, and definition of the key term.

## 1.1 Background of the study

This study focuses on psycholinguistics, especially on the phenomenon of speech disorder. People who are diagnosed with speech disorder facing difficulties to produce language perfectly. The difficulties attack the quality of speech effectiveness of the sufferer. Overcoming speech disorder is not easy, it needs more effort to deliver a speech that is understandable to the hearer.

Speech disorder can be suffered by various conditions of children and adult. The sufferer may have trouble to pronounce the word and produce understandable speech. A speech disorder can be caused by brain damage and injury which impairs mechanism to speech (Lanier, 2010). Those causes affect the difficulties in producing fluent speech. This condition refers to one of speech disorder various, namely fluency disorder.

Fluency disorder is the condition when people cannot speak fluently, it is characterized by the disturbance in the flow of speech with the interruption of the smoothness while speaking. Starkweather (1987) in Manning (2009) explains that the

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sufferer breaks of continuity, rate, duration, coarticulation, and effort of speaking needed to produce understandable and fluent speech. As the creature who need socialization with others, communication is an important thing. For instance, the sufferer has difficulties in delivering a fluent speech that includes communication.

In other hands, speaking is a kind of dynamic system which needs an active and complex process in practicing (Schultz., et al, 2017). The human being not only need organs of speech, but they also need to develop their capability to utter words and sentences during their growth. It also takes no particular scientific knowledge to talk within communicative purpose. For normal people, speaking is easy to practice. However, there are several people have a disability to speak perfectly. One kind of disability is stuttering. People who have stuttering cannot speak as well as other normal people.

For people with stuttering doing communication is not a simple thing. They require much patience and concentration to produce the word and make people understand what they said. The stutterer has difficulties to speak fluently, it is categorized by the repetition of sounds, syllables, and words. This symptom is disturbing their speech production. Stutterers repeat the word then suddenly stop and repeat the first syllable to the next syllable until finishing the word (Indah, 2017).

In stuttering cases, the sufferer who is diagnosed in adult is more complex than children stuttering. It is because of the symptom and the cause of adult stuttering are sometimes unpredictable. One of the unpredictable causes of stuttering happens on

Drew Lynch. He successfully moves his stuttering becomes a talent which includes in his stand-up comedy performance.

As a stand-up comedian, the ability of perfect speaking is the first thing that people should have. To deliver the content of comedy, people have to produce understandable word to the audience. Drew Lynch comes differently as a stand-up comedian. He performs in confident with his stutter and inspires many people. He firstly appeared on the public when he joined in the tenth season of American Got Talent 2015 as a severe stutter. He finished the competitions in second place. Further, He performs as a video blogger on his own YouTube channel.

There are several previous studies about stuttering conducted by the writers. First, Zebrowski (2003) analyzed developmental stuttering on children with the finding types of disfluency. This finding was divided into two classes, between-word, and within-word disfluencies. Besides that, she does an analysis of associated behavior from stutterers that take many forms such as head, torso and limb movement, audible inhalations and exhalations, visible muscle tension, and eye behaviors.

Second, Nugraha (2012) analyzed three different parts of the Rocket Science movie. Those are the types of disfluency, the types of associated behavior, and the kinds of treatment experienced by the stuttering character in Rocket Science movie. He found both between-word disfluencies and within-word disfluencies appeared. The *interjection* is ranked as the highest phenomenon in between-word disfluencies

meanwhile, *blocks (silent pauses)* for within-word disfluencies. For associated behaviors, *eye behaviors* are ranked as the highest phenomenon that happens in the movie. In order, he found three kinds of treatment experienced by the stuttering character in Rocket Science movie. Those are maneuvers that can induce fluency, cognitive-behavioral therapy, and speech therapy.

Third, Sari (2014) analyzed three parts that experienced by the main character of The King Speech movie. Those parts are the types of disfluency, the types of stuttering motor behavior and the types of stuttering treatment. She found an *audible or silent block* as the dominant type of disfluencies. Furthermore, she found several types of motor behavior experienced by the main character. Those are lip tremor, head jerk, nodding, jaw jerk, gulping, blinking, and eye contact avoidance. In order, she found the different types of stuttering treatment in general. In this movie, the therapist comprises psychoanalytic therapy. Overall this study is similar to Nugraha (2012) studying at the research problems.

This study focuses on analyzing the types of disfluency of the stuttering using the finding of Zebrowski (2003) studying as the theory to analysis. The theory is chosen because this theory explains the types of disfluency and it can give such complete and detail information. The theory of Zebrowski (2003) is also used by Nugraha (2012) and Sari (2014) for their studies. Besides this study has a similarity with the previous ones, this study also has differences in term of the subject. For the first, Zebrowski analyzed the symptom of stuttering speaking on the children

stuttering. Meanwhile, this study analyzes the types of disfluency on adult's stuttering. In order, Nugraha (2012) and Sari (2014) analyzed the main character of the movie but this study analyzes the reality of the man who suffers from stuttering in real life. Besides, this study only focusses on the types of disfluency which is the core symptom of the stuttering.

## 1.2 Research Questions

This study focuses on the fluency disorder of stuttering with the research questions proposed as follow:

1. What are the disfluencies found in Drew Lynch's speech?

2. How does Drew Lynch show disfluencies on his speech?

## 1.3 Objectives of the Study

This study gives descriptive knowledge of fluency disorder on the stuttered stand-up comedian. Therefore, the objectives are:

1. to identify the types of disfluency of Drew Lynch.

2. to know how Drew Lynch shows the disfluencies on his speech.

## 1.4 Significant of the study

The result of this study is aimed to give a contribution to the readers both theoretically and practically in psycholinguistics field, especially on the stuttering case. Theoretically, this study includes the accomplishment of theory on

psycholinguistics. Furthermore, this study is expected to be one of the references and alternative information for next stuttering studies. In order, this study is aimed to enrich the knowledge about fluency disorder of adult stuttering. Practically, this study can be used for further writers to know and explain more about fluency disorder that is stuttering on their studies.

**1.5 Scope and Limitation**

The scope of this study is discussed on psycholinguistic approach on speech disorder. The application of psycholinguistic approach focuses on one of fluency disorder that is the speech of people who suffer from stuttering. This study only explains and analyzes the core symptom of stuttering that is disfluency.

This study concerns the speech of Drew Lynch as a stand-up comedian on the stage and video blog. The data are taken from four videos of Drew Lynch's performance, two are from his performances on American Got Talent 2015 stage and two are from his video blog related to the stuttering topic. The situations when Drew Lynch speaks on the stage with a million people in front of him on live TV's show will be very different when he speaks on his video blog without the audience in front of him. Those different situations influence the way he speaks and the frequency of his stuttering.

This study uses the disfluency theory of Zebrowski (2003) as the primary theory. Further, this study uses two types by Campbell and Hill (1987) theory to complete the theory which is not enumerated on Zebrowski (2003) theory.

## 1.6 Definition of Key Term

Fluency Disorder : The disorder that bothers people's flow of speech characterized by difficulties in continuing the word while speaking (Health Encyclopedia, 2018).

Stuttering : One of fluency disorder is the difficulty in uttering the word inappropriate way and characterized by disfluency (Encyclopedia Britannica, 2018).

Stand-up Comedian : A person who delivers comedy in a single performance on Stage (Encyclopedia Britannica, 2018).

## 1.7 Research Method

This part consists of some sub-topics that give more information about the method that is used in the study. Those are research design, research subject, data source, research instrument, data collection, and data analysis.

### 1.7.1 Research Design

This study was conducted in descriptive qualitative research. The study described fluency disorder which concerns on stuttering. In this study, the writer focused on the core symptom of stuttering that is disfluency types. Those disfluency types happened on Drew Lynch's speech while performing stand-up comedy on American Got Talent 2015 stage and his video blog.

This study employed descriptive qualitative research because it investigated the phenomenon of language happened on stand-up comedian speech. Moreover, this study described spoken utterances of individually focused on fluency disorder produced by Drew Lynch as a stand-up comedian.

### 1.7.2 Research Subject

The subject of this study is Drew Lynch, a stand-up comedian who competed on American Got Talent 2015. The writer chose Drew Lynch because he is the only participant who suffered from stuttering on American Got Talent 2015. Moreover, Drew Lynch's speech is compatible with the focus of this study.

### 1.7.3 Data Source

The main data of this study are the videos of compilation from Drew Lynch's performances on American Got Talent 2015 on the stage and video blog which are downloaded from YouTube. While the data are from Drew Lynch utterances from his performance on the stage and video blog.

The data are taken from four videos, two are from Drew Lynch's performances on American Got Talent 2015 stage and two are from his video blogs which are related to the focus on this study that is stuttering.

### 1.7.4 Research Instrument

Since this study is conducted with qualitative research, the main instrument in this study is the writer herself who does transcription from the videos. Furthermore, the writer deals to spend time collecting the data that includes disfluency types. Then, the writer investigated and analyzed the data.

### 1.7.5 Data Collection

In the obtained data, the writer did documentation by choosing and downloading the videos from YouTube. After downloading the videos, the writer transcribed each video for many times until she got the correct transcriptions. After doing transcription, the writer identified and classified the utterances and marked the words, syllable, and the sounds of the data which include as stutterer disfluency. Then, she got 116 data from four videos of Drew Lynch's performance both on the stage and video blog. After that, she reduced the data into 15 which represent the analysis of 116 data which were selected by analyzing the utterances which contain more types of disfluency. Those 15 data can be seen in the appendix.

**1.7.6 Data Analysis**

After the data have been selected, the analysis was done in the following stages. First, the writer found and described the types of disfluency happened on Drew Lynch's speech on the stage and video blog using Zebrowski (2003) theory and two types from Campbell and Hill (1987) theory. Second, the writer analyzed disfluency in Drew Lynch's utterances and classified the utterances based on the interruption happens on Drew Lynch's utterances in the form of repetition, silence (pause), revision, and prolonging the sounds. Third, discussing the data by using context found from four videos. The last, making conclusion based on the analysis that has been done to answer the research questions.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter consists of underlying theories of psycholinguistic those are speech disorder, fluency disorder, stuttering, and previous study.

## 2.1 Speech Disorder

Speech disorder concerned with communication difficulty which involves the main process of speech that is language production. The writer uses the psycholinguistic approach to understand comprehensively about the disorder. For people who suffered from speech disorder, talking is a kind of effort. They know exactly what they want to say but they can't utter the language clearly and appropriately. Speech disorders include a variety of conditions that affect children and adults. The sufferer may have trouble in pronouncing a specific letter or sound clearly (ASHA, 20117). Those problems include physical imperfection and detriment to the vocal tract.

In general, many young children have a problem with their speech in their growth. Children with a speech disorder may have difficulty with articulation, voice, resonance or fluency (Cincinnati's Children, 2018). Speech disorder happens in a variety of reasons that are speech problems occur in toddler and children with autism, cerebral palsy, a cleft lip or palate, attention deficit hyperactive disorder (ADHD),

apraxia and for those who have a brain injury or stroke (Birth Injury and Guide, 2017).

On the other hand, speech disorder on adult usually has been developing since they are a kid. Sometimes the disorder easily identified such as strokes, cancer, injury, and degenerative diseases influence people ability in speaking. Common speech disorders in adults include fluency disorders like stuttering, voice disorders, and motor speech disorders, such as apraxia and dysarthria. Apraxia and dysarthria generally cause problems with articulation but can also contribute to voice or fluency issues (Lanier, 2010).

The issues of speech disorders are wide and cannot be known exactly the cause. Some causes of speech disorder can be identified and sometimes still need deep investigation. Speech disorder might be the least highlighted problem, but it would affect the one who suffers from it anyway. Lanier (2010) divided speech disorder into three basic types namely voice disorder, articulation disorder, and fluency disorder.

### 2.1.1 Voice Disorder

Voice disorder is the condition when people producing language with abnormality voice. Abnormal voice is the voice deviations in quality, pitch, loudness or flexibility that may signify illness interfere with communication on social need (Aronson & Bless, 2009). In some cases, the sufferer may produce very high and very

low voice. In order, people with a voice disorder cannot produce the appropriate voice in conveying contextual speech to the hearer. The sufferer faces the difficulty in producing constantly voice pitch while delivering a speech.

Lanier (2010) states that voice disorders are caused by damage, disease, or deformity of the larynx, or voice box. Voice disorder includes both phonations and resonance disorders. Phonation disorder is when the voice that produced may be harsh, hoarse, raspy, cut in and out, or show sudden changes in pitch. Then, resonance disorders are identical with imbalance sound energy (Cincinnati's Children, 2018). Those kinds of voice disorder impact the sufferer communication in social needs.

### 2.1.2   Articulation Disorder

An Articulation disorder refers to the people who have a deficiency in producing the right sound in pronouncing letter while speaking. Bauman-Waengler in Stein (2011) states articulation is involved in the motor process of producing speech. People with articulation disorder usually have trouble when pronouncing the sound and make some error in the way of the sound strung together (CSLD, 2018). In pronouncing the sounds, the sufferer might be substituted one or more sound from one word. In another case, the sufferer might be mispronouncing the sounds. It can be added or changing the sound on one word.

### 2.1.3 Fluency Disorder

Fluency is related to the flow, smoothness, and rhythm of human speech. Fillmore (1979) in Logan (2015) proposed four dimensions to identify the speaker's fluency. Those dimensions are the ability of length with few pauses (talkativeness), the ability to talk in coherent, reasoned, and semantically dense sentence (succinctness), the ability to have appropriate things to say in a wide rings of context (flexibility), and the ability of creativity and imaginative in language use (creativity). People who cannot fulfill the criteria of fluency in their speaking performance are suffering from fluency disorder. Fluency disorder is the condition with the interruption of speech (Communication Disorder Clinic, 2018). Lanier (2010) divided fluency disorder into two kinds, those are cluttering and stuttering.

#### 2.1.3.1 Cluttering

Cluttering is a fluency disorder which affects the ability of speech, particularly in conveying the message clearly and succinctly. Individuals who face cluttering have a problem with the rate of speech, clarity of speech, and organize relevance message to the hearer. In fact, the quality of cluttered communication is broken because they have difficulties creating understandable speech. Frequently, people with cluttering speech mumble when conveying the message to the hearer and they have difficulties to speak in slow or normal rat (The Stuttering Foundation, 2017).

Some symptoms of people with cluttering are racing thoughts, rapid and irregular rate of speech, leaving off the ends of words, omitting or distorting sounds or syllables (e.g., "elephant" becomes "elphant"; "orange" becomes "orng"), words sound as if they are "running into each other", lots of starts and stops in speaking, excessive use of disfluencies such as "um", "uh", repeating or revising phrases, or repeating words (Ward, 2006).

People who suffer from cluttering have limited awareness of how one's speech sounds to others, difficulties slowing down even when asked to do so tendency to interrupt conversational partner words or ideas come out differently than intended (The Stuttering Foundation, 2017).

### 2.1.3.2 Stuttering

Stuttering is one of popular fluency disorder in speech pathology which is characterized by disruption in the production of speech sounds. People recognize stuttering also called as stammering by difficulties of the patient in uttering speech (Sleeper, 2007). According to Lavid (2003) stuttering is a general term for describing speech that does not follow the normal rhythm. Fraser (2007) defines that stuttering is more complicated than it looks. The sufferer has to struggle with their physical and mental limitation. A stutterer usually has self-conscious about their speech, they know very well that the sounds they are producing are not part of standard speech but they are unable to control the flow (Lanier, 2010). People with stuttering aware of

what they want to say but they have a problem with their vocal tract to speech. In fact, a stutterer is unable to produce language perfectly in speech.

People with stuttering often experience physical tension and struggle in their speech muscle. They may usually get mental deficiency such as embarrassment, anxiety, and fear about speaking (Lanier, 2010). Every people may experience the stuttering when they are speaking too fast, angry, confused, nervous, surprised, or loss word. Stuttering could develop because of the condition that happened (Lavid, 2003). Sleeper (2007) stated that stutterers have difficulty in starting words because of disruption in respiration, vocalization, and articulation which involves the throat, palate, tongue, lips, and teeth. Those mental conditions may increase the stutterers tense while they are speaking.

According to Ward (2006) stuttering divided into three classes which are neurogenic stuttering, psychogenic stuttering, and developmental stuttering. Basically, neurogenic stuttering and psychogenic stuttering are termed as acquired stuttering because both are similarly caused by an external force that affects brain function. Neurogenic stuttering occurs following neurology trauma for example stroke, brain injury, tumor, neurosurgical procedure, and so on. Those external factors are believed can disrupt the coordination between the brain and the components required for fluid speech. Besides Lanier (2010) stated because this type of stuttering is always associated with some types of brain insult, it is usually experienced by adults who have more possibility to develop the disease. Another type of stuttering is

psychogenic stuttering, Sleeper (2007) explained psychogenic stuttering is occasionally experienced by people with mental illness or extreme cases of mental stress.

Moreover, the stuttering types are divided into three types by the cause that has been found for some cases, but the specific cause of stuttering is unknown (Sleeper, 2007). According to Ward (2006) stuttering is the abstract disorder within an abstract discipline for clinicians and researchers in the field. Although stuttering has received more attention, the exact cause of stuttering has not been found yet. He also notes there is no miracle cure to this speech disorder.

British Stammering Association (2017) defines stammering in adulthood is divided into five types, neurogenic stammering, drug-related stuttering, stress-related stammering, re-occurrence stammering of childhood stuttering, individual causes of stammering. There is a new thing from this point of view, it is drug-related to stuttering and individual cause of stuttering. As Ward (2006) mentions stuttering is the abstract disorder then the exact causes are not been found yet. The cases of stuttering will be evolved. Sometimes the causes of stuttering are not included in three types as Ward (2003) and Sleeper (2007) mentioned but the stuttering still attacks the patient even in ultimate causes. In brief, another cause of stuttering that is a part of what has been mentioned above is still possible.

Stuttering has characteristic or symptom itself, Ward (2006) states that disfluency as the main core of stuttering symptom beside motor behavior which

emerges while stuttering moment. He defines that the core of behavior of stuttering is related to sublexical speech fluency breakdown. Disfluency refers to the continuity of producing language. From the description, disfluency is the main characteristic or symptom that occurs when people with stuttering speech.

**2.1.3.2.1 The Types of Disfluencies**

Every people can experience disfluency while speaking includes normal people. There are two kinds of disfluency, normal disfluency, and stuttering disfluency. According to Ward (2006) and ASHA (2017), normal disfluency tends to be characterized by hesitation or long pause in formulating language, interjection, revision, and phrase repetition. Meanwhile, stuttering disfluency is more frequent than normal disfluency on speaking. In order, not all of the normal type disfluency produce by the stutterers.

The types of disfluency firstly proposed by Campbell and Hill (1987) citied in Ward (2006) with ten types, Hesitation, interjection, phrase/sentence revision, unfinished word, phrase/sentence repetition, word repetition, part-word repetition prolongations, block and other (include inappropriate breathing pattern). This theory of disfluency types does not separate between normal disfluency and stuttering disfluency.

Zebowroski (2003) did analysis about developmental stuttering and classified all speech of disfluency in stuttering into two categories; between-word and within-

word disfluencies. Patricia stated the numerous types of disfluency can be shown by children and adult who suffer from stuttering. This study is using this theory as the primary theory and two theories of Campbell and Hill (1987) citied in Ward (2006) that multisyllabic whole-word repetitions and monosyllabic whole-word repetitions as the adding numerous from the core theory which not stated by Zebrowski (2003). Patricia categorized between-word disfluency into three subtypes; they are interjections, phrase repetitions, and revisions. Then in within-word disfluency, she also categorizes between-word disfluency into three subtypes; they are the repetition of individual sounds or syllables, prolongation of sounds, and blocks (silent pause).

**a.) Between -Word Disfluency**

Between-word disfluency is the type of dysfluency which is produced when the sufferer attempts to link the words together (Zebrowski, 2003). This is the several types of between-word disfluency defined by Zebrowski (2003) including two of Campbell and Hill (1987) theory that are multisyllabic whole-word repetitions and monosyllabic whole-word repetitions.

**i.) Interjection**

Interjection is the interruption because of people tense, it could be doubt or fear. People with stuttering usually face this situation while they are speaking. The stutterer will suddenly pause then produce the word "uumm" "uhh" "like" "well", etc (Zebrowski, 2003: 455).

**ii.) Phrase repetitions**

Phrase repetitions happen when the sentence is unfinished in a complete formation then the speaker repeats more than one word for several times and it is classified as phrase repetitions (Zebrowski, 2003).

**iii.) Revisions**

Revisions refer to the situations in which the speaker goes back to rephrase the phrase or sentence. To avoid the mistake in delivering speech people usually do revision while they are speaking. They may stop in the middle of the sentence and begin again in a new direction. Changes in the content or grammatical form of a phrase, or in the pronunciation of a word, are counted as instances of revision (Zebrowski, 2003).

**Part Word**

**iv.) Multisyllabic Whole-Word Repetitions**

This type of disfluency is the repetition of a word that has more than one syllable Campbell and Hill (1987) in Ward (2006).

For example, the word "really…really…really" said by Campbell and Hill (1987) in Ward (2006: 5).

**v.) Monosyllabic whole-word repetition**

Monosyllabic whole-word repetition is the repetition of a word which consists of a single syllable Campbell and Hill (1987) in Ward (2006).

For example, the words **"He" She" "You"** used by Campbell and Hill (1987) in Ward (2006: 5).

**b.) Within-Words Disfluency**

Within-words disfluency is the disruption in a single word of sounds or syllable within a word. These are the following types of within-words disfluency of Zebrowski (2003) theory.

**i.) Repetitions of Individual Sounds or Syllables**

Repetitions of individual sound are the repetition of individual sounds of language. It does not refer to individual letters since the combination of letters sometimes makes only one sound. For example, the word "Where" then it is only repeated the latter W-W-W-W. It is usually repeated in a vowel sound (Zebrowski, 2003).

**ii) Prolongation of Sounds**

Prolongation is the sound which is produced involuntarily while the stuttering is produced by the sufferer (Zebrowski, 2003).

For example, the word "Where" becomes "wwwwhere" (Zebrowski, 2003: 5).

### iii.) Block (Silent Pause)

This category occurs when the stutterer suddenly stops speaking and cannot continue their sentence. It also can happen when they pause their speaking then thinking about what to say after that (Zebrowski, 2003).

## 2.2. Previous Studies

The first study conducted by Zebrowski (2003) in Pediatric Annuals; July 2003; 32, 7: ProQuest Research Library pg. 453. Zebrowski (2003) states that researchers and clinicians in the speech and hearing sciences have a long-sought to examine and differentiate the disfluent speech produced by children and judged to be stuttering from that considered not to be stuttering or normally disfluent. The outcome of these investigations has been the developmental system for classifying all speech disfluencies into two categories; those categories are is Between-Word and Within-Word Disfluencies. Zebrowski also states that numerous studies have shown that both children and adults who stutter produce all types of disfluency, both Between-Word, and Within-Word. Moreover, Zebrowski also states about associated behaviors of stuttering. These behaviors can take many forms, such as Head, Torso and Limb Movement; Audible Inhalations and Exhalations, Visible Muscle Tension, and Eye behavior.

Next, Nugraha (2012) analyzed the movie entitled Rocket Science using (Zebrowski; 2003) theory of disfluency type and associated behavior. The result of the research shows three important points. First, there are two types of speech

disfluency, namely between-word disfluency and within word disfluency. In between-word disfluency, there are interjections, multisyllabic whole-word repetitions, revisions, and phrase repetitions while in within-word disfluency, there are blocks (silent pauses), monosyllabic whole-word repetitions, and repetition of individual sounds and syllables. Interjections can rank as the highest phenomenon in between-word disfluency because it is the most usual type of disfluency even normal people sometimes experience Interjections to delay the initiation of a word, the speaker expects to get stuck on. Meanwhile, blocks (silent pauses) in within-word disfluency can rank as the highest phenomenon because it is also the most usual type of disfluency too, even normal people sometimes experience blocks (silent pauses).

Then, there are four types of associated behaviors of a stuttering person, namely eye behaviors, visible muscle tension, head, torso, and limb movement, and audible inhalations or exhalations. Eye behaviors can rank as the highest phenomenon in the associated behaviors of stuttering because this phenomenon is the earliest and most frequently observed associated behaviors that typically involve the eyes. Some of the more common eye behaviors are blinking, squeezing the eyes shut during moments of stuttering, side-to-side movements of the eyes, and consistent loss of eye contact with the listener during an instance of types of speech disfluency. The last, Nugraha (2013) also did analysis about types of stuttering treatment with the result, there are three kinds of treatment experienced by the stuttering character in Rocket

Science. They are maneuvers that can induce fluency, cognitive-behavioral therapy, and speech therapy.

Other, by Dian Iftita Sari (2014), her study is similar to Nugraha (2012), only she was doing analysis in a different movie entitled The King's Speech but the theory she used is the same. She analyzed Bartie, as the main character of the movie. In her analysis, she found that the character experienced all types of disfluency including in between word disfluency and within word disfluency and the most dominant speech disfluency produced by the main character is audial silent block. Besides, she found the main character also experienced motor behavior of stuttering, such as lip tremor, head jerk, nodding jaw jerk, gulping, blinking eye contact avoidance and so on. She also found the kinds of treatment of psychoanalytic therapy including Freudian talking cure, releasing repressed anger through cursing, and cognitive behavioral therapy, mechanical therapy including rolling on the floor while speaking, fluency shaping, stuttering modification, maneuvers that can induce fluency such as auditory masking, impersonating another's voice, singing, adaptation and some elocution exercises which consist of masker relaxation, diaphragmatic breathing exercise, vocal exercise, rhythmic body movement and repeating tongue twister.

This study used the same theory of Zebrowski (2003) which only focused on the types of disfluency as the core characteristic of stuttering. Disfluency is related to verbal communication problem because of stuttering that includes in the linguistic field. The data were taken from the compilation videos of Drew Lynch, a man who

suffers stuttering, it differentiates this study from two previous studies. Moreover, this study has a unique side than in previous studies. The unique side is the object of this study is a man who suffers from stuttering in real life. Then, the sufferer is a stand-up comedian who confidently performs the comedy with disability.

## CHAPTER III

## FINDING AND DISCUSSION

This chapter presents findings and discussions based on the explanation of previous chapters. The findings include the explanation of the data and the analysis of Drew Lynch's disfluency following the Zebrowski (2003) theory. Afterward, the discussions are functioned to elaborate the analysis on findings which covers the research statement.

### 3.1 Research Finding

In this section, the writer initially found 116 data relating to Drew Lynch's speech disfluency on the videos that can be seen in the appendix. Yet, the 116 data have been narrowed down into 15 which contain the richest kind of disfluencies.

**Datum 1**

**Conversation:**

*Judges: Hello, how you doing up there?*

*Drew: H-H-Hi*

*Judges: you doing okay?*

*Drew: **Y-YYYes my name – mmmy name – mmmy name** is Drew **uh… I have ‿s – have ‿s – have e ‿s – stutter** that what that is.*

**Context:**

This conversation happens at the first time Drew Lynch came to American Got Talent 2015's stage. In this section, Drew Lynch is a participant of American Got Talent 2015 audition. At that time, Drew came while waving his hand and greeted with a roar audience applause. He smiled and looked at the audience and responded to the judges' greeting.

**Analysis:**

This conversation shows that Drew introduces his name and responds to judges' question whether he is ok or not. In this time, Drew give a short explanation about his speaking with a sad face. While giving an explanation about his speaking, Drew performs fluency disorder which makes the audiences and judges mesmerize his speaking. Drew seems very struggle to try to make everybody understands what he is saying. Drew shows disfluency from the beginning of his speaking to the end.

At the first word **"yes"** there are two kinds of disfluencies produced. Those disfluencies are *revision* and *prolongation of sound. Revision* happens when Drew tries to say **"yes"**. Firstly, he produces only the sound **"y"** then revises it into a complete word **"yes"**. In order, *prolongation of sound* happens when he does *revision*. Drew prolongs the sound **"y"** becomes **"yyyes"**.

Afterward, the disfluency occurs in the form of the noun phrase **"my name"**. In this section Drew seems very hard to say **"my name"**. This phrase involves two

kinds of disfluency, it is *phrase repetition* and *prolongation of sound*. He repeats the phrase **"my name"** three times **"my name – my name – my name"** and he does *prolongation of sound* in the sound **"m"** of the word **"my"**. The *prolongation of sound* happens in the second and third repetition **"my name – mmmy name – mmmy name"**.

When Drew tries to continue his words, he is stuck for a second and looks at the audience then he produces *interjection* by saying **"uh"** before he goes to the next word. Then after, he repeats the word **"have"** three times which refers to *monosyllabic whole word repetition*. Besides, he does *monosyllabic whole-word repetition*, he does *revision* from the sound to the word. In this case, Drew links the word **"have"** and the sound **"s"** as long as the repetition happens. Then, he revises it into the word "***have ‿ s – have ‿ s – have e ‿ s – stutter".*** In the data, there are five kinds of disfluency happen. Those disfluencies are *revision, phrase repetition, interjection, and monosyllabic whole-word repetition.*

**Datum 2**

**Conversation:**

*Judges: What your talent?*

*Drew: I'm-I'm-I'm comedian*

*Judges: Okay, when you're start doing comedy?*

*Drew: **For-for** about four years ago **I-I-I** didn't want to **aaa…** always do **co-comedy** but **uh…** I had a **ssssport-ssssport-sport** injury that is why I **talk-talk** like this.*

**Context:**

This conversation happens after Drew introduces his name on the first time he comes to American Got Talent 2015 stage as a participant. He gives an explanation when he starts doing comedy and what cause of his stutter is. In this time, Drew tries to hold his tears and smiles to the audiences at the end of his speaking.

**Analysis:**

In this section, Drew is being questioned by the judges about his talent. He is nervous and looks very sad by occasionally bowing his head while answering the judges' question. Everyone pays attention to him, trying to understand what he is saying and being concerned. At the beginning of the utterance, he performs *monosyllabic whole-word repetition* on the word **"for"**. In this time, he repeats the word **"for"** two times before continuing his words. Then, the same kind of disfluency happens in the following word, **"I"**. He repeats the word **"I"** three times, that is included as *monosyllabic whole-word repetition.*

Then after, there are two kinds of disfluency existed, those are *interjections* and *revision.* At the first, Drew says "I didn't" while he tries to continue the word, he does *interjections* for some second by saying **"aaaaa"**. After that, he changes the words **"didn't want to"** become **"always do"** which is included as *revisions*.

*Revisions* happen again on the following word, that word is **"comedy"**. In this part Drew produces a syllable **"co"** then revises it into a complete word **"comedy"**.

Other kinds of disfluency exhibit in the next word **"sport"**. This word involves two kinds of disfluency. The first disfluency is *monosyllabic whole-word repetition*. Drew repeats the word **"sport"** for about three times. On the first and second repetition, he prolongs the sound **"s"** becomes **"sssport-sssport"**. Subsequently, *monosyllabic whole-word repetition* happens again in the next word **"talk"**. The word **"talk"** is repeated two times. In conclusion, there are four kinds of disfluency exist in this case. Those are *monosyllabic whole-word repetition, interjection, revision, **and** prolongation of sound.*

**Datum 3**

Drew:

*Almost four* **years-years** *ago I was on a* **soft-soft-softball** *team, that was a grounder that took a bad hope and* **aaa…** *hit* **me - mmmy** *throat which damaged some nerves in my vocal throat.*

**Context:**

Before delivering talent, every participant of American Got Talent 2015 takes time to do the monologue section. In this time Drew takes the monologue section before he comes to the stage. The video of the monologue section is taken to support his performance before he shows his talent. At the beginning of the monologue section, he tells the story about his stuttering background.

**Analysis:**

In this section, Drew takes a monologue section to tell the audience about himself deeply. At the beginning of the video, he tells the accident that makes him suffers from stuttering. In order, he tells about his experiences being a stutter from the first time he got the accident. Then, he tells who motivate him to join American Got Talent 2015 audition.

In this utterance, Drew shows disfluency firstly on the third word that is **"years"**. In this word, he does *monosyllabic whole-word repetition* by repeating the word **"years"** two times. In the following word, the disfluency appears in the word **"softball"**. Drew separates the syllable **"soft"** and repeating this syllable three times before he successfully says **"softball"** in a complete form. This case is referring to the *repetition of individual sounds and syllable*.

When he tries to tell about his chronology accident when the ball hit his throat, he does interjection by saying **"aaa"** before continuing his word. It is not done yet after he does *interjection,* he does two kinds of disfluency on the word **"my"**. He firstly says **"me"** then revises it into the word **"my"**. In the revision, the prolongation happens in the sound **"m"** in the word **"my"**. In this case, there are five kinds of disfluency exist and it is *monosyllabic whole-word repetition, repetition of individual sound or syllable, interjection, revision, and prolongation of sound.*

**Datum 4.**

**Conversation:**

*Judges: How does softball causes stutter?*

*Drew:* **aaa…** *well, I guess you are not* **ssssupposed** *to go to sleep on* **con-con-concussion** *but* **uh…** *hahahha (laugh)* **I-I-I** *know that now and* **uh…** **living-living-living** *you learn.*

**Context:**

Drew answers judges' questions that are interested about the cause of his stutter after seeing Drew's monologue video. He seems comfortable and enjoys the moment on the stage. He gives a joke on his answer and acts funny by smiling and turning up down his body.

**Analysis:**

Drew tries to comfort himself and enjoy his time on stage. He gives a bit of comedy on his words while answering the judges' question and gives such a funny act. While answering judges' question with a joke, he produces disfluency in the entire words of the utterance. From the first time of his speaking, he produces *Interjection* by saying **"aaa"** before begins his word.

Then after, the disfluency happens on the following word that is **"supposed"**. In this word Drew does *prolongation of sound* in sound **"s"** from the first sound of the word **"supposed"** becomes **"sssupposed"**. Next, when he goes his word, he does *repetitions of individual sound or syllable* in the word **"concussion"**. In this word he separates the syllable **"con"** then repeats it two times before he successfully says **"concussion"** in a complete form.

After that, he does *interjection* again after the word "but" by saying **"uh"** for the second time. After that, he tries to heal his nervous by laughing then continues his word. In this time, he does *monosyllabic whole-word repetition* by repeating the word **"I"** two times. The *interjection* appeared three times in this datum, the interjection appears before the last word of his utterance by saying **"uh"**.

After that, he finishes his word by saying **"living you learn"**. In this part, he does *multisyllable whole-word repetition* by repeating the word **"living"** for three times before he completes his word on the word becomes **"living you learn"**. From the utterance, there are five kinds of speech disfluency happens. They are *Interjection, prolongation of sound, repetition of individual sound or syllable, monosyllabic whole-word repetition,* and *multisyllabic whole-word repetition.*

**Datum 5**

**Conversation:**

*Judges: and she support on your stand-up carrier?*

*Drew: NNNo*

*Judges: No? She is not support you?*

*Drew: No, **I mean she-she-she is … (silent) sorry try not to get emotional, she took an – ssshe took on** three jobs so I **can per- pursue** this.*

**Context:**

Drew answers judges' question and tells how his girlfriend supporting him until he can stand on American Got Talent stage. He tells it emotionally and can't hold his tears while explaining about his girlfriend. Everyone moves on Drew's girlfriend struggle to help her boyfriend.

**Analysis:**

This conversation happens after the monologue section. In this time, Drew is very emotional and thankful to his girlfriend's help. He sees his girlfriend on the audiences sit and tells all people how his girlfriend helps him to join the audition. In this segment, Drew produces disfluency as long as he speaks.

When he speaks about his girlfriend firstly he tries to be strong and bears his tears but when he speaks he does *monosyllabic whole-word repetition* on the word **"she"**. He repeats the word **"she"** three times. Then, he does *block (silent pause)* for

some seconds before keeping up his word. After that, Drew makes a clarification about his feeling and tries to take his head up and look up to the audience.

In order, he gets disfluency when he tries to repeat his words. These disfluencies happen on the words **"she took on"**. In this case, he does *prolongation of sound* on the word **"she"** becomes **"ssshe".** Further, he does *revision* in the word **"an"** becomes **"on"**. This revision happens again in the next words, he revises the syllable **"pur"** into a complete word **"pursue"**. In brief, there are four kinds of disfluency happen. It is *monosyllabic whole word repetition, block (silent pause), revision,* and *prolongation of sound.*

**Datum 6**

*Drew:*

*I'm ok **with-with my-my-my** voice but **I ‿ s – I ‿ s – still** struggle with **some- sssome-something, like-like-like-like** I have the hardest time at the drive-thru.*

**Context:**

Drew performs his comedy in front of the audiences and judges on his audition on American Got Talent 2015 stage. Everyone gives applause to support him. He looks at his girlfriend on the audience seats clapping her hand and he is very happy to see her support. He smiles to everyone in the studio and takes the time beginning his comedy.

**Analysis:**

This section happens on his first performance on American got talent stage audition. He begins his word and delivers his stand-up comedy to the audience and the judges. From the beginning of his comedy, he shows disfluencies. The disfluency begins in the word **"with"** that repeated two times which shows *monosyllabic whole-word repetition*. This disfluency happens again in the next word **"my"** which repeated three times.

Further, *revision* and *monosyllabic whole-word repetition* occur in the words **"I"** and **"still"**. Drew repeats the word **"I"** two times and links it with the sound **"s"** from the word **"struggle"** in each repetition until he can say **"still"** in the complete form. The next word is **"something"** which contains two kinds of disfluency, it is *repetition of individual sound or syllable* and *prolongation of sound* before he does two kinds of disfluency at the first and second repetition **"sssome-sssome-some"**.

In the next word, *monosyllabic whole-word repetition* happens when Drew says **"like"**. The word **"like"** is repeated for about four times in his speaking. All over, there are four kinds of disfluency, it is *monosyllabic whole-word repetition, revision, repetitions of individual sound or syllables, and prolongations of sounds*. *Monosyllabic whole-word repetition* is the major kind of disfluency that happens in this datum.

**Datum 7**

*Drew:*

*I-I cccan't believe I'm-I'm-I'm-I'm here at the sssssemifinal, just y-y-yesterday I dis a show in a ssschol cafeteria, now I have to prove that I ‿ b – I ‿ b – I belong here.*

**Context:**

Drew speaks in monologue section for semifinal episode of American Got Talent 2015. The monologue section is taken in the form of video recording that showed in the studio before Drew performs his comedy. The video visualizes Drew when he reads the email from the people who say thanks because he motivates stutterer around the world to believe in their dreams. The monologue video is also shown when he watches a little girl say thanks to him and how happy she is to see Drew on American got talent stage. On this section, Drew expresses his feeling as a participant of American Got talent semifinal 2015.

**Analysis:**

In this section, Drew shares how his feeling in semifinal is and he is grateful because he can motivate many people to believe in their dreams. He looks very happy and moves on because what he does impacts so many people. The data are the last part of his speech on monologue section. In expressing his feeling, he does disfluency at the last part of his monologue section.

The first disfluency happens on the word **"I"** when he does *monosyllabic whole-word repetition* by repeating the word **"I"** two times becomes **"I-I"**. In the next word, he performs *prolongation of sound* in the sound **"c"** of the word "can't" becomes **"cccan't"**. *Monosyllabic Whole Word Repetition* happens in the word **"I'm"**, he repeats this word four times.

*Prolongation of Sound* happens again in the next word **"semifinal**", Drew prolongs the sound **"s"** becomes **"ssssemifinal"**. Another repetition is *individual sound or syllable* happens in the word **"yesterday"**. He repeats the sound **"y"** two times before saying **"yesterday"** completely. Next, he does two kinds of disfluency, it is *monosyllabic whole word repetition and revision*. He repeats the word **"I"** three times and links it with the sound **"b"** from the word **"belong"** for about two times. After that he turns it into the word **"belong"**. This section contains four kinds of disfluency, it is *monosyllabic whole-word repetition, prolongation of sound, repetition of individual sound or syllable,* and *revision.*

**Datum 8**

*Drew:*

*Y-Y-Y-Yes I'm-I'm yes I'm-I'm-I'm try-trying to-to-to pay a b-b-b-b-bill from-fffrom two weeks ago.*

**Context:**

Drew delivers his comedy in the semifinal of American Got Talent 2015 stage. He acts about his experience having a call with a bad receptionist who thinks that he

was a woman. He put his hand beside his right ear and acts the conversation between him and receptionist. Everyone in the studio laughs and they are enthusiasts watching his comedy.

**Analysis:**

This is a part of the conversation between Drew and bad receptionist in his comedy on the semifinal section. He looks very confident at that time and enjoys his performance to the audience. Therefore, he still produces some kinds of disfluency. From the first word, he does *repetition of individual sounds or syllables* on the word **"yes"**. He repeats the sound **"y"** three times when he tries to say **"yes"** in the first part. Next, he does *monosyllabic whole-word repetition* on the word **"I'm"**. He repeats the word **"I'm"** three times then continues his word. *Revision* occurs in the next word **"trying"**. Firstly, he produces **"try"** in a simple form then he revises it to **"trying"** as a present participle.

Further, he performs *repetition of individual sound or syllable* when he tries to say **"bill"**. He repeats the sound **"b"** four times before saying **"bill"**. Other, he produces two kinds of disfluency, it is *monosyllabic whole word repetition* and *prolongation of sound.* These two disfluencies occur in the word **"from"**, he repeats the word two times and prolongs the sound **"f"** at the second repetition. Overall, there are four kinds of disfluency are existed, it is *repetition of individual sound or syllable, monosyllabic whole word repetition, revision, and prolongation of sound.*

**Datum 9**

*Drew:*

> *I'm-I'm-I'm try-try-trying to-to-to lower m-m-my voice to-to-to you hahahaha (laughing) woaaa (screaming), I-I-I just- just wanna-wanna-wanna pay-pay-pay my bill a weeks ago.*

**Context:**

Drew acts a conversation between him as a stuttering man and a bad receptionist in his stand-up comedy on semifinal section. He performs with his great enthusiastic show that invites a noise from the audiences who follow his enthusiastic show. He is very confident and happy hearing the noise from the audience.

**Analysis:**

In this segment, he looks very happy and confident delivering his comedy. He never stops to laugh and very enthusiastic to the audience. Beside his enthusiastic, the disfluencies are produced as long as he is speaking. Those disfluencies are shown from the beginning of his word **"I'm"**, this word is repeated three times which shows *monosyllabic whole-word repetition*. In order, he does two kinds of disfluency in the word **"try"**. Firstly, he does *monosyllabic whole-word repetition* by repeating the word **"try"** for about three times. Then, he does *revision* by changing the grammatical form. He revises it from simple form **"try"** becomes present participle **"trying"**.

Next, *monosyllabic whole-word repetition* occurs in the word **"to"** that repeated three times. *Repetition of individual sounds or syllable* happens in the word **"my"**. He repeats the sound **"m"** three times before he says **"my"**. In order, *monosyllabic whole-word repetition* happens in the next word **"to"**. He repeats the word **"to"** for about three times **"to-to-to"** before he goes to the next word.

Then after, Drew cannot hold his enthusiastic feeling when hearing the noise from the audience in great enthusiastic expression. He laughs and screams to the audience then he continues to complete his words. Further, he comes up his word and produces *monosyllabic whole word repetition* in three different words. Those words are **"I"**, **"just"**, and **"pay"**. The word **"I"** is repeated two times **"I-I"**, it is like the next word **"just"**. Before he does repetition on the word **"pay"**, he produces *multisyllabic whole word repetition*. In this case, Drew repeats the constructive word from the word **"want to"** that is **"wanna"**. The word **"wanna"** is repeated three times that refers to *multisyllabic whole word repetition* before he does *monosyllabic whole-word repetition* on the word **"pay"**.

Due to the analysis, there are four kinds of speech of disfluency are existed in this datum. Those disfluencies are *monosyllabic whole-word repetition, revision, repetition of individual sound or syllable*, *multisyllabic whole-word repetition.*

**Datum 10**

**Conversation:**

*Host: Now Drew, all jokes aside though are happened to witness when you were watching the package of yourself early you got little emotional before getting on stage, I know that has to be really though for a comedian but you kind of tear it up what was that?*

*Drew: **Uh… I just aaa…** you guys as everyone does such a great **jjjjob-job-job** here with the show **mmmaking** the people who reached out to me **pre ‿ s – present** and with known and every time I see **sssomething lllike** that it reminds me why **III'm** here, why I have fun, and why I **llllleft** my joke.*

**Context:**

Drew is being questioned by the host after commentator section on American Got Talent 2015 semifinal. The host asks why he looks emotional before coming to the stage. After the host asking, he explains why he is emotional and how he is thankful to everyone who supports him.

**Analysis:**

Based on the context above, after hearing the host's question, Drew tries to answer the question emotionally. He cannot hold his feeling to everyone who always welcomes to his comedy and supports him. In this emotional section, he struggles to explain his feeling and as long as he is speaking, he does several kinds of disfluency.

The disfluency firstly appears when he wants to start his words, he does *interjection* by saying **"uh"**. When starting his words, he looks upset and looks at the

audience then he starts his words by saying **"I just"**. Abruptly, he does interjection by saying **"aaa"** before he recreates his words.

In order, he changes the incomplete words **"I just"** becomes **"you guys…"** and completes it into a new sentence that refers to *revision*. Further, the disfluency happens in the word **"job"**. This word includes two kinds of disfluency, it is *monosyllabic whole-word repetitions* and *prolongation of sound*. He does *monosyllabic whole word repetition* by repeating the word **"job"** three times and performs prolongation of sound in the first repetition **"jjjob-job-job"**, he prolongs the sound **"j"**.

The following word prolongation happens again when Drew says **"my"** by prolonging the sound **"m"** becomes **"mmmy"**. Then after, he does revision in the word **"present"**. At the first, Drew links the syllable **"pre"** and the sound **"s"** of the syllable **"sent"** and revises it into a complete word **"present"**. Further, the *prolongation of sound* appears in the next three words. At first, he does prolongation in the word **"something"** by prolonging the sound **"s"** becomes "sssometing". The second, on the word **"like"**, he prolongs the sound **"l"** becomes **"lllike"**. Last, he does prolongation of the sound **"I"** from the constructive word **"I'm"** becomes **"III'm"**. Overall, there are four kinds of disfluency happen as long as Drew answers the host's question. Those disfluencies are *interjection, revision, monosyllabic whole-word repetition,* and *prolongation of sound.*

**Datum 11**

*Drew:*

*Hi everybody **welcome – w-w-w-w-welcome** to another **epi ‿ s - episode** of **dog-dog-dog-dog** vlog, this is my dog Stella.*

**Context:**

Drew opens his video blog entitled *Why My Stutter is Getting Better*. He sits on the chair with his dog while holding a bottle of mineral water. Then, he says hi to the viewer and introduces himself and his dog's name.

**Analysis:**

In this opening part, Drew looks enthusiastic and energetic. He plays his mineral bottle while introducing his name and his dog's name to the viewer. While opening his video blog, there are some disfluencies exist in his speaking. Those disfluencies begin when he says **"welcome"**. In this word, he does two kinds of disfluency, it is *multisyllabic whole-word repetition* and *repetition of individual sound or syllable*. He repeats the word **"welcome"** two times which refers to *multisyllabic whole-word repetition*. Then, the *repetition of individual sound or syllable* happens in the second repetition. In this case, Drew repeats the sound **"w"** four times when greeting the viewer.

Next, *prolongation of sound* and *revision* happen in the word **"episode"**. Firstly, he says the syllables **"epi"** and links it with the sound **"s"** from the syllable

**"sode"** then he revises it to the complete word **"episode"**. When he does revision, he performs prolongation of sound **"s"** of the word **"episode"**. Next, Drew shows *monosyllabic whole- word repetition* on the word **"dog"** which repeated four times. At the last, he does *prolongation of sound* again when he says his dog's name. He prolongs the sound **"s"** from his dog's name **"SSStella"**. In conclusion, there are four kinds of disfluency happen in this part. Those disfluencies are *multisyllabic whole-word repetition, repetition of individual sound or syllable, revision,* and *monosyllabic whole-word repetition.*

**Datum 12**

*Drew:*

  *I still cannot **say-say-say-say** banana-banana-banana-banana-banana, it's the same you're **u-u-u-used** to **like it – like it – like it – like it – like it** is an accent.*

**Context:**

  Drew responds the comment of his viewer that says his stutter is getting better. He makes a clarification about his stutter condition in his video blog entitled Why My Stutter is Getting Better. He speaks and expresses its face trying to make the people understand that his stutter is not improving.

**Analysis:**

  Drew responds to the viewer's comment about his stuttering condition. He does not agree with people's opinion, they say if his stutter is getting better. Then, he

responds that opinion expressively with tension. At that time, disfluency appears in the whole of his speaking.

Firstly, he produces *monosyllabic whole-word repetition* when he says **"say"**. He repeats the word **"say"** four times. Then he does *multisyllabic whole-word repetition* in the word **"banana"**. In this time, Drew hopes everyone who sees his video blog know that his stutter is not improving. He repeats the word **"banana"** five times before continuing to the next words.

Then, the *repetition of individual sound or syllable* happens when he tries to say **"used"**. He repeats the sound **"u"** three times before completing it to the word **"used"**. Next, he does *phrase repetition* in the form of a verb phrase **"like it"**. This phrase is repeated five times. From all, there are four kinds of disfluency happen, it is *monosyllabic whole-word repetition*, *multisyllabic whole-word repetition, repetition of individual sound or syllable* and *phrase repetition.*

**Datum 13**

*Drew:*

*You **become-c-c-c-c-become-become** better not me, I'm the same so **stop-stop-ssstop** saying it's getting better.*

**Context:**

Drew sits on the chair with his dog and sees the camera then responds to people's comment. Drew affirms to everyone to stop giving false hope about his

stutter condition. Drew points to the camera and confirms that his stutter is not getting better in emotional.

**Analysis:**

Drew gives confirmation about his stutter condition in emotional feeling. He expresses his feeling when he reads the comments of many people that say his stutter is getting better. He does not like those comments and he thinks all people who comment just giving false hope. When he does confirmation, he performs some types of disfluency.

The disfluency firstly appears when Drew speaks in high tension and it happens when he says **"become"**. In this time, there are two kinds of disfluency found. Those disfluencies are *multisyllabic whole-word repetitions* and *repetitions of individual sound or syllable*. Drew repeats the sound **"c"** three times after saying **"become"** and he produces monosyllabic *whole-word repetition* by repeating the word **"become"** two times.

Further, *Monosyllabic whole word repetitions* and *prolongation* happen in one word that is **"stop"**. In this part, he repeats the word **"stop"** three times and prolongs the sound **"s"** in the last repletion become **"stop-stop-ssstop"**. In order, prolongation happens in the next word in the same form. He prolongs the sound **"s"** from the word **"saying"** becomes **"sssaying"**. All over, Drew performs four kinds of disfluency, it is

*multisyllabic whole word repetition, repetition of individual sound or syllable, monosyllabic whole-word repetition,* and *prolongation of sound.*

**Datum 14**

*Drew:*

> *I am a* **co-co-co-comedian uh…** *I used* **to-to** *have a joke about how* **I-I-I** *couldn't sing* **w-w-w-when** *I stutter because* I *would* **jjjust** *sing all the time.*

**Context:**

Drew sits in the chair with his dog Stella and starts his video blog entitled Why My Stutter is Getting Better. He gives a response to the comment that asking him how to know whether his dog has a better voice than him. He laughs and starts his explanation about the comment.

**Analysis:**

In this part, Drew gives an explanation about his joke on his video blog. He looks relax and occasionally laughs to the camera. He explains that he is a comedian, he used to make some illogical joke like a dog has a better voice. Then he used to make a joke that he cannot sing because of his stutter. As long as the explanation told, he does some types of disfluency.

Drew begins the disfluency from the word **"comedian"**, he does *repetitions of individual sound or syllable* by repeating the syllable **"co"** three times then he says **"comedian"** in a complete word. Further, he does *interjection* by saying **"uh"** when he wants to continue his word. In order, he performs *monosyllabic whole word repetition* on the word **"to"** that repeated two times.

In order, *monosyllabic whole word repetition* exists when Drew says **"I"**. He repeats the word **"I"** three times **"I-I-I"**. In the following word, he shows the *repetition of individuals sound or syllables* in the word **"when"**. He repeats the sound **"w"** three times before saying the complete word **"w-w-w-when"**.

Last, *prolongation of sounds* happens in the word **"just"** becomes **"jjjust"**. In this part, there are four kinds of disfluency exist, it is a *repetition of individual sound or syllable, interjection, monosyllabic whole-word repetition,* and *prolongation of sound.*

**Datum 15**

*Drew:*

  **I-I-I – I'm** *doing a ply* **next-nnnnext** *month called* **pi-pi-pillow** *man* **in new** *jersey* **buy-buy-buy-buy** *tickets bellow.*

**Context:**

Drew gives a joke to the people that he will play in New Jersey to play as an actor in musical theater. He looks serious but abruptly he laughs. He performs his comedy before he closes his video blog.

**Analysis:**

Drew delivers some jokes when he wants to close his video blog. He seems serious and happy but that is only a joke. In that time, the disfluency happens from the beginning of the utterances. Drew does *monosyllabic whole-word repetition* and *revision*. Firstly, he does *monosyllabic whole-word repetition* in the word "I" for about three times. After that, he does revision by changing the word "I" to construction word form **"I'm"**. Then, the word **"next"** involves two kinds of disfluency, it is *monosyllabic whole-word repetition* and *prolongation of sound*. Drew repeats the word **"next"** and prolongs the sound **"n"** in the first repetition **"nnnext-next-next"**.

*Repetition of individual sounds or syllables* happens in the word **"pillow"**. In this case, Drew separates the syllable **"pi"** two times until he can say **"pillow"**. Lastly, the disfluency happens again in the word **"buy"**. He repeats the word **"buy"** four times that shows as *monosyllabic whole-word repetition*. In brief, there are four kinds of disfluency happen, it is *monosyllabic whole-word repetition, revision, prolongation of sound,* and *repetition of individual sound or syllable.*

**3.2 Discussion**

This section discusses the result of data analysis about the kinds of disfluency performed by Drew Lynch as a stand-up comedian. There are two research questions should be answered in this section. The first question is what kinds of the disfluency are found in Drew Lynch's speech, and the second question is how Drew Lynch's video shows disfluencies on the stage and video blog.

In presenting the section, the writer provides the identification of disfluency based on Zebrowski (2003) theory. The disfluency is divided into two categories that are *between-word disfluency* and *within-word dysfluency*. The writer conducts the kinds of disfluency according to the most type in Drew's utterances into the seldom one from each category of disfluency related to the theory.

**3.2.1 Between-Word Disfluency**

In this part Zebrowski (2003) brings about three types of disfluency, those are an *interjection, phrase repetition*, and *revision.* The writer also uses the theory from Campbell and Hill (1987) that is the word which includes two types of disfluency, those are *multisyllabic whole-word repetition* and *monosyllabic whole word repetition.*

**3.2.1.1 Monosyllabic Whole-Word Repetition**

Campbell and Hill (1987) cited in Ward (2006), *monosyllabic whole-word repetition* indicates the repetition of the word which consists of a single syllable.

Drew Lynch produces *monosyllabic whole word repetition* in all data. The repetition happens in multi kinds of the word that contain single syllable.

In some cases, there are combinations between *monosyllabic whole-word repetition* with another kind of disfluency. Those combinations happen between *monosyllabic whole-word repetition* with *prolongation of sound or revision*. The combination between *monosyllabic whole word repetition* and *prolongation* happen in datum 2 (sssport,sssport-sport) three times of repetition with the prolongation of the sound **"s"** in the first and second repetition, datum 10 (jjjob-job-job) three times of repetition with the prolongation of the sound **"j"** in the first repetition, and datum 13 (stop-stop-ssstop) repetition appears three times with the prolongation of the sound "s" in the third repetition.

Other, the combination between *monosyllabic whole-word repetition* with *revision* happens in datum 1 (have ‿ s – have ‿ s – have e ‿ s – stutter) the repetition happens in the word **"have"** three times that links with the sound **"s"** when he speaks then he revises it into the word **"stutter"**. In datum 7 (I ‿ b – I ‿ b – belong) the repetition happens in the word **"I"** three times that links with the sound **"b"** after that he revises it into the word **"stutter"**, and datum 9 (try-try-trying) the repetition happens two times at the word **"try"** then he revises from simple form **"try"** to present participle **"trying".**

From the elaboration above, *the monosyllabic-whole wood repetition* portrays the videos, it is the frequency type of disfluency that produced. *The monosyllabic*

*whole-word repetition* can be found two until three of different words in Drew's utterances both on the stage and video blog.

### 3.2.1.2 Revision

Revision refers to the paraphrasing a phrase or the changing of the sentence in grammatical form or totally changing into a new phrase or sentence (Zebrowski, 2003). The stutterer uses this substation to avoid a problem of their speaking or making people understand what their sayings are. This revision happens in datum 5 (I mean she is – sorry try not to get emotional), (she took an – she took on), and datum10 (I just – you guys….).

Besides, Drew performs revision not only in the form of changing the sentence or phrases. He mostly does revision in a word or within a word. The changing can be in the form of grammatical changing from simple present to participle form. This happens in datum 8 and 9 with the same word (try-trying). Another, the changing happens in datum 3 from the objective pronoun to possessive pronoun (me-my).

In order, Drew performs revision from a sound to complete word. In some cases, this revision happens at the same time with *monosyllabic whole-word repetition*. It happens in datum 1 (have ‿ s – have ‿ s – have ‿ s-stutter), 5 (I ‿ s – I ‿ s – I ‿ s - still), and 7 (I ‿ b – I ‿ b – I ‿ b – belong). Another, the revision from a sound to the word happens with *prolongation of sound* in datum 1 (Y – YYYes). In

other cases, Drew performs revision from the syllable to a word. It happens in datum 1 (co – comedy), and datum 11 (epi ‿ s – episode).

In Drew's case, it shows that the revision happens not only in the form of phrase or sentence. Otherwise, revision can happen within a word either from the sound to a word or syllable to a word. In order, the revision within a word may include the combination of two kinds of disfluency. Those combinations happen between *monosyllabic whole-word repetition* with *revision*, and *repetition of individual sound or syllables* with *revision*.

### 3.2.1.3 Interjection

Interjection's function is to help the stutterer to continue or begin the word in speaking, it has interjection of a word with (umm, uh, er, like, aaa, oh, ah) (Zebrowski, 2003). Based on the analysis, Drew shows interjection in two forms of sound, it is "uh" and "aaa". From the performances, he mostly does interjection while he delivers a stand-up comedy on the stage. He performs the interjection before he begins his speaking in the middle of his speaking.

Drew shows interjection in two conditions, it happens when he is emotional or too enthusiastic. In the emotional condition, mostly the interjection happens when he tells people if he is a stuttering man or explains what the cause of his stutter is. The kinds of the condition appear in datum 1 (…uh…), 2 (…uh…, …aaa…), and 3 (…aaa…). These interjections appear in the middle of Drew's utterances while he is

speaking. Then, in datum 10 (uh…, … aaa…) he produces two kinds of interjection when he thanks all people who always support him and when he is too emotional. In this part, the interjections happen at the beginning of his utterances because he holds his tears and creates a word to all people who always support him. All of these interjections are found on Drew Lynch's performance on the stage.

In the enthusiastic condition, the interjection happens when Drew delivers a joke on the stage and responds the comment from the viewer on his video blog. The interjection happens in datum 4 (aaa…, …uh…). In this time, Drew produces the interjection before he begins his words because he is really enthusiastic looking at the audience supporting him. Then, he produces it again in the middle of his speaking when he hears people laughing because of his comedy. Lastly, the interjection happens in datum 14 (…uh…) when he explains if he is a comedian and every analogical matter can be his joke. This interjection is found in his speaking on his video blog entitled Why My Stutter Is Getting Better.

### 3.2.1.4 Multisyllabic Whole-Word Repetition

*Multisyllabic whole word repetition* refers to the repetition that is more than one sound of a word (Zebrowski, 2003). From Drew's performances, there are five data that show *multisyllabic whole-word repetition*. In datum 4 (living-living-living), it is repeated three times, in datum 9 (wanna-wanna-wanna) it is repeated three times, in datum 11 (welcome – w-w-w-w-welcome) it is repeated two times, in datum 12

(banana-banana-banana-banana) it is repeated three times, and in datum 13 (become –

c-c-c-c-become-become) it is repeated three times.

On the videos, Drew does multi disfluency on multisyllabic word that

presented in datum 11 and 13. He combines it between *multisyllabic whole word*

*repetition* with *repetition of individual sound or syllable*. The first, in datum 11

(welcome – w-w-w-w-welcome) he repeats the sound "w" in the second repetition.

Then, in datum 13 (become – c-c-c-c-become-become) he repeats the sound "c" at the

second repetition of *multisyllabic whole word repetition*.

### 3.2.1.5 Phrase Repetition

Phrase repetition is the condition when the stutterer repeats more than one

word while the sentence is unfinished (Zebrowski, 2003). In Drew Lynch's

performances, he does phrase repetition in two kinds of phrase, it is a noun phrase

and verb phrase. The repetition happens in the middle of his utterances. Drew does

phrase repetition two times when he speaks. Both of repetition once happen when

Drew speaks on the stage and on his video blog.

The datum which indicates phrase repetition which is depicted in the videos is

shown in datum 1 (my name) and 12 (like it). In datum 1, Drew repeats the noun

phrase (my name) three times. This repetition happens at the same time with

*prolongation of sound*. Drew produces a *prolongation of sound*, the sound is "m" in

second and third repetition. It shows how the combination of multi disfluency can

happen at the same time. Besides that, Drew performs phrase repetition in the form of the verb phrase in datum 12, he says **"like it"** for about five times.

### 3.2.2 Within-Word Disfluency

*Within-word disfluency* occurs within a word either a sound or syllable repetition (Zebrowski, 2003). It is divided into three subtypes, those are *repetition of syllable, prolongation of sound,* and *block* (silent individual sound or pause).

*Within-word disfluency* appears on Drew's performances on the stage and his video blog. This disfluency appears at the beginning, the middle, and the last of Drew's speaking. *Within-word disfluency* happens in various conditions and multi kinds within a word. The types of *within-word disfluency* will be shown below:

### 3.2.2.1 Prolongation of Sound

*Prolongation of sound* refers to the spontaneous extending or prolonging speech sound (Hussain, 2008). This kind of disfluency is portrayed on the stage and on Drew's video blog in his speaking. *Prolongation of sound* appears in 11 data, those are datum 1 (Y-YYYes) (my name-mmmy name-mmmy name), datum 2 (sssport – sssport-sport), datum 3 (me-mmmy), datum 4 (sssuposed), datum 6 (some-sssome-something), datum 7 (cccan't) (ssssemifinal), datum 8 (from-fffrom), datum 10 (mmmaking) (sssomething) (llllike) (III'm) (lllleft), datum 13 (stop-stop-ssstop), datum 14 (jjjust), datum 15 (next-nnnext). From the videos, the prolongation happens in the first word and the middle word of Drew's utterances. In several data of the

prolongation, other kinds of disfluency happen at the same time. Those are multi disfluency includes the combination between *prolongation of sound with revision*, *monosyllabic whole-word repetition, phrase repetition*, and *repetition of individual sound or syllable.*

The repetition of sound is combined with revision, it happens in datum 1 (Y-YYYes), Drew revises the sound **"y"** to a word **"yyyes"** and prolongs it to the sound **"y"**. Then, in datum 3 (me-mmmy) the revision is found in the word objective pronoun **"me"** into possessive pronoun **"my"** and Drew prolongs the sound **"m"** in the revision.

Next, the combination between *prolongations of sound* with *monosyllabic whole repetition* appears in three data. First, in datum 2 (sssport-sssport-sport) Drew repeats *the monosyllabic whole-word* three times then he prolongs the sound **"s"** in the first and second repetitions. Second, in datum 13 (stop-stop-ssstop) Drew repeats it three times and prolongs the sound **"s"** in the third repetition. Third, in datum 15 (next-nnnext) Drew repeats *the monosyllabic word* two times then he prolongs **"n"** in the second repetition.

On other side, the combination of *prolongation of sound* appears between *phrase repetition* and *repetition of individual sound or syllable*. The combination between *prolongation of sound* and *phrase repetition* is performed in datum 1 (my name – mmmy name), the prolongation happens in the sound **"m"**, it is found in the second repetition. Further, the combination between *prolongation of sound* and

*repetition of individual sound or syllable* appears in datum 6 (some-ssssome-something). The prolongation happens on the sound **"s"** in the second *repetition of individual syllable* **"some"**.

From the description above, Drew performs *prolongation of sound* many times. In one word, his disfluency may include two kinds of disfluency. The videos portray that *prolongation of sound* is mostly combined with other types of disfluency.

### 3.2.2.2 Repetition of Individual Sound or Syllable

*Repetition of Individual sound* refers to individual sound or syllable of *monosyllabic whole word* or *multisyllabic whole word*. Drew performs this disfluency in ten data. Those ten data are divided into two parts, it is *the repetition of individual sound* and *syllable* within a word. This kind of disfluency happens in the middle of Drew's utterances while he is speaking.

First, Drew does *repetition of individual sound* of a word, this repetition happens in five data, it is found in datum 3 (soft-soft-softball), datum 4 (con-con-concussion), datum 6 (some-sssome-something), datum 14 (co-co-co- comedian), and datum 15 (pi-pi-pillow). All syllables of word happen at the first syllable of the word. In datum 6, *repetition of individual syllable* happens at the same time with *prolongation of sound*, the prolongation happens on the sound **"s"** from the syllable **"some"** in the second repetition.

Second, the repetition happens in the form of individual sound. This repetition happens in the first sound of a word or the middle of a word. This disfluency happens in five data, it is found in datum 8 (b-b-b-b-bill), datum 9 (m-m-my), 11 (welcome-w-w-w-welcome), datum 12 (u-u-u-used), and datum 13 (become-c-c-c-c-become). Those data show a different part when Drew performs the repetition. In datum 8, 9, 11, and 12 the repetition happens in the first sound of each word. Then, in datum 11 and 13 *repetition of individual sound* happens at the same time with *multisyllabic whole-word repetition*. In the data, *repetition of individual sound* happens in the second repetition of *multisyllabic whole-word repetition*.

### 3.2.2.3 Block (Silent Pause)

*Block* (silent pause) is the disfluency which refers to a moment of silence before the stutterer finishes the intended word. In some cases, this disfluency happens because of some reasons, it depends on the stutterer's condition or feeling in his speaking. In Drew's case, *block* (silent pause) happens when he is too emotional.

This type of disfluency happens once on datum 5 (*No, I mean she-she-she is…(silent)… sorry try not to get emotional…).* In this part, *block* (silent pause) happens after he performs *monosyllabic whole repetition* in the word **"she"**. At that time, he abruptly stops his speaking in the middle of a word and looks down. He tries to hold his tears then he makes a clarification about his feeling before continuing his explanation. It happens when the question section starts before he performs his talent

in the audition session. In brief, Drew performs *block* (silent pause) when he discusses a touchable story for him that makes him emotional.

# CHAPTER IV

## CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the study based on the result of the findings and discussions presented in the previous chapter. The writer makes a conclusion and gives some suggestions to the readers. It is expected to give the information for the readers and for the next researchers who concern with a fluency disorder.

### 4.1 Conclusion

In this study, conclusions are presented based on the findings and discussions on the previous chapter. Drew Lynch is a stand-up comedian who has difficulty to utter the language in his speaking. This difficulty refers to stuttering or disfluency. From the data, it has been analyzed, the writer found that Drew Lynch uttered all kinds of disfluency and it is categorized in *between-word disfluency* and *within-word disfluency*.

The disfluency categories found are divided into 8 kinds, those are an *interjection, phrase repetition, revision, multisyllabic whole-word repetition, monosyllabic whole-word repetition, repetition of individual sound or syllable, prolongation of sound,* and *block* (silent pause). This finding is based on the disfluency that happens on the stage and video blog of Drew Lynch's performances.

The frequency of Drew Lynch's disfluency mostly happened in Drew's performances on the stage and his video blog. It deals with the theory of disfluency which refers to the spontaneous form. Drew may produce several kinds of disfluency in one utterance. His disfluency may present in the form of combination between two disfluencies or multi disfluencies. The combination happens between *prolongation* with *monosyllabic whole-word repetition, prolongation* with *multisyllabic whole-word repetition, monosyllabic* with *revision, revision* with *monosyllabic whole-word repetition or prolongation of sound*.

## 4.2 Suggestion

This study uses Zebrowski (2003) theory to recognize the kinds of disfluency produced by people with stuttering. However, the case of stuttering will be different in the background of the stuttering cause and the kinds of disfluency are performed by the sufferer. From the reasons, there are several suggestions related to this study.

First, to the readers, this study is expected to be the enrichment theory for knowing the phenomena of stuttering. Hopefully, this study gives more information what stuttering is, what types of speech disfluency characterize stuttering, and how the disfluency happens to a stand-up comedian that refers to stuttering.

Second to the next researcher, based on this study, the writer only discusses the kinds of disfluency that occur on stutterer's utterances. It would be better if the

next researcher describes the stutterer's utterances in the form of phonology, semantic, or pragmatic field.

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**APPENDIXES**

**DREW LYNCH PERFORMANCES ON AMERICAN GOT TALENT STAGE**

| Utterances Number | NO. DATUM | DATA | TYPES OF SPEECH DYSFLUENCY | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Between-Word Disfluency | | | | | Within-Word Disfluency | | |
| | | | | | | Part Word | | | | |
| | | | Interjection | Phrase repetitions | Revisions | Multisyllabic Whole- Word Repetitions | Monosyllabic Whole- Word Repetitions | Repetitions of Individual Sounds or Syllables | Prolongations of Sounds | Blocks (Silent Pause) |
| **American Got Talent 2015 Lynch Must See Stand-Up Comedian** | | | | | | | | | | |
| 1. | 1 | Y-YYYes my name – mmmy name – mmmy name is Drew uh… I have ‿ s – have ‿ s – have e ‿ s – stutter that what that is. | √ | √ | √ | | √ | | √ | |

| No. | | Utterance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **2.** | 2 | For-for about four years ago I-I-I didn't want to aaa… always do co-comedy but uh… I had a ssssport-ssssport-sport injury that is why I talk- talk like this. | √ | | √ | | √ | | √ | |
| **3.** | 3 | Almost four years-years ago I was on a soft-soft-softball team, that was a grounder that took a bad hope and aaa… hit me - mmmy throat which damaged some nerves in my vocal throat. | √ | | √ | | √ | √ | √ | |
| **4.** | | I felt angry about it at-at-at first, I started to like write down all my frustrations on like nnnnapkin in the hospital. | | | | | √ | | √ | |
| **5.** | | My girlfriend um…. Encourage me to try just talking about those-those thing on stage and I started to do comedy as way as like, I guess cop-copping with it. | √ | | | | √ | √ | | |
| **6.** | | The person I what – I was before would probably never hangout with-with who I'm today. | | | √ | | √ | | | |
| **7.** | | I thought people were lucky if they got to talk-talk-talk-t-talk to me and a… that was a jerk. | √ | | | | √ | | | |

68

| No. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **8.** | | I feel a lot of responsibility to show-show-show people that you can turn any-anything into-into-into a positive. | | | | | | √ | √ | | |
| **9.** | **4** | aaa… well, I guess you are not ssssupposed to go to sleep on con-con-concussion but uh… hahahha (laugh) I-I-I know that now and uh… living- living-living you learn. | √ | | | √ | √ | √ | √ | | |
| **10.** | **5.** | No, I mean she-she-she is … (silent) sorry try not to get emotional, she took an – ssshe took on three jobs so I can per-pursue this. | | | √ | | √ | | √ | √ | |
| **11.** | | and…uhhh…that's what she did tttells-tells me. | | | | | √ | | | | |
| **12.** | **6.** | I'm ok with-with my-my-my voice but I ‿ s – I ‿ s – still struggle with some-sssome-something, like-like-like-like I have the hardest time at the drive-thru. | | | √ | | √ | √ | √ | | |
| **13.** | | I wouldn't – I wouldn't – I wouldn't get to other pe-pe-people start-start to using mmmy-my-my voice as-ass-as the voice of their G-G-GPS. | | √ | | | | √ | √ | | |

| No. | | Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 14. | | It's a – it's a like in-in-in one-one thousand-thousand-thousand feet make-make-make a left oh you turn. | | √ | | | | | √ | √ | |
| 15. | | Your-your des-des-destinations is-is-is a-ahead-ahead of you on the – on the right on-on-on routing, ooo…you-you-you-you turn ooo.. rerouting ooo…ooo… you-you-you turn ooo… you-you-you turn, yeah you should – you should the God. | | √ | | | | √ | √ | | |
| 16. | | I believe that you-you-you can turn an-an-an-anything to-to positive that's way I'm here, but I come along some-some-sommme people who don't think-think-think that. | | | | | | √ | √ | √ | |
| 17. | | Like I did show-show on time were-were-were a guy that stood up it's like, hhhey… you-you can't just mmmake-make fun of this disabilities just-just-just cause you-you have one. | | | | | | √ | | √ | |
| 18. | | I was – I was like – I was like w-well did – did I – did I ssssstutter? | | √ | | | | | √ | √ | |
| 19. | | Than-thank-thank you guys so-so-so much. | | | | | | √ | | √ | |

| | | America's Got Talent Semi Finals Red | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 20. | | The way I heard that I was done go-going through it was like a gol-golden buzzer from-ffffrom Ammmmerica. | | | | | | √ | √ | |
| 21. | | A lot of mmmy comedy is a… show – ssshowing my vu-vulnerabilities, I guess some peoples seem to relate to that. | √ | | √ | | | | √ | |
| 22. | | People have been emailing and mmmmesaging and sending a-a-a-actual mail which I-I-I don't even know it was still around. | | | | | | √ | √ | |
| 23. | | They have said hey, you've though me wear my-my-mmmy-my disability with-with confidence. | | | | | √ | | √ | |
| 24. | | Is show how in-in-in-intending to, I have impacted people to change-change-change their life for the better. | | | √ | | √ | | | |
| 25. | 7. | I-I cccan't believe I'm-I'm-I'm-I'm here at the ssssssemifinal, just y-y-yesterday I dis a show in a ssschol cafeteria, now I have to prove that I ‿ b – I ‿ b – I belong here. | | | √ | | √ | √ | √ | |

71

| No. | | Transcription | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|
| 26. | | Oh…H-H-Hi so I-I-I realize that when-when I talked on-on the phone it sssound like bad-bad re-reception. | | | | | √ | √ | |
| 27. | | Hahahaha just-just-just-just sounds-sssounds like I-I-I have sssprint and uh… hahahaha but it sucks – it sucks because not-nnnot-not only do-do-do-do people think it's bad reception but because my voice is-is-is-is so high they-they-they think I'm a women. | | | | | √ | √ | √ |
| 28. | | Hahahaha like I was – I was – I was – I was on the phone with-with-with-with a b-b-b-bill collector in a groc-grocery store and this-this-this the actual co-co-co-conversation that-that-that-that we had. | | √ | | | √ | √ | |
| 29. | | She goes, h-h-hi… t-t-t-thanks for calling that-the-the-the-the billing company h-h-how can I help you? | | | √ | | | √ | √ |
| 30. | | Yes-Yes I was I-I-I-I was late for p-paying a bill from-from-from two-two-two weeks ago. | | √ | | | √ | | |

72

| No. | | Utterance | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | | I'm – I'm sorry mmmmiss c-c-c-could you re-re-repeat that? | √ | | | | | √ | √ | |
| 32. | 8 | Y-Y-Y-Yes I'm-I'm yes I'm-I'm-I'm try-trying to-to-to pay a b-b-b-b-bill from-fffrom two weeks ago. | | √ | | | √ | √ | √ | |
| 33. | | M-M-Mam are you – are you still there? | √ | | | | √ | √ | | |
| 34. | | I'm – I'm – I'm still-still here. | √ | | | | √ | | | |
| 35. | | I-I-I-I-I think you're brea-breaking up. | | | | | √ | √ | | |
| 36. | | No-nnno-nnno it is – it is – it is a stutter! | | | | | √ | | √ | |
| 37. | | I-I-I-I may have – I may have-have a b-b-bad c-c-c-connection m-m-m-miss. | √ | | | | √ | √ | | |
| 38. | | No-no-no, what-what-what you have is-is-is-is a guy with-with-with his speech appa-appa-appandement. | | | | | | √ | √ | |
| 39. | | m-m-m-mam there's no-no nnned rise-rise your voice to-to-to me. | | | | | | √ | √ | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **40.** | **9.** | *I'm-I'm-I'm try-try-trying to-to-to lower* m-m-my voice to-to-to you hahahaha (laughing) woaaa (screaming), I-I-I just-just wanna-wanna-wanna pay-pay-pay my bill a weeks ago. | | | √ | √ | √ | √ | | |
| **41.** | | She is like, mam I-I'm sorry please-please-please call us back we're breaking up. | | | √ | | √ | | √ | |
| **42.** | | I'm ssscreaming in the grocery store, nnno we're not breaking up, I'm two-two weeks llllate and-and-and-and I'm not a-a-a women. | | | | | √ | √ | √ | |
| **43.** | | Hahahahaha I la – I la – look up I'm like rrriding from Chester tempons. | | | √ | | | | √ | |
| **44.** | | Thank-thank-thank you guys so-so-so much. | | | | | √ | | | |
| **45.** | | I'll – I'll try to be llles funny so I don't laugh at myself. | √ | | | | | | √ | |
| **46.** | | I ca- I ca- I can do an-an-an hour with like te-te-t-t-t-ten minutes of material. | | √ | | | √ | √ | | |

| No. | No. | Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 47. | 10 | Uh… I just aaa… you guys as everyone does such a great jjjjob-job-job here with the show mmmaking the people who reached out to me pre ‿ s – present and with known and every time I see sssomething llllike that it reminds me why III'm here, why I have fun, and why I llllleft my joke. | √ | | √ | | √ | | | √ | |
| 48. | | Every time I see ssssomething lllike that reminds me why I'm got here and why I'm have fun and why I la-la-laughing at my-my-my jokes so t-t-t-thankyou. | | | | | √ | √ | | √ | |
| **Why My Stutter is Getting Better (Video Blog)** | | | | | | | | | | |
| 49. | 11 | *Hi everybody welcome – w-w-w-w-* welcome to another epi ‿ s - episode of dog-dog-dog-dog vlog, this is my dog Stella. | | | √ | √ | √ | √ | | | |
| 50. | | Apporently I'm – I'm landing planes in this – in this – in this vlog. | | √ | | | | | | | |
| 51. | | I'm Drew Lynch I have ‿ s – I have ‿ s stu – I have stutter. | | √ | √ | | | | | | |

| No. | | Utterance | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 52. | | A lot of peple give me sssssuggestions like "have you tried this, have you chiro-chiropractics, have you go one into surgey,Botox in your vo-vo-vocal cords?" | | | | | √ | √ |
| 53. | | Every day I hear the same sssshit, I hear "D-D-Dre you-you-you're voice is-is-is improving, your stutter is-is-is improving" No it still sucks, okay you're improving mmmmorally, I know my voice is-is-is the same! | | | | √ | √ | √ |
| 54. | 12 | I still cannot say-say-say-say banana-banana-banana-banana-banana, it's the same you're u-u-u-used to like it – like it – like it – like it – like it is an accent. | √ | | √ | √ | √ | |
| 55. | | Like the first time you-you-you-you heard me talk, yeah it- iiiiit was apparent, you thought I was gonna be-be-be normal you were like "hu ha hu ha hu ha" (shoked), you flaber-flaberga-flabergassss-flabergasted, case-case-case in point. | | | | √ | √ | √ |
| 56. | | I can't even say the thing that you were when you heard what I – what I'm. | | √ | | | | |

| No. | | Utterance | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 57. | | You were like, Cacel ma-ma-ma-my brunch, move ma-ma-may laundry, kids g-g-g-go to the park without me. | | | | | | | √ | | |
| 58. | | You might not be-be-be British in my he – m-m-m-my head I guess. | | | | | | √ | √ | | |
| 59. | | But the second time you-you-you-you heard me you were like, that guy's ruggedly h-h-handsome. | | | | | | √ | √ | | |
| 60. | 13 | You become-c-c-c-c-become-become better not me, I'm the same so stop-stop-ssstop saying it's getting better. | | | | | √ | √ | √ | √ | |
| 61. | | Banana-banna-banana-banana-banana, stop giving me fa-fa-false hope. | | | | | | √ | √ | | |
| 62. | | You don't sssee what I go through every day at the grocery store, Ban-bana-banana, I need mmmm potassium. | | | | | √ | | | √ | |
| 63. | | Excuse me, do you know where the – where uh… what isle do you keep the – uh… the yellow bunch – a yellow bunch fruity J's? | √ | √ | √ | | | | | | |

| No. | | Utterance | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **64.** | | I went to ssssinging lessons and yeah, I-I-I-I know how to sing because I-I-I figured out how to control the breath. | | | | √ | | √ | |
| **65.** | | Apparently, that uuuses d-different part of the brain, I would love to ssswich them. | | | | | | √ | |
| **66.** | | I can't just sing in public pla-pla-laces, be like, can I get a fra-frapuccino, Here's another thing p-p-p-p-people don't see. | | | | | √ | | |
| **67.** | | This vvvideo is edited-edited-edited aarrrrggggghhh edited-edited-edited and that word will be edited-edited-edited-edited and this will be ed, you know what I'm saying? | | √ | √ | | | √ | |
| **68.** | | When I do these-these-these vlogs, you're not seing the-the-the first or the s- second or the-the-the – or the third take. | | √ | | | | √ | |
| **69.** | | You are seeing me hopefully getting the-the-the-the-the best thing, the most fffffluent t-t-t-t-take. | | | | √ | √ | | |

| No. | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|
| **70.** | | See? Here's the sentence I'll say three-three times and we'll use – we will use – w-w-w-will use the best one, I went t-t-t-to the store, I went t-t-t-t-to the s-store, I went – I went – I went to the store. | √ | | | | √ | √ | | |
| **71.** | | The reason I went – I went three times because they wouldn't tell me banan-ban-bananan-banana-bananas where. | √ | | √ | | | | | |
| **72** | | The first time I- I _ m – I _ m – I mat a gay man I was like wow that guy ha-ha u… ha-has a lot of gestures. | √ | | √ | | | | | |
| **73.** | | The second time I _ m – I _ m – I mat that g-g-g-guy man I was like that's – that's uncle Ted, he's a great sssstory teller. | | | √ | | | √ | √ | |
| **74.** | | I impro-pro-pro-proved as person, I didn't go up to u-u-uncle Ted like "Hey, you're improving starting to lllllike girls more". | | | | | | √ | √ | |

| 75. | | When you thing something is-is-is-is improving and you see it the ssssecond time that is your own co-co-comfort zone growing. | | | | √ | √ | √ | | |
| 76. | | Clearly, I need to be thought a lesson on how to embrace s-s-s differences and overcome challenges and try to show co-co-compassion to people with struggle | | | | | √ | √ | | |
| 77. | | That-that-that why this happened to me and I'm fine with it, I t doesn't define who-who-who-who I'm. | √ | | | √ | | √ | | |
| 78. | | Man, in-in the face ad-ad-ad-adversity he ssstill does what he loves ge-ge-ge-gesture. | | | | | √ | √ | | |
| 79. | | I appreciate your guys sssupport and your ssssugestions but honestly it is change who-who-who I'm and I have embraced the-the-the-the change. | | | | √ | | √ | | |

| No. | Utterance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 80. | Why I was ssssuch an asshole in the first place was I try to control ev-ev-ev-everything and now, I'm learning to to llllet go of that and you guys need too-too-too. | | | | | √ | √ | √ | |
| 81. | I'm sorry that-that-that-that had such a ssssomber ending here's – here's – here's a cute picture of bunnies. | | √ | | | √ | | √ | |
| 82. | Please check-check-check-check it out past videos regarding to my stutter fyuh..here also subscribe fyuh…Anyway I-I-I love you. | | | | | | | | |
| 83. | Make sure thisss-this-this-this week you go out of – out of your way to show ssssomeone that you accept them for who-who-who tttthey are. | | √ | | | √ | | √ | |
| 84. | Don't tell them that-that-that-that they're improving towards a way that you want them to be or a way you though tttthey should be embrace one another ooone. | | | | | √ | | √ | |

**Why I Don't Stutter When I Singing (Video Blog)**

| No. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 85. | | Hi-Hi everybody welcome-welcome-welcome-welcome to another episssode of dog-dog vlog. | | | | | √ | √ | √ | |
| 86. | | I am – I am Drew Lynch, I have a ssssstutter and this is my dog stella and she is does not. | | √ | | | | | √ | |
| 87. | | Drew how does it – how does it feel to know that-tttttthat your dog literally it doesn't talk and he has – and he has – and he has a better speaking voice then you? | | √ | | | √ | | √ | |
| 88. | 14 | I am a co-co-co-comedian uh… I used to-to have a joke about how I-I-I couldn't sing w-w-w-when I stutter because I would jjjust sing all the time. | √ | | | | √ | √ | √ | |
| 89. | | Could you imagine if-if-if-if a-a pickpocket took my wallet and-and-and the only thing could do was "no, stop that man he stole my leather band w-w-wallet" *(singing)*. | | | | | √ | √ | | |

| No. | | Utterance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 90. | | It will be III think I trus tttthe pickpocket more than – more than you, you're a musical I am – I am on TMZ or-or-or-or something. | √ | | | | √ | | √ | |
| 91. | | I didn't think it was fair the pe-people who stutter but then they sing and then they don't. | | | | | | √ | | |
| 92. | | You're not disabled then you're like a ssssu – like a sssuper Saiyan version of-of me aaaaa……aaaa…(screaming). | √ | | | | | | √ | |
| 93. | | That's like saying waow… there's – there's – there's this guy in this wheelchair who can't walk but he can – he can run the fucking for-for-forty yards dash, look at him go, taking everyone wallets. | √ | | √ | | | | | |
| 94. | | A lot of – a lot of-of – a lot of people have asked me hey-hey-hey Drew how is it that-that-that when you – when yyyou sing you don't ssstutter? | √ | | | | √ | | √ | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **95.** | | I have – I have always myself wondered-wondered-wondered-wondered this but I have come to answer your-your prayers here. | | | | | √ | √ | | |
| **96.** | | One-one of reasons that people-people-pe-pe-pe-pe-people with stutter can sing is because usesssss-usessss a different part of the brain. | | | | | √ | √ | √ | |
| **97.** | | You're ussse the ssside of your brain that's mem-mem-memory based, you're able to get into-into-into the rhythm of just flowing into that song. | | | | | √ | √ | √ | |
| **98.** | | That's way if I try – if I try to sing a song like free style it like come out the where-stutter because I am trying to ttthink of – think of the words as well. | | √ | √ | | | | √ | |
| **99.** | | That's why sometimes when-when-when performing my second place wwwworthy stand up I don't stutter as much on certain bits. | | | | | √ | √ | √ | |

| No. | | Utterance | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 100. | | I have memory-mem-mem-memorized them, I know how it's – how it's gonna go but aim inev-inev-inevibility I still do. | √ | √ | | √ | | | |
| 102. | | E-E-Ed Sheeren used to ha-ha-ha-have a stutter and he got over it ba-ba-ba-bay memorizing em-en-em-em-em-en-em-en-eminem lyrics, I- myself am-am still struggling with on his name. | | √ | | | | √ | |
| 103. | | Another reason is-is-is because sometimes tttthe sound can be p-prolonged, so you can stretch-stretch-stretch out a lot of the music. | | | | | √ | √ | √ |
| 104. | | It all comes from con-con-controlling your breath that's why ba-ba-ballads, slow love songs are so much easier to-to-to-to do. | | | | | √ | √ | |
| 105. | | When words are like choppy like rapping I-I can't do it because it's too close – too close – too close together. | | √ | | | √ | | |

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| No. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 106. | | I'll give you an example, this is the key change of Whitney-Whitney Houston which is a perrrrfect song because it's ballad. | | | | | √ | | | √ | |
| 107. | | No-no-no-no-no I'm – I'm – I'm turning into that-that-that girl who tried, ahh… It's not a good – a good example. | | √ | | | √ | | | | |
| 108. | | Usually, I personaly ne-ne-ne-need music in the ba-ba-ba-background, you know like a whole-whole-whole-wholw orchestra w-w-would be ideal. | | | | | √ | √ | | | |
| 109. | | Also my-my-mmmy voice kind of ho-ho-horse maybe I need-need-need-need water, It's a – it's a girl song rainbow trantition for-for-for the higher Whitney note love…you… *(singing)*. | | √ | | | √ | | | | |
| 110. | 15 | I-I-I – I'm doing a ply next-nnnnext month called pi-pi-pillow man in new jersey buy-buy-buy-buy tickets bellow. | | | √ | | √ | √ | | √ | |
| 111. | | Who knowssss? Mybe after that IIIII want to try like mus-mus-mus-musica theater again? | | | | | | √ | | √ | |

| No. | | Text | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 112. | | You gotta be able to ex-ex-expand-expand your com-com-com-comfort zones and your lungs. | | | | √ | | √ | | |
| 113. | | Check out past-past-past-past sing-sssinging videos here, fo-fo-fo-follow me on snapchat and subscribe. | | | | | √ | √ | √ | |
| 114. | | Name some musical from musi-musi-musi-musical theater thet you like to see-see-see-see me do. | | | √ | √ | | √ | | |
| 115. | | I encourage enybody who hasss – who hasss a stutter to try-t-t-t-try singing, it's very become very ttttherapeutic for me | | √ | | | | √ | √ | |
| 116. | | As well as yoga and ssse-sssen-sexual relations nah just-just-just the yoga, ok bye | | | √ | | √ | | | |

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