DISFLUENCIES IN THE TALK SHOW "LIFE ON DELAY: MAKING PEACE WITH A STUTTER"

THESIS

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FACULTY OF HUMANITIES

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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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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"Disfluencies in the Talk Show "Life on Delay: Making Peace with a Stutter""** is my original work. I do not include any materials previously written or published by another person, except those cited as reference and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 6th May 2023

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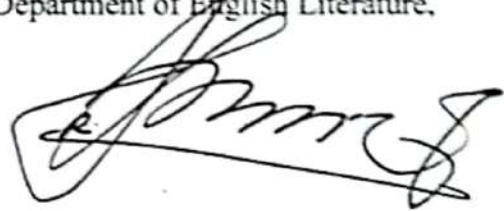
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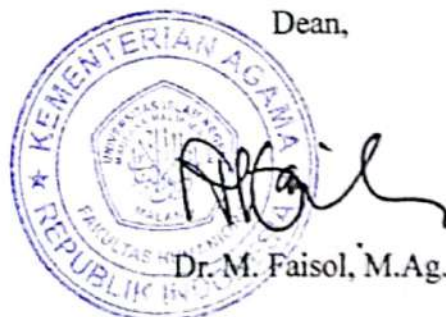Ribut Wahyudi, M.Ed., Ph.D.

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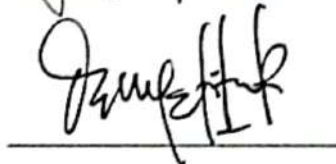
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MOTTO

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(Q.S. Al-Insyirah, verse 5-6)

DEDICATION

This thesis is dedicated to Mamah who loves me dearly.

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Alhamdulillah, first and foremost, I extend my gratitude to Allah SWT, the Most Merciful and Compassionate. It is by His infinite mercy that I am able to complete this thesis. May salawat and salam always be upon Prophet Muhammad, the Messenger of Allah, who has been sent as a mercy to all of creation, and he is the ultimate role model and guiding us through his example.

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In writing this thesis, I realize that there are weaknesses. Therefore, I am open to any constructive feedback and suggestions for the betterment of this research and the better researches in the future.

Malang, 6th May 2023

Alisha Fa'azizah Indah Putri

ABSTRACT

This research aimed to analyze the disfluency types in the talk show entitled "John Hendrickson ─ Life on Delay: Making Peace with a Stutter - with Jeffrey Goldberg ". The term disfluency in this research refers to the interruptions that occur in the talk show when adults who stutter (John Hendrickson as the guest speaker, and the audiences who stutter) are speaking. It can include various types of interruptions such as interjection, phrase repetition, revision, block, prolongation, repetition of single sound or syllable, mono and multisyllabic whole-word repetition, and multisyllabic part-word repetition. This research is categorized as descriptive-qualitative research which utilized Zebrowski's (2003) and Campbell's & Hill's (1987) theories to analyze the data. The data of this research were taken from "Politics and Prose" YouTube channel. The findings of this research suggested that all types of disfluency occurred in the talk show, both within and between-word, multisyllabic part-word repetition, monosyllabic and multisyllabic whole-word repetition. Stuttering in the talk show frequently manifested as block, interjection, and repetition of individual sound or syllable. John's stuttering manifested in the form of block, interjection and prolongation. While audiences' stuttering manifested in the form of monosyllabic whole-word repetition, interjection and repetition of individual sound or syllable. The external factors triggering stuttering were nervousness, triggered by certain words, the need to control one's speech, and combination of excitement from the opportunity to speak to John and nervousness. Additionally, adults who stutter exhibited secondary behaviours such as hand and head movements, foot tapping, looking down, neck tension, avoiding eye contact, closing eyes, jaw jerking, eye blinking, and facial grimacing. In conclusion, individuals' stuttering can manifest in various ways and can vary from person to person. Individuals who stutter may experience different types of disfluencies, and exhibit different secondary behaviours during the moment of stuttering. Besides, the severity and characteristics of stuttering can be influenced by various factors.

ABSTRAK

Putri, Alisha Fa'azizah Indah (2023) Ketidaklancaran dalam Gelar Wicara"Life on Delay:Making Peace with a Stutter". Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Rohmani Nur Indah, M.Pd.

Kata kunci: gagap, tipe-tipe ketidaklancaran, orang dewasa yang gagap,gelar wicara

Penelitian ini bertujuan untuk menganalisis tipe-tipe ketidaklancaran dalam gelar wicara yang berjudul "John Hendrickson ─ Life on Delay: Making Peace with a Stutter - with Jeffrey Goldberg". Istilah ketidaklancaran dalam penelitian ini mengacu pada interupsi yang terjadi dalam gelar wicara ketika orang dewasa yang gagap (John Hendrickson sebagai narasumber, dan penonton yang gagap) sedang berbicara. Ketidaklancaran tersebut mencakup berbagai jenis interupsi seperti interjeksi, pengulangan frasa, revisi, blok, prolongasi, pengulangan bunyi tunggal atau suku kata, pengulangan seluruh kata (mono dan multisuku kata), dan pengulangan kata bagian pada multisuku kata. Penelitian ini termasuk penelitian deskriptif-kualitatif yang menggunakan teori Zebrowski (2003) dan teori Campbell & Hill (1987) untuk menganalisis data. Data penelitian ini diambil dari kanal YouTube "Politics and Prose". Temuan penelitian ini menunjukkan bahwa semua tipe ketidaklancaran terjadi dalam gelar wicara, baik di dalam dan di antara kata, pengulangan sebagian kata pada multisuku kata, pengulangan seluruh kata bersuku kata satu dan multisuku kata. Gagap dalam gelar wicara sering termanifestasi dalam bentuk blok, interjeksi, dan pengulangan bunyi tunggal atau suku kata. Kegagapan John terwujud dalam bentuk blok, interjeksi dan prolongasi. Sedangkan kegagapan penonton termanifestasi dalam bentuk pengulangan seluruh kata bersuku kata satu, interjeksi dan pengulangan bunyi tunggal atau suku kata. Faktor eksternal yang memicu kegagapan adalah rasa gugup, dipicu oleh kata-kata tertentu, keinginan untuk mengontrol ucapan, dan kombinasi antara kegembiraan karena mendapat kesempatan untuk berbicara dengan John dan kegugupan. Selain itu, orang dewasa yang gagap menunjukkan perilaku sekunder seperti gerakan tangan dan kepala, ketukan kaki, melihat ke bawah, ketegangan leher, menghindari kontak mata, menutup mata, menyentak rahang, mengedipkan mata, dan menyeringai. Kesimpulannya, kegagapan individu dapat termanifestasi dalam berbagai cara dan dapat bervariasi dari orang ke orang. Individu yang gagap mungkin mengalami berbagai tipe ketidaklancaran, dan menunjukkan perilaku sekunder yang berbeda pada saat gagap. Selain itu, tingkat keparahan dan karakteristik gagap dapat dipengaruhi oleh berbagai faktor.

البحث مستخلص

بوتري، اليشا فاعزيزاة انده (٢٠٢٣) أوجه القصور في البرنامج الحواري "الحياة في تأخير: صنع السلام دراسة اﻷدب اﻹجنليزي، كلية العلوم اﻹنسانية، جامعة موالان مالك إبراهيم مع تلعثم". أطروحة. برنامج اﻹسالمية احلكومية ماالنج. املشرف: الدكتورةرحمانينورإنداه.◌، .M.Pd

مِرمرشدة:حواري برنامج ، يتلعثمون الذين الكبار ، الطالقة عدم أنواع ، التلعثمكل

في هندريكسون — الحياة جون" بعنوان الحواري البرنامج في الطالقة عدم أنواع تحليل إلى البحث هذا يهدف إلى البحث هذا في الطالقة عدم مصطلح يشير ."جولدبيرج جيفري مع - التلعثم مع السالم صنع :التأخير هندريكسون جون) يتلعثمون الذين البالغون يتحدث عندما الحواري البرنامج في تحدث التي االنقطاعات وتكرار ، المداخلة مثل المقاطعات من مختلفة أنواعًا تشمل أن يمكن .(تتلعثم التي والجماهير ، ضيف كمتحدث الكاملة الكلمة وتكرار ، لفظي مقطع أو واحد صوت وتكرار ، واﻹطالة ، والحظر ، والمراجعة ، العبارة بحث أنه على البحث هذا تصنيف تم .المقاطع متعدد الجزئية الكلمات وتكرار ، المقاطع ومتعدد اﻷحادي .البيانات لتحليل (1987) Campbell's & Hill و (2003) Zebrowski نظريتي استخدم نوعي وصفي أنواع جميع أن إلى البحث هذا نتائج تشير .اليوتيوب على "والنثر السياسة" قناة من مأخوذة البحث هذا بيانات متعدد للكلمات الجزئي التكرار أو ، بينها أو الكلمات داخل سواء ، الحواري البرنامج في حدثت الطالقة عدم في الحواري البرنامج في التلعثم في يتجلى .المقاطع ومتعدد المقطع أحادي الكاملة الكلمات تكرار أو ، المقاطع في جون تلعثم يتجلى .لفظي مقطع أو فردي صوت وتكرار ، واعتراض ، كتلة شكل في اﻷحيان من كثير ، الكاملة للكلمة المقطع أحادي تكرار شكل في الجمهور تلعثم يتجلى بينما .وإطالة واعتراض ، كتلة شكل التوتر هي التلعثم إلى أدت التي الخارجية العوامل كانت .لفظي مقطع أو الفردي الصوت وتكرار واﻻعتراض جون إلى التحدث فرصة من اﻹثارة من ومزيج ، الكالم في التحكم إلى والحاجة ، معينة كلمات عن الناجم ، والرأس اليد حركات مثل ثانوية سلوكيات يتلعثمون الذين البالغون أظهر ، ذلك إلى باﻹضافة .والعصبية ورجفة ، العينين وإغالق ، العين مالمسة وتجنب ، الرقبة وتوتر ، أسفل إلى والنظر ، القدمين على والتنصت يختلف أن ويمكن مختلفة بطرق اﻷفراد تلعثم يظهر أن يمكن ، الختام في .الوجه وكشر ، العين ووميض ، الفك سلوكيات ويظهرون ، الطالقة عدم من مختلفة أنواع من يتلعثمون الذين اﻷفراد يعاني قد .آلخر شخص من .عوامل بعدة وخصائصه التلعثم شدة تتأثر أن يمكن ، ذلك جانب إلى .التلعثم لحظة خالل مختلفة ثانوية

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CHAPTER I

INTRODUCTION

This first chapter of this research provides background of the study, research questions, significance of the study, scope and limitation, and definition of key terms.

A. Background of the study

Disfluency occurs in everyday speech. We may not be aware of it in certain times or circumstances. Disfluency in this context refers to the occurrence of speech disruptions such as interjections, phrase repetitions and revisions. The term interjection in the context of this study refers to filler words such as "uhm" and "uh". For example, "Where…um is the ball?" (Cincinnati, 2019). Phrase repetition means that there are repetitions of two words or more or phrases. For example, "Where is.. where is the ball?" (Cincinnati, 2019). While revision is defined as the modifications in grammar or change in the content of a phrase. For example, "I was- I am going" (Johnson, 1961, p.4). These characteristics are categorised as typical disfluency. As ASHA (n.d.) states, those aforementioned characteristics are common and occur to many of us. In line with ASHA, Lickley (2017) asserts that research proves at a rate of 6 per 100 fluent words, we produce disfluency.

However, typical disfluency differs from stuttering. Lickley (2017) states that people who stutter produce more disfluency both qualitatively and quantitatively in their speech. People who stutter experience disruptions which can be in the form of repetitions of individual sound or syllable, prolongations, or blocks. Block or other term is inaudible prolongation refers to the inability of people who stutter to produce any sound or utterance. For example, "'t']-oday is Monday" (Zebrowski et al., 2022, p.4). Prolongation of sound means that a sound is stretched or lengthened than usual. For example, "Wh-------re is the ball?" (Cincinnati,2019).

Repetition of individual sound or syllable means the repetition of part of word included sound or syllable (Johnson, 1961, p.4). For example, "Ruh-run", "ba-ba-baby", and "a-bou-bout".

Stuttering is categorized as a speech disorder. Zebrowski et al. (2022) define stuttering as a speech disorder which often marked by sound prolongation, sounds repetition, monosyllabic word repetition, and interruption in the forward flow of speech. These disruptions frequently accompanied by physical muscle tension and struggles. Generally, there are two types of stuttering namely acquired and developmental stuttering. Acquired stuttering occurs later in life due to brain injury and psychological trauma (Majic, Sinanovic, and Junuzovic-Zunic, 2021, p.1). Acquired stuttering is further divided into two namely neurogenic and psychogenic or functional stuttering. On the other hand, developmental stuttering which is the common type of stuttering, occurs in childhood between the ages of 2 and 6 (NIDCD, 2017).

ASHA (n.d.) estimates developmental stuttering affects approximately 5% of children at some point in their development. It is more common in boys than girls, with a male-to-female ratio about 3:1. The prevalence of developmental stuttering decreases as children get older, and about 88-91% of children who stutter recover spontaneously by late childhood. However, persistent stuttering is estimated to be around 1% of the adult population worldwide. This means that millions of people worldwide continue to experience stuttering into adulthood.

A person's life can be significantly impacted by stuttering. They who stutter experience discrimination, bullying, self-stigma, and public stigma. They may face social exclusion, employment obstacles due to negative attitudes and stereotypes about their speech. Additionally, they may face self- and public stigma, which can cause feelings of guilt, humiliation, and social anxiety and cause them to avoid social situations or speak up in public. Boyle (2012) studied self-stigma in his research. His research focused on the ways in which individuals who stutter may internalize negative stereotypes about stuttering and experience self-stigma as a result. One of the results showed that those who internalize stigma toward

themselves have lower psychological well-being. Regardless of the impact experienced by them, there are lists of famous and successful people who stutter. The researcher chose John Hendrickson among them. John is an adult who stutter. In some extent, he has developed certain disfluency types in his speech.

John Hendrickson is an American editor and journalist. He has been stuttering since he was 4 years old. Speech therapist diagnosed that he had a severe stutter. His fame is due to his article entitled "What Joe Biden Can't Bring Himself to Say". In that article, John shared his and Biden's personal experience with stuttering. The article highlights that President Biden has been relatively guarded about discussing his stutter publicly. John believes that Biden's reluctance to openly address his stutter stems from a complex blend of emotions, including shame, fear, and the desire to avoid being defined solely by his speech impediment. In 2019, John began his journey of self-reflection which he later published a book entitled "Life on Delay: Making Peace with a Stutter". This book has been discussed on various occasions, including in the talk show.

"Life on Delay: Making Peace with a Stutter" is a personal memoir that details the challenges of living with stuttering and how John came to accept and embrace his stutter. The story opens with John's childhood and his struggles with communication due to his stutter. He describes how his stutter made him feel alone and how he frequently thought that others didn't understand him. He talks about the different speech therapy and approaches he used over the years. However, the key to finding peace was accepting stuttering. One of the people he interviewed in the book stated that acceptance is the first step for therapy (Hendrickson, 2023, p.75). As John grows older, he begins to explore his identity beyond his stutter. He talks about his passion of music and playing drums. Additionally, he talks about other stutterers he met through stuttering community and it made him feel less isolated in his challenges. In conclusion, the book pictures John learning the value of endurance, resilience, and self-acceptance through his experience with stuttering.

Related to stuttering, there are several researchers that have analyzed disfluency types in individuals who stutter. Wiranto (2018) focused on the analysis

of Drew Lynch's utterances during his performance on America's Got Talent 2015. In this study, Lickley's theory on disfluency patterns and Zebrowski's theory on disfluency types were employed. The findings revealed that the most common disfluency pattern in Drew Lynch's speech was deletion. Additionally, his stuttering manifested in the form of interjections, monosyllabic whole-word repetitions, and phrase repetitions. In a study by Saputri (2019), the analysis was extended to Drew Lynch's speech in his YouTube video blogs. The findings of this study indicated that repetition frequently occurred in Drew's speech.

Mursyid (2020) analyzed Henry's speech on the 'Ascended Gaming' YouTube channel. This study incorporated Zebrowski's and START's theory to examine Henry's speech patterns. The findings highlighted that interjections, prolongations, and word and phrase repetitions were frequently occurred in Henry's speech while he was playing games. Hardianti and Indah (2022) focused on Drew Lynch's speech, analyzing four different videos. Campbell Hill's theory and Zebrowski's theory were used in this study. The results showed that monosyllabic whole-word repetition was a common disfluency type that frequently occurred in Drew's speech.

In another study by Alfikri, Tryana, Ummami, Poetri, and Sunarsi (2022), eight videos from The Stuttering Foundation were analyzed to understand the disfluency types in children who stutter. The findings indicated that children who stutter exhibited repetition of syllables and whole words, prolongation, interjection, and repetition of sounds. This study provides valuable insights into the specific disfluency types observed in children who stutter. Ningrum. Nurani, and Rahmawati (2018) analyzed stuttering in 5th semester students. The researchers analyzed ten students while they were delivering the presentation in the class. Unfortunately, this study cannot be categorized as stuttering-based research, since there was no evidence such as self-reported information. In addition, stuttering is usually diagnosed by a speech-language pathologist. The speech-language pathologist will consider a variety of factors, including the case history, stuttering

behaviours, and an evaluation of the PWS' speech and language abilities and the impact of stuttering on his or her life.

To date, there has been no research on John's stuttering. This research is based on the assumption that adult stuttering has different and particular types of stuttering compared to children's stuttering. Based on the prior studies, the researcher interested in analysing different subject. Moreover, the context of this study is the stuttering occurred in talk show that still needs more exploration. This research attempted to analyse John's and audiences' stutter, and their occurrence in the talk show entitled "John Hendrickson ─ Life on Delay: Making Peace with a Stutter - with Jeffrey Goldberg". This research used Zebrowski's and Campbell's and Hill's theory on disfluency types. Zebrowski on her theory gives the distinction between typical and stuttering disfluency which referred to as between-word and within-word. Those include interjections, phrase repetitions, revisions, blocks, sound prolongation, and repetitions of individual sound or syllable. To complete the disfluency types that are not covered in Zebrowski's theory, the researcher added three other types proposed by Campbell and Hill include monosyllabic, multisyllabic whole-word repetition, and multisyllabic part-word repetition. In addition, the data were in the form of sounds, syllables, words and phrases.

B. Research questions

This research aims to answer the following questions:

1. What are the disfluency types occur in the talk show?

2. How do the disfluency types occur in the talk show?

C. Significance of the Study

This research gives theoretical and practical contribution in the field of psycholinguistics, especially in the phenomenon of stuttering. This research gives a theoretical contribution by expanding our understanding of disfluency types in the

context of stuttering, specifically in adults who stutter in the talk show setting "Life on Delay: Making Peace with a Stutter." By analysing the disfluency types exhibited by John Hendrickson and the audiences who stutter, the research provides insights into the variations and characteristics of disfluency types in individuals who stutter.

Furthermore, for students studying stuttering or related topics, this research offers practical implications. This research provides valuable opportunities for students and researchers to develop critical thinking skills. Analysing and categorizing disfluency types requires careful observation, and the ability to discern subtle variations in speech patterns. Students and researchers engaging with this research are presented with the opportunity to enhance their critical thinking abilities by critically evaluating and interpreting the data collected. They can sharpen their analytical skills, draw connections between theory and practice, and engage in meaningful discussions about the complexities of stuttering in the talk show context.

D. Scope and Limitation

The aim of this research is to analyse the types of disfluencies exhibited by adult stutterers in the talk show entitled "Life on Delay: Making Peace with a Stutter". The research primarily concentrates on adult stutterers who participate in talk show. They are John Hendrickson as a guest speaker, and the audiences who stutter. The analysis will focus on various disfluency types, including interjections, phrase repetitions, revisions, repetitions of individual sound or syllable, prolongations, blocks, monosyllabic whole-word repetitions, multisyllabic whole-word and part-word repetitions, which are commonly associated with stuttering. The research aims to identify disfluency types found in the adult stutterers' speech during their appearances on the talk show.

One limitation of this research is the exclusive focus on adult stutterers, thereby excluding the analysis of disfluencies in neurogenic stutterer. Additionally, the research may be limited by the subjective interpretation of disfluency types.

Despite efforts to establish clear criteria for categorization, different researchers or evaluators may have varying interpretations, leading to potential inconsistencies in the data analysis.

E. Definition of Key Terms

To avoid misunderstanding, the following is the definition of each key term:

1. Disfluency refers to the interruptions that occur in the talk show when they who stutter are speaking. It can include various types of interruptions such as interjections, phrase repetitions, revisions, blocks, prolongations, repetition of single sound or syllable, mono and multisyllabic whole-word repetition, and multisyllabic part-word repetition.

2. Stuttering is categorized as speech disorder indicated by blocks, prolongation, repetition of sounds or syllables or words, accompanied by secondary behaviours and tension. Stuttering in this study is suffered by John Hendrickson and several audiences of the talk show.

3. John Hendrickson is a senior editor at The Atlantic. He is also an author of the book entitled "Life on Delay: Making Peace with a Stutter". Formerly, he worked and wrote for Esquire, Rolling Stone, and The Denver Post. He has been stuttering since he was 4 years old. He often talks about stuttering as well as other topics on several occasions, both on Zoom and television.

4. Life on Delay: Making Peace with a Stutter is the title of the talk show that held by Politics and Prose where John Hendrickson is a guest who talks about his book which published in early 2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, a review of related literature is presented. This chapter involves speech disorder, fluency disorder, disfluency, stuttering, and Zebrowski's, Campbell's and Hill's theories on disfluency types.

A. Speech Disorder

Speech is a fundamental means of communication that enables people to convey their ideas, feelings, and thoughts. However, some people have trouble articulating sounds, generating cohesive words and phrases, or speaking fluently. These difficulties are known as speech disorders, and can significantly impact an individual's ability to communicate effectively.

According to Lanier (2010), there are three categories of speech disorders: articulation disorder, fluency disorder, and voice disorder. Articulation disorder refers to a condition in which a person has difficulty producing certain speech sounds. Addition, deletion, substitution, distortion, and syllable-level error are signs and symptoms of articulation disorder. Addition occurs when an individual adds an extra sound or syllable to a word. For instance, pronouncing "cat" as "c-a-tuh" or "dog" as "d-o-guh." This additional sound may be inserted at the beginning, middle, or end of a word. The next sign or symptom is deletion that refers to the omission of a sound or syllable within a word. For example, saying "ca" instead of "cat" or "do" instead of "dog." These omissions can make speech difficult to understand, particularly when essential sounds are left out. Third, substitution involves replacing a specific speech sound with another sound. Common substitution errors include pronouncing "wabbit" instead of "rabbit" or "thun" instead of "sun." Substitutions can significantly impact the intelligibility of an individual's speech.

Fourth, Distortion occurs when a person produces a speech sound inaccurately without substituting or omitting it entirely. This leads to a distorted or unclear sound. Examples include lisping, where the /s/ and /z/ sounds are produced with a lisp, or a distorted /r/ sound. Articulation disorder may also manifest in syllable-level errors which occur when there is deletion of weak syllables such as "tephone" for "telephone".

Another speech disorder is voice disorder. It is a condition that affects the way a person speaks. It can result in changes to the pitch, volume, quality, or clarity of the voice, which can make it difficult for the person to communicate effectively. Voice disorders can be caused by a variety of factors, including physical injury, disease, or overuse of the voice. According to ASHA (n.d.), there are two categories of voice disorder, namely organic-physiological and functional voice disorder. Organic-physiological voice disorder is caused by changes in the respiratory, laryngeal, or vocal tract process mechanism. This category is further divided into structural and neurogenic voice disorder. Structural-organic voice disorder is caused by physical changes in the vocal mechanism, such as alterations in vocal fold tissues, and/or structural changes in the larynx due to aging. While neurogenic-organic voice disorder is caused by the problems with the central or peripheral nervous system innervation to the larynx that affect functioning of the vocal mechanism, such as vocal tremor, spasmodic dysphonia, or vocal fold paralysis. Another category of voice disorder, functional-voice disorder is caused by inefficient use of the vocal mechanism when the physical structure is normal, such as vocal fatigue, muscle tension dysphonia or aphonia, diplophonia, or ventricular phonation. Regarding the fluency disorder, there is a separate section that provides a definition of its disorder, types of fluency disorder and description of cluttering.

B. Fluency Disorder

Fluency disorder refers to a speech disorder that affects the natural flow, rhythm, and rate of speech. This may result in repetitions, prolongations, or pauses

in speech, as well as other behaviours that may interrupt or disrupt the flow of speech. Stuttering is the most common fluency disorder, which is characterized by repetitions or prolongations of sounds, syllables, words, block and is often accompanied by physical tension or struggle. Another type of fluency disorder is cluttering, which is characterized by a rapid or irregular rate of speech, frequent disfluencies, and disorganized language production. There are symptoms of cluttering such as excessive moments of over-coarticulation, excessive use of typical disfluencies such as interjections and revisions, and pauses in places not expected grammatically.

From a linguistic perspective, issues with word finding, sentence and phrase planning, and syntactic aspects are the characteristics of cluttering. PWC frequently communicate in "bursts". Weiss (1964) (as cited in Ward, 2006), claims that this is a mirror of the way PWC verbally think, moving forward in clusters of two or three words rather than full phrases. There are frequently syllable repetitions, word repetitions, and filler words like "eh" and "um." These repetitions don't appear to be the consequence of any motor block. Rather, they are the result of difficulties in coming up with words and putting together whole sentences. The listener may be left behind by improper word placement, incomplete words, or phrases that continue in a confusing manner. The retrieval of words, including names, prepositions, and pronouns, may be imprecise, leading to the selection of an inaccurate word.

It's unclear how often cluttering exactly is. However, both mixed stuttering/cluttering and pure cluttering are probably underdiagnosed because there is such a lack of knowledge about cluttering among many clinicians (Zebrowski et al., 2022, p.260). Although a more recent study indicated the frequency to be around 1.2% among Dutch and German adolescents, experts estimate that less than 5% of individuals referred for stuttering exhibit "pure cluttering." According to research, 40% of people with Down syndrome display excessive disfluencies, and 12 to 19% of these people were later given the diagnosis of cluttering or mixed cluttering/stuttering.

C. Disfluency

Disfluency refers to interruptions or breaks in speech, which can take many forms, including interjection, repetitions, and revisions. Disfluency is a normal and common occurrence in human speech, and almost everyone experiences some level of disfluency from time to time. This kind of disfluency is categorized as typical disfluency. ASHA (n.d.) classifies typical disfluency into interjection, whole word repetition, phrase repetition, revision and unfinished word. While Cincinnati (2019) divides typical disfluency into five namely interjection, hesitation, single whole word repetition, revision, and whole phrase repetition.

One type of disfluency that has received a lot of attention is stuttering, which involves frequent repetitions or prolongations of sounds or words, along with other physical behaviours such as eye blinking or facial grimaces. ASHA (n.d.) states that there are four types of disfluencies indicating stuttering such as block, one-syllable word repetition, sound prolongation, and part-word repetition. By contrast, Cincinnati (2019) mentions block, prolongation, and repetition of sound and syllable.

The term disfluency dates back to Johnson's (1961) list of types for stuttered and typical speech. Johnson divides the types into eight include interjection of sounds, syllables, words, or phrase, broken words, sound prolongation, incomplete phrases, phrase repetition, revision, word repetition and part-word repetition. MacWhinney & Osser (1977) (as cited in Logan, 2022) divides disfluency type into ten include drawl, filled pause, unfilled pause, initial-segment phonological repetition, word-included phonological repetition, word repetition, several repetition of word, sentence incompletion, retraced false start, phonological correction. The following is the definition and example of each type of disfluency. The first is interjections. Logan (2022) states that interjection include the words such as "um", "ah", "uh". These words are often used to fill pauses or gaps in speech while the person is thinking of what to say next. Second, phrase repetition means that the repetition of two words or more or phrases. Third, revision is defined as

making corrections or revisions to one's speech. This can include repeating a word or phrase with a correction, such as "I mean, I want to go to the store," or rephrasing a sentence for clarity, such as "The dog, he was chasing the ball," to "The dog was chasing the ball."

Fourth, word repetition is characterized by the repetition of one or more words in a sentence. This can occur due to hesitation, difficulty finding the right words, or as a way to emphasize a point. Monosyllabic and multisyllabic whole-word are included as word repetition. Monosyllabic whole-word repetition is a type of speech disfluency that involves repeating a whole word. While multisyllabic whole-word repetition means a repetition of a whole word with multiple syllables. Fifth, Zebrowski et al., (2022) states that block refers to a sudden and involuntary pause or hesitation in speech, when the person is unable to produce any sound. This pause can be brief, lasting only a second, or longer, lasting several seconds or more. Block are often accompanied by tension in the muscles of the face, neck, and upper body, as the person struggles to produce sound.

Sixth, Prolongation is defined as prolonging or stretching out sounds or syllables in words. This can include extending the duration of a sound or syllable, such as "Ssssso, what do you want to do today?" or "Mmmmmmmom, can I have some more?". Seventh, Repetition of a single sound or syllable is repetition of a single sound or syllable within a word. This can include repeating the initial sound of a word, such as "b-b-b-ball," or repeating a syllable within a word, such as "po-po-popcorn." Eighth, Multisyllabic part-word repetition is repetition of parts of word with multiple syllables. This can include repeating a syllable or a portion of a word once or multiple times, such as "The in-in-in-instrument is over there" or "I want the ba-ba-ba-ba-ball".

D. Stuttering

There are various definitions of stuttering. In general, stuttering is defined as involuntary hesitations, prolongation of sounds and repetition. However, this

definition does not give a clear picture of stuttering. Zebrowski et al., (2022) define stuttering as a speech disorder indicated by frequent sound repetition, monosyllabic words, prolongation of sound, and breaks in the forward flow of speech. Physical muscle tension and struggle may occur with these interruptions in the forward flow of speech. In line with the definition above, National Institute on Deafness and Other Communication Disorders (2016) defines stuttering as a speech disorder marked by repetition of sounds, syllables or words, sound prolongation, and block which accompanied by struggle behaviours such as eye blinking and quivering lips.

Stuttering is divided into two types namely acquired stuttering and developmental stuttering. Acquired stuttering occurs later in life due to neurological outburst and psychological trauma (Majic, Sinanovic, and Junuzovic-Zunic, 2021, p.1). There are two subtypes of acquired stuttering that are neurogenic and psychogenic stuttering. By contrast, developmental stuttering begins in childhood, between the age of 2 and 6 (ASHA, n.d.). The following is a further explanation of the types of stuttering.

Neurogenic stuttering is a subtype of acquired stuttering which caused due to brain injury. The Stuttering Foundation states that neurogenic stuttering typically develops as a result of disease or an injury to the central nervous system. These disease or injuries include head trauma, ischemic attacks, Parkinson's disease, meningitis, Guillain-Barré Syndrome, AIDS, tumors, cysts, and stroke with or without aphasia. Furthermore, there are reported case in which neurogenic stuttering happened due to damage resulted from encephalitis, rotavirus and trauma (Majic, Sinanovic, and Junuzovic-Zunic, 2021, p.1). This case occurred in three-year-old children. In another case of ninety-three-year-olds, neurogenic stuttering occurred as a result of neurodegenerative disease, stroke and trauma.

The second type is psychogenic stuttering which also known as functional stuttering. This type of stuttering is believed to be caused by psychological or emotional factors, rather than neurological factors. While the exact cause of psychogenic stuttering is not fully understood, there are several factors that may contribute to its development. One possible cause of psychogenic stuttering is

emotional trauma or stress. Research has shown that individuals who have experienced significant emotional trauma or stress, such as abuse or neglect, may be more likely to develop psychogenic stuttering. Additionally, certain psychological conditions, such as anxiety, depression, or post-traumatic stress disorder (PTSD), may also increase the risk of developing psychogenic stuttering.

Based on clinical reports and retrospective studies, this stuttering is equally common among males and females. According to Zebrowski et al., (2022), sound or syllable repetitions, prolongations, and blocks were the main characteristics of speech disfluencies in people with functional stuttering. A history of previous psychiatric symptoms is reported in approximately one-third of the cases with functional stuttering, and in only 5% of patients who demonstrate functional stuttering with co-occurring neurological disease. The typical age at which acquired functional stuttering begins is roughly 45 years old, whether it is in a person with or without co-existing neurological problems.

The third type is developmental stuttering. NIDCD (2016) states that developmental stuttering occurs in young children while they are still learning speech and language skills. It is the most typical type of stuttering. It occurs between the age of 2 and 5. According to Stuttering Foundation (2006), five percent of all kids stutter for six months or more at some point in their lives. Most kids who start stuttering will recover by late childhood, leaving just approximately 1% of those with a persistent issue. Stuttering's exact cause remains unknown. However, a family history is one of the potential causes. Strong data suggests that almost half of all stuttering children have a family member who also stutters. If that family member is still stuttering, there is a greater chance that the children is stuttering as opposed to merely having typical disfluencies. If a family member stopped stuttering as a child, there is less risk they continue to stutter.

Children who stutter may exhibit a variety of speech characteristics and secondary behaviours. Some common speech characteristics include repetition, prolongations, and blocks. Repetitions occur when the children repeat sounds, syllables, or words multiple times, such as "b-b-b-ball" or "I-I-I want".

Prolongations occur when the children hold onto sounds or syllables, such as "ssssnake" or "mmmmommy". Blocks occur when the child experience a pause or complete stop in their speech, accompanied by visible tension or struggle to produce sound.

According to Stanford Medicine Children's Health (n.d.), secondary behaviours may also accompany these speech characteristics, and can include facial grimaces, body movements, avoidance behaviours when the child may tighten their facial muscles or make other facial expressions while attempting to speak. Body movements means that the child may exhibit physical movements, such as tapping their foot or clenching their fists, while attempting to speak. Avoidance behaviours refers to avoid speaking in certain situations or use substitute words or phrases to avoid stuttering. Anxiety or frustration means that the child may feel anxious or frustrated about their stuttering and its impact on their communication.

Since this research analyzing the disfluency types in adult who stutter, the following is an overview about persistent stuttering. Persistent stuttering refers to a type of stuttering that continues beyond childhood and persists into adolescence and adulthood. Unlike developmental stuttering, which may resolve naturally for many children, persistent stuttering continues to affect individuals throughout their lives. It is estimated that around 1% of the adult population experiences persistent stuttering, with the condition affecting males more frequently than females.

Persistent stuttering can have various causes, and researchers have identified several factors that may contribute to its development. According to Singer, Hessling, Kelly, Lisa Singer, and Jones (2020), these factors include male sex, later age at stuttering onset, a family history of stuttering, a higher rate of stuttering-like disfluencies, lower speech sound accuracy, and lower receptive and expressive language skills. Male individuals are more likely to develop persistent stuttering than females, although the exact reasons for this disparity are not fully understood. Additionally, a later age of onset may indicate a greater risk for persistent stuttering. There is evidence to suggest that a family history of stuttering increases the likelihood of developing the disorder, suggesting a genetic

component. Individuals with persistent stuttering often exhibit higher rates of stuttering-like disfluencies, such as repetitions, prolongations, and blocks in their speech. Moreover, difficulties in speech sound accuracy and lower language skills, both in terms of comprehension and expression, have been observed in individuals with persistent stuttering. These factors, among others, may interact and contribute to the development and persistence of stuttering in individuals.

Unlike the aforementioned types of stuttering, persistent stuttering has certain speech characteristics. Walsh, Bostian, Tichenor, Brown and Weber (2020) state that children who were persisting had significantly higher frequencies of part-word repetitions and dysrhythmic phonations (i.e., blocks, prolongations, and broken words) and maximum number of part-word repetitions compared to children who eventually recovered from stuttering.

Numerous studies have provided support for the notion that individuals who stutter can develop intense negative thoughts and emotions regarding their stuttering. Corcoran and Stewart (1998) (as cited in British Stammering Association, n.d.) conducted in-depth interviews with adults who stutter and found that suffering was a central theme. The participants reported experiencing feelings of helplessness, shame, and fear related to their stuttering. To cope with these emotions, many individuals resorted to avoidance behaviors as a way to conceal their stuttering. These findings were corroborated by a more recent study by Craig, Blumgart, and Tran.

Craig, Blumgart, and Tran (2009) (as cited in British Stammering Association, n.d.), a comparison was made between a group of 200 adults who stuttered and a group of 200 adults who did not stutter. Participants from both groups were asked to rate their quality of life on a scale. The results indicated that stuttering had a negative impact on various aspects of the participants' lives. Specifically, it affected their vitality, social functioning, emotional well-being, and mental health. This suggests that stuttering not only influences energy levels and social activities but also has implications for emotional and mental well-being, affecting daily and work-related activities.

E. Zebrowski's and Campbell's & Hill's theory on disfluency types

Zebrowski (2003) (as cited in Hardianti, 2018) divided disfluency into two, namely between-word and within-word. Between-word disfluency refers to any disfluency that occurs between words in a sentence, such as interjection, phrase repetition and revision. For instance, "I want to go to the uh store" or "I was thinking...um...about going to the movies". On the other hand, within-word disfluency, occurs within a single word, and includes repetition of individual sound or syllable, prolongation of sound and block. For example, "I want to go to the re-re-restaurant" or "I need to buy a b-b-bottle of water."

Furthermore, Campbell and Hill (1987) (as cited in Ward, 2006) have divided disfluency types into ten: hesitation, interjection, phrase or sentence revision, unfinished word, phrase or sentence repetition, word repetition, part-word repetition which sound, syllable or multisyllabic are placed in this type, prolongation, block and the last one is other which covers inappropriate breathing patterns and other possibilities. In this research, the researcher uses word repetition which involves monosyllabic and multiyllabic whole-word to complement the subtypes that are not covered by Zebrowski in between-word. In addition, multisyllabic part-word repetition is added to complete the subtype in within-word. Therefore, the disfluency types in this research include interjection, phrases repetition, revision, monosyllabic whole-word repetition, multisyllabic whole-word repetition, block, prolongation, repetition of individual sound or syllable, and multiyllabic part-word repetition.

To clarify the definition, scope and examples, the following is a description of each disfluency type:

1. Interjection

The term interjection refers to the use of filler words or sounds (such as "um," "ah," "uh," "like," "you know," etc.) within speech to fill a pause while speaking. These

interjections are often used unconsciously. The following are some examples of interjection:

"I am going – uhm uhm like..." (Standford Medicine Children's Health, n.d.)

"Uh, I'm not sure where I put my keys."

2. Phrase repetition

Phrase repetition means the repetition of words or phrases within speech.

For example: "Jack fell-Jack fell off the bcycle." (Logan, 2022, p.59)

"Can you help me, can you help me find my phone?"

3. Revision

The term revision disfluency refers to the act of revising or correcting one's speech. This can include correcting a mispronounced word, or clarifying a point that was previously made. Zebrowski (2003) (as cited in Alim, 2013) states that revision includes the change in the content of a phrase or grammatical form.

For example, "I had-I lost my tooth." (ASHA, n.d.)

4. Monosyllabic whole-word repetition

It refers to the repetition of a word which consists of one syllable. This type of disfluency can manifest as a repeating of a word such as "I-I", "the-the", and "yes-yes."

5. Multisyllabic whole-word repetition

It means the repetition of a word with more than one syllable. This type of disfluency can manifest as a repeating of a word such as "amazing-amazing", "remember-remember".

6. Block

Block or inaudible prolongation refers to refers to a pause or interruption in speech that can be accompanied by visible tension or struggle to produce sound. During a

block, a speaker may experience a momentary inability to produce sound, or may produce only a partial sound or syllable before stopping.

For example, "I want a …cookie." (ASHA)

7. Prolongation of sound

Prolongation of sound is the extension of a sound or syllable within a word. The examples of this type are "sssssnake" and "mmmmommy".

8. Repetition of individual sound or syllable

It involves the repetition of a single sound or syllable within speech. For example, "I w-w-w-want a drink." (ASHA, n.d)

9. Multisyllabic part-word repetition

The term multisyllabic part-word repetition refers to the repetition of a part of a multisyllabic word within speech. This type of disfluency can manifest as a repetition of syllables within a word, such as "stutter-stuttering."

CHAPTER III

RESEARCH METHOD

The research method section involves the research design, data source, data collection, and data analysis. This section provides description of how the research was conducted and how the data was analysed.

A. Research Design

This research is categorized as descriptive-qualitative research because it aims to identify the disfluency types in the talk show entitled "John Hendrickson ─ Life on Delay: Making Peace with a Stutter - with Jeffrey Goldberg" by using Zebrowski's, Campbell's and Hill's theory, and explain how those types occur in the talk show. The rationale for using qualitative research is because it provides a better understanding of the problem. As Creswell and Poth (2018) state that when a problem or issue needs to be explored, this is a convincing reason for using qualitative research to explore a problem, rather than relying on preexisting data from the literature or the findings of past research studies.

B. Data Source

For this research, the data were taken from Politics and Prose YouTube channel. The channel not only provides book talks and discussions with authors, but also covers stuttering as a topic. The following is the link of the talk show:

https://www.youtube.com/watch?v=lkfVHX7S_j8&t=939s

C. Data Collection

To begin the data collection process, the researcher first watched the talk show "Life on Delay: Making Peace with a Stutter". This step allowed the researcher to familiarize herself with the content, John Hendrickson, the audiences, and overall structure of the talk show. By watching it, the researcher gained an understanding of the disfluency types that were likely to occur during conversations. Secondly, the researcher transcribed the talk show with the help of YouTube's automatic transcription feature. The researcher carefully reviewed and edited the transcriptions to ensure accuracy and completeness, corrected any errors or inaccuracies. By transcribing the talk show, the researcher had a textual record of the conversations. This transcription would serve as the foundation for the analysis of disfluency types. Thirdly, the researcher watched the talk show three times to take some notes and observe it. Note-taking and observing play a crucial role in gathering the data. During observations, the researcher took detailed notes on relevant information, events, and interactions. These notes capture the context, nuances, and key points.

D. Data Analysis

There are several steps in the data analysis process. Firstly, the researcher identified the data. With the transcriptions in hand, the researcher carefully read through the text, paying close attention to any interruptions or disruptions in the flow of speech. Secondly, after identifying the disfluencies, the researcher categorized them into different types based on their characteristics. For example, repetitions involved repeating sounds, syllable, words or phrases. Interjections encompassed filler words such as "uh" or "uhm". Thirdly, the researcher answered the research questions by presenting the data and gave descriptive analysis of the disfluency types occurred in the talk show. Fourthly, the researcher discussed the findings. With the data presented, the researcher discussed the findings, provided explanations and interpretations for their occurrence. The researcher considered

factors such topics or words, and the conversational dynamics that might contribute to specific types of disfluencies. In addition, the researcher also highlighted the disfluency types that frequently appeared in the talk show. To visually represent the disfluency types that frequently occurred in the talk show, the researcher created a pie chart. This chart highlighted the proportion of each disfluency type. Fifthly, the researcher provided the conclusion based on the findings and discussion.

CHAPTER IV

FINDING AND DISCUSSION

The findings and discussion section presents the result of the study and discusses the findings in the context of existing literature.

A. Finding

The objects of this research are sounds, syllables, words, and phrases indicating disfluency in the talk show. The disfluency types occurred when John talked about several topics such as anxiety, Joe Biden, stuttering, appearance in TV and politics. Those types were also found when John and audiences who stutter had an interaction. In addition, those types were also found when John thanked people in the talk show as in datum 1 below.

Furthermore, to avoid confusion, the researcher employed specific signs and symbols to differentiate between the disfluency types,. The researcher italicized the words "uh" and "uhm" to represent interjection. Phrase repetition was indicated by the use of the [-] symbol. Prolongation was denoted by square brackets []. The repetition of individual sounds or syllables, as well as multisyllabic part-word repetition, were marked with hyphens (-) and underlining. Revision was identified using a long dash (—). Block was marked using brackets [] and bold formatting. Monosyllabic and multisyllabic whole-word repetition were indicated by underlining the respective words.

Datum 1

Jeffrey: "Yeah it's on. Uhm you have a couple things you want to say at the outset? By the way, this is not simply a book reading. This is also a summit meeting between the Hendricks' family and the staff of the Atlantic. I've noticed yeah. It's a high level confab going on here."

John: "*Uhm..* **[t]hank** you all for being here I'm not gonna… **[r]ead** a chapter of the book because I don't *w-wanna..* **[k]eep** us here till midnight. *Uhm..* but I'm gonna *uh* just thank a *fi [few]* people and then Jeff and I will chat. Thank you to my [fffamily] right here in the front row. Just this entire project would be impossible without their total love and *[ssssupport]*. Thank you to my wife who will be periodically getting up to take pictures. Thank you to my **[i]n**-laws which were from California. Thank you to everyone at at Canopy publisher, my agent Wally Atlas who Jeff introduced me to. Thank you to **[O]liver** Monday who *uh* designed this amazing cover and a lot of other beautiful *uh* covers in the store. And he did the—he he's done the most interesting Atlanta covers of the past two three years. Thank you to all my [ffffriends], old friends, new friends, Planet friends, **[f]riends** who stutter, and **[p]eople** I interviewed in the book. Thank you to Politics and *P-Prose* just for.. **[h]osting [t]his** amazing event. I I grew up coming here. And so [it's-] it's an honor to even have my book here let [alloone] be up here. And thank you Jeff who Brad said is my boss, but he's many other things mentor. I hope it's not weird to call your boss your [fffriend] but you know maybe it is. *Um* and thank you for giving me the.. **[f]irst** sentence of the book."

Analysis:

This datum was chosen as Datum 1 for it is an opening in the talk show., where John was given the opportunity to express his gratitude to the people in the room. In the opening, there were seven types of disfluency in the beginning of the talk show. The first type was interjection. The first occurrence was due to nervousness. It occurred when John wanted to thank all the people in the room. He inserted the word "uhm". Next, to continue his speaking, he also included the word "uhm" and "uh". That was when he said that he wanted to thank a few people. The third occurrence appeared when John expressed his gratitude to Oliver Monday who has designed a lot of beautiful covers. The last interjection occurred when John wanted to appreciate Jeff for giving him the first sentence of the book.

The second type was block. It was also due to nervousness. The first occurrence appeared after he inserted an interjection, i.e. exactly when John wanted to say the word "thank". The next blocks was found before he uttered the word "read" and "keep". This was done precisely when he joked with the audience that he did not want to read a chapter in his book. Furthermore, when he wanted to thank his family and in-laws, he seemed to have difficulty pronouncing the word "in-laws". In this section, block was found almost throughout John's speech. When John thanked Oliver Monday, there was a pause before he said "Oliver". Also, when John was thanking all his friends, he seemed to have difficulty getting the word "friends" out, and blocked the first letter of the word. Not only when expressing gratitude to

family, in-laws, Oliver and friends, John also experienced block when he thanked Politics and Prose channel, and Jeff. It occurred when there was a sudden stoppage after the word "for" and "this". And when conveying his gratitude to Jeff, block occurred in the first letter of "thank", and in between the end of his speech, specifically after he said "for" and "the".

The third type was revision. The first revision was due to a change in the pronunciation of the word "few". The second occurrence was when John changed "he did the" to "he has done". He did this to correct his remarks and emphasized that Oliver is still designing beautiful covers. The fourth type of disfluency was monosyllabic whole-word repetition. Apart from being nervous, this repetition could help John control his stutter. This repetition was found in the word "at", "he", and "I", in which each word was repeated once. The next type of repetition was repetition of individual sound. It occurred in the beginning of John's speech. John repeated the first letter of the word "wanna", which sounded like "w-wanna". It also found in the word "Prose", which it sounded like "P-prose".

The sixth type was phrase repetition which occurred only once. This repetition appeared when John said that it was an honor to have his book in Politics and Prose. He repeated the phrase "it's" once. The last type that found in this section was prolongation. The first occurrence found in the word "family" at the beginning of his speech. The second occurrence found in the word "friend", when he first mentioned it. The last occurrence was in the word "alone". Therefore, the word "alone" sounded like longer. Overall, there were interjection, block which was the type that frequently appeared in the beginning of the talk show, revision, monosyllabic whole-word repetition, repetition of individual sound, phrase repetition and prolongation.

Datum 2

> Jeffrey: "..that was true that morning at NBC when I thought I was gonna die. Um I get to ask the questions in this interview unless you want to ask but wait we could talk about it."
> John: "W-what wasn't comfortable about it as you were looking at me. And so it opens where [I'm-] I'm in the makeup chair looking at myself in the mirror. Jeff had just done..

[M]orning Joe. So, we just happened to be there, and he's like dabbing the pancake makeup off his face. And *uhm* he's been on TV ten thousands times. And you know his interview, **[p]residents** among other people. And a-and so it's this whole thing of like me looking at myself in the mirror, but I'm also looking at **[y]ou,** and you looked terrified **[l]ooking** at me."

Analysis:

Another significant moment was when Jeff directed John to talk about his first appearance at MSNBC. Jeffrey was worried about John's first appearance in the television as a journalist. Jeff thought that it made John reveal his identity as a stutterer. Therefore, in this section Jeff and John talked about what made Jeff uncomfortable about the situation. There were five types of disfluency in this part. The first type that occurred was repetition of single sound. This repetition occurred as John first spoke and repeated the first letter of the word "what". Therefore, it sounded like "w-w-what". The next occurrence was in the word "and", and it sounded like "a-and". The second type was phrase repetition that appeared when John opened the story by telling what made Jeff uncomfortable to look at John. And that time, the phrase repetition sounded faster. The third type was block. The first occurrence was when John suddenly stopped in after he said "done". The next block was found in the word "presidents", "you", and "looking". The fourth type was interjection. It appeared when John spoke enthusiastically and inserted an interjection to pause his speech. The fifth type that found was monosyllabic whole-word repetition, when John repeated the word "and" once. In sum, there were repetition of single sound, block, phrase repetition, interjection and monosyllabic whole-word repetition.

Datum 3

Jeffrey: "..One of the things that people who care about you, now, know to worry about um is something that you refer to as the look. And I thought it would be an interesting way to get into the subject by you describing for everyone or talking about the look. Because it's a theme that runs right through the book."
John: **[A]re** there any [people who's-] people who stutter *uhm* in the room? Wow, **[i]n** the past week has anyone given you **[t]he [l]ook**? Raise your hand if you've gotten the look in the past week. So so, just about one o-one there? So, I don't even have to ex-explain it to *uh* them, *uhm* but everybody else. It's an inadvertent, complex, multi-faceted visual expression. It's a—it comes across the **[f]ace** of the listener when they **[f]irst** encounter a

person who stutters. It's a mix of confusion, revulsion, pity, terror, general discomfort. And I apologize for **[b]umming** us all out here. We're at the start. **[O]ne** of the main things I wanted to <u>ex-explore</u> in this book was <u>the the</u> two-way [nature of-] nature of stuttering. Not just how a disability <u>af-affects</u> the disabled person but the way that it affects people around them as well.

Analysis:

In this part, John experienced six types of disfluency. Those occurrences showed that the phrase "the look" was a trigger for him. The first type that occurred was block. It occurred before he asked if anyone stutter in the room. Next, he experienced block when asked the second question. There was a sudden stoppage and it seemed difficult getting the word "in" and the phrase "the look" out. The next block occurred when he defined what was "the look". Block occurred in the words "complex", "face", "first", "bumming" and "one". The second type that appeared was phrase repetition. It occurred in the phrase "people who's" and "nature of". The third type was interjection that was when he added the words "uhm" and "uh" that indicated he was nervous. The fourth type was monosyllabic whole-word repetition. This repetition was found in the word "so", "one" and "the". The fifth type in this part was repetition of individual syllable that found in the words "explore" and "explain". The last type was revision. John revised "it's a" to "it comes" when he defined the look. Overall, there were blocks, phrase repetition, interjection, monosyllabic whole-word repetition, repetition of individual syllable, and revision.

Datum 4

Jeffrey: "..I want you to just go go take it for a while, if you need to how how people who stutter who have stutters want the world to interact with them. And where we are now in our knowledge one part is related to the other if we have more knowledge about um the you know the the neurological basis of this. For instance, we might not be so judgmental as a society or pitying or whatever word you're talking about so consider it just an impromptu journalism assignment right now just tell us the whole thing."

John: **[I]'m** always a little wary of giving a definitive answer ... **[o]n** behalf of everyone who stutters. Because everyone has different experiences, different perspectives on this. Personally, I think the best thing you can do is just talk to a person who stutters like you would *uh* literally any other person. We don't want a little pat on the head or like that was so this was so awesome you got through your sentence. You know, just like talk to us like **[l]iterally** any other person. **[R]esearching** and **[r]eporting** my article on Biden really [b]lew me away <u>a-as</u> to the extent of basic things I didn't know, that it is a neurological disorder, that it's—it has a genetic component a-and that and that isn't [conssssidered] a

disability at all. Prior to learning that fact and of all of 2019, **[I]** never [conssssidered] myself a disabled person. So, these whole experiences reoriented my **[p]ersonal** identity.

Analysis:

In this section, Jeff asked John how people could have better interaction with people who stutter. When John answered the question, there were six types of disfluency. The first type that appeared was block. The first occurrence found in the words "I" and "on behalf", precisely at the beginning of John's speech. The next occurrence was found in the words "literally", "reporting", "researching", "I", "blew"

The second type was interjection that he used to indicate that he needed time to continue his speaking. The third type was repetition of individual sound that found in the words "as" and "and". Therefore, each word sounded like "a-as" and "a-and". The fourth type was phrase repetition. it occurred when John repeated the phrase "and that". The fifth type was revision. It occurred when John changed "it's" into "it has". The last type was prolongation. it occurred when John lengthened the word "considered". Overall, there were blocks, interjection, repetition of individual sound, phrase repetition, prolongation, and revision in this part.

Datum 5

Jeffrey: "..talk about the development of the story and take us in the room with Joe Biden."
John: The **[f]irst** thing I always say whenever anybody asked me about Biden. *Uhm* is it this or is it that? Is he [a person-] a person who stutters or does he have dementia? *U-uhm* there is no one size fits all answer because there are certainly examples of Biden mixing up names, places, [fffacts]. *A-a-and* those moments don't have anything to do with stuttering. And it's **[n]ot** a get out of jail free card. **[O]ther** moments though, **[a]ny** person who stutters can watch him and they can tell the [ffffifty] little things he's doing to try to manage it. From rapid blinking to certain movements of his mouth like wfffh that happens sometimes, you know. That doesn't happen because he's old. [That's-] that's the manifestation of stuttering. To word salad on occasion of trying to avoid certain blocks. So, he keeps putting in alternative words and when you end up with with these **[m]angled** sentences. And it is an ideal. *Uhm* **[w]hen** I first got to the Atlantic and we and─I went around all these introductory meetings [with all-] with all the editors.

Analysis:

In this section, Jeff asked how John could know that Biden is still stuttering to this day. In his answer, there were seven types of disfluency. The first type was block. It happened when John had difficulty pronouncing the word "first" at the beginning of his speech. When John experienced blocks, he shook his legs to make it easier to say the word. Furthermore, when John mentioned the secondary behaviours of people who stutter, blocks occurred at the words "other", "any", and "mangled", and "when".

The second type was interjection. John included an interjection to indicate that he needed time to continue his speech. The third type was phrase repetition. The first repetition occurred when John told the audience the question people were asked most often about Biden. During this time, John repeated the phrase "people who's" once. Further iteration occurred when John explained that secondary behaviours were manifestations of stuttering. The repetition was precisely found in the phrase "that's" which was repeated once. The third repetition was found at the end of the utterance, precisely when repeating the phrase "with all".

The fourth type was repetition of single sound. The repetition was found in the words "uhm" and "and", which sounded like "u-uhm" and "a-and". The fifth type was monosyllabic whole-word repetition. The repetition occurred in the word "with". The last type was revision. He changed "and we" to "and I" to emphasize that it was past the stage of his introduction in The Atlantic. The last type that occurred was prolongation. in this case, John lengthened the words "facts" and "fifty". In conclusion, in this section there were blocks, interjections, phrase repetition, repetition of single sound, monosyllabic whole-word repetition, prolongation and revision.

Datum 6

John: *Uh* **[D]enise** the best feature editor in America asked me, *uhm uhm* do you have any ever green idea for the election? So, this was at the end of April 2019. It's a long way to go, *uhm* and I **[b]rought** this up. Did you think I was insane? **[W]hen** I was in the room with him, *uhm* had an hour and minutes keep going by and then I get across the 30 minute threshold, thirty five, [fffforty] minute. And I can keep it like asking the same question. All

these different **[w]ays** and it begins to daunt on me like he's not going to say it. He's not—I'm not going to get the money shot, I still stutter. So, I left his office and I walked **[b]ack** to Watergate at the Old Atlantic offices. And I was **[m]ad** at myself. I felt like wow Denise and Jeff sent me here to get the goods and I'm walking back to the office without a story. And I was **[m]ad** for like a week. And then I got back to New **[Y]ork**, and I was talking to my editor about it. And made her asked like why doesn't he want to talk about it? And **[t]hat** became the whole <u>entire entire</u> story.

Analysis:

In this section, John was still discussing Biden's stuttering and its relation to the article John wrote. At that time, five types of disfluency appeared. The first was interjection. John included "uh" and "uhm" the next time he asked Denise. The second type was block. The blocks occurred when John said that at the time Biden was reluctant to talk about his stutter. John blocked the words "Denise" and "brought", "when", "ways". Further block was found in the words "back", "mad", "York", and "that". The third type was revision. John changed "he's not" to "I'am not going to say". The fourth type was prolongation. it occurred when the word "forty" was lengthened. Therefore, it sounded like "ffforty".The last type is multisyllabic whole-word repetition precisely when John repeated the word "entire". Overall, there are interjections, blocks, revisions, prolongation, and multiyllabic whole-word repetitions.

Datum 7

Jeffrey: "..I feel comfortable saying this now. I'm not comfortable sounding partisan in any in any way this is just an aside about the impact of of this story. Um what happened when the story appeared was uh I was profound obviously in the community of people who stutter. It was particularly profound in the in the National media though when I heard this over and over again of people who are covering Joe Biden and assumed one thing and then read you and then had a total reframing of what Joe Biden.."

John: I was **[r]eporting** it and writing it you know..... **[A]ugust**, September, October, **[N]ovember** 2019. And it was gonna run in <u>the the</u> January issue and everything because it's print. Everything happens like way in advance. And I **[r]emember** this [c]urious late night email thread with you and Adrian and other people right before Thanksgiving. Because we all thought it was about to drop out. And we have this article as was running January. It's like what's the purpose of the story if he's not in the race anymore. So, <u>it it</u> went up online like way early. But even though the course of the assignment like you're writing this article about the person who's guaranteed to be the next president. Because at that time he was low in the race.

Analysis:

At this point, John did not expect that Biden would become a presidential candidate. John wrote the article four months before Biden's election. The article was also posted earlier than expected. When telling this, there were two types of disfluency. The first type was block. The blocks were found in the words "reporting", "August", "November", "remember", and "curious". The second type was monosyllabic whole-word repetition. The first occurrence was found in the word "the" when John said that the article will be uploaded in January. The second occurrence appeared when John repeated the word "it" indicating that the article was uploaded earlier than expected. In short, in this section there were block and monosyllabic whole-word repetition.

Datum 8

> Jeffrey: "..what was the most what was the most interesting challenge in kind of doing this forensic study of your own life most interesting interview or the challenge?"
> John: **[I]** asked my [fffamily] *uh* crazy question which was: "Can we sit down and talk? And talk about the totality of life. Talk about... **[g]ood**, the bad, everything in between. And can I put the tape recorder in between us? And eventually write this in a book and they all said.. **[y]es** absolutely we will do whatever we can to help you with this project. And those were I think among the most amazing conversations of our entire lives and truly transformative conversations. And this would be a much different book If that had ever happened. And so I'm just like totally totally awestruck with my family's [sssselflessness] in agreeing to do that. So **[c]an** we like give them a round of applause for a second?

Analysis:

In this section, Jeff asked some of the most memorable things during the writing of the book besides interviewing Biden and others. John replied that his family's participation was both impressive and meaningful. In his answer, there were two types of disfluency. The first was block. The first occurrence started when John had trouble pronouncing the word "I". He later recounted that he asked his family if they would help John with the book. At that time, John was experiencing blocks on the words "good" and "yes". In addition, when he asked the audience to give applause, there was a block in the word "can". The second type was interjection. At that time John included an interjection to ease his nervousness because he was telling about his strained relationship with his family. The third type was prolongation. it occurred at the beginning of John's speech. He lengthened the

word "family". Therefore, it sounded like "fffamily". Overall, there were three types of disfluency in this section: blocks, prolongation and interjections.

Datum 9

> Jeffrey: "..talk about that a little bit. And talk about this idea and you you make the point pretty bluntly. There's a lot of people who are getting rich promising families that we're gonna fix this. And I put this word in in scare quotes too fix this problem. Talk about that a little bit. And and and and talk about it in relationship to your own family, or talk about in relationship to so many of the people that you've spoken to um across this country."

> John: my mom total saint took me to many different types of therapists. Because he kept getting older kept stuttering. It was not going away. So, we kept trying all these different things w-when I was thirteen we went to a hypnotherapist that a Catholic nun at my school told us that this will work this will do it. And he like recorded these tapes in his basement saying like and then he would make me listen to them the night before I went to sleep. And you know it did not work. But there are all these—and there are these—these programs around the country where you can go for two or three weeks and *uh* pay thousands of dollars. And they will teach you to talk like a tired robot. My name is John. I'm happy to be here. So, like [I can-] I can do that smoothly without interruption, but it isn't dynamic, it's not natural. It isn't conversational so like which is worse manufacturing artificial fluency **[or]** allowing moments of stuttering and people like Dr Courtney Byrd at UT Austin is leading this counter-intuitive Progressive program tells all her patients, tells other parents there is **[n]o** cure for for stuttering the best thing you can do is learn to manage it and just **[b]uild** up a desire to talk at all

Analysis:

In this section, John recounted his experience when he was in therapy as a child. When he told the stories, there were six types of disfluency that appeared. The first was repetition of single sound. The repetition occurred when John repeated the first letter of "when", therefore the word sounded like "w-when". The second type was revision. Revision occurred when John changed "there are all these" to "these programs". The revision in this section made it easier for John to continue his speech. The third type was phrase repetition. The first occurrence was found in the phrase "there are all these" which John repeated once. Then the second repetition was found in the phrase "I can", when John told that he could speak fluently, however, his speech seemed forced and unnatural.

The fourth type that appeared was interjection, which occurred when John added the word "uh" to indicate that he needed time to continue what he was saying. The fifth type was block. The first occurrence was found in the word "or", precisely

when John said that the suggestion from the speech therapist did not make his speech seem natural. The last block occurred at the end of his speech, when he stated that there was no cure for stuttering. The block was found in the words "no" and "build". The last type that appeared was monosyllabic whole-word repetition, that was when John repeated the word "for" once. In short, in John's speech in this section there were revisions, phrase repetition, interjection, repetition of individual sound, monosyllabic whole-word repetition and blocks.

Datum 10

> Jeffrey: "..um talk about that. We'll go to questions after this question. But talk about that you've re-raised it the desire to talk at all. It kind of loops back to your first television experience. You've now had subsequent television radio experiences you're speaking to hundreds of people at a time. Now but um talk about this feeling right now of being in front of people and talking having read the book carefully uh in manuscript. And now in the final form and knowing you um I know that much of your life has been about avoidance avoidance of moments like this.."

> John: It's very... **[b]ittersweet** because it's amazing to just be here. **[H]olding** a microphone, this was a moment that I was **[t]errified** of my entire life until it was 31 years old. And that I have [avvvvoided], that I didn't even [conccccceptualize] even possible. And like it's really cool to go <u>on on</u> TV, or go on a podcast, going to [r]adio. But if I ever get those opportunities, it's **[p]urely** to talk about the <u>stutter-stuttering</u>. Prior to writing about Biden, I was a journalist walking around with the worst secret in the world. Post that article it's like being a person who stutters has kind of swallowed my entire identity. *Uhm* I contain multitudes yeah. I have a lot of other interests. I told you last week I wanna write about wrestling. I do so that's a thinsg I'm trying to *uh* navigate at the moment. Like that feeling that I'm walking around with a giant s a stitch on my chest.

Analysis:

In this section, Jeff askeds John to express what he was feeling in front of people. When expressing his feelings, there were five types of disfluency. The first was block. As he was about to continue his speech, block occurred at the words "bittersweet" and "holding". John stated that his feeling at the time was bittersweet because he was gradually getting out of his comfort zone. The next block was found in the words "terrified". John said he always avoided public speaking because it made him terrified. Then when he got the chance to be on TV, radio, he said it was cool. The next block was on the word "radio". Unfortunately, the only chance John

got was to talk about stuttering. Therefore, at that time he had blocks on the word "purely".

The second type was monosyllabic whole-word repetition. This repetition was found in the word "on" when John expressed his feelings when appearing on TV. The third type was multisyllabic part-word repetition. The repetition occurred when John was trying to pronounce the word "stuttering", therefore the word sounded like "stutter-stuttering". The fourth type was interjection. The interjection appeared because John seemed nervous and wanted to control his speech and he inserted the words "uhm" and "uh". The last type was prolongation. it occurred in the word "avoided", and "conceptualize". Overall, there were blocks, monosyllabic whole-word repetition, multisyllablic part-word repetition, prolongation, and interjection.

Datum 11

> Jeffrey: "..Do you see yourself one day being able to do to do that to talk about politics in public or does society have to change manage its own expectations?"
> John: There's an actor who stutters who I interviewed in the book. And we talked about disability in Hollywood, and pretty much whatever a disabled character **[a]ppears** on screen.. **[t]heir** disability defines their entire character. And it can be real hokey where it could be like the the blind man. He's the one who **[k]new** everything, he saw everything you know. But there isn't—that's very very rare that y-y-you know a picture is—a picture the office let's say. That they were just be a character on the office, you know. A wheelchair, because I think if that character exists on the office every joke would be about the wheelchair.

Analysis:

In this section, Jeff asked John how society could manage their expectations on people who stutter. In this section, John looked serious when giving answers. He provided an answer by sharing how an actor who stutters gave his opinion on stuttering in Hollywood. In his speech, there were four types of disfluency. The first was block. This type was found in the words "appears", "their", and "knew", precisely when John said that the identity of people with disabilities was defined by the deficiencies.

The second type was monosyllabic whole-word repetition which occurred when John repeated the word "the" once. The third type was revision. The revision occurred when John changed "there isn't" to "that's very very rare". The second revision appeared when John changed "picture is a picture" to "the office let's say" to make it easier to give examples. The fourth type was repetition of individual sound. It occurred when John repeated the first letter of the word "you". In sum, there were blocks, monosyllabic whole-word repetition, repetition of individual sound and revisions.

Datum 12

> Jeffrey: "..Why don't we take some questions we're going to try to get people to come to this mic over here?"
> John: Well just bef-bef-beffoore this kicks off, I wanna just toss this out there *um* **[a]re** there any [people who's-] people who stutter who wanna come up and ask the first question?

Analysis:

In this section, Jeff opened a question and answer session with the audience. At that time John added that he gave the audiences who stutter the opportunity to ask him questions. In this section, there were five types of disfluency. The first was the repetition of single syllable found in "before". John repeated the first syllable of the word therefore it sounded like "bef-bef-before". The second type was an interjection in which John inserted the word "uhm" in anticipation of a block. Unfortunately, the block occurred after John included an interjection. The block in this section appeared at the word "are", precisely when he was about to ask the audience. The fourth type was phrase repetition. John repeated the phrase "people who's" once. The last type was prolongation. which occurred in the word "before". In conclusion, there were repetition of individual syllable, interjection, blocks and phrase repetition.

Datum 13

Audience 1: *Uhm* sure! *Uhm* so you spoke <u>a a</u> bit about how once <u>you you you *uh* you</u> first wrote the <u>uh-uh-uh-uh-uh-uh-uhn-an</u> article about Joe <u>B-B-Biden</u> how it really <u>i-i-impacted</u> your self<u>-iden-iden-identity</u>. I was hoping that you could <u>go go</u> a bit more into <u>the the</u> depth about how writing this <u>bo-book</u> book. About how did it <u>fur-fur-fur-fur-fur-fur-fur-fur-further</u> impact your self<u>-iden-identity</u> with st-st-stuttering <u>o-or o-or</u> just your <u>j-j-journey</u> as somebody who's stutters.

Analysis:

This type of disfluency was found in an audience who stutter. He asked how writing an article about Biden had an impact on John's identity as a stutter and his journey with stuttering. On asking this question, there were five types of disfluency. The first was interjection. This interjection appeared at the beginning of his speech. He included the words "uhm" and "uh". The second type was monosyllabic whole-word repetition. He repeated the words "a", "you", "the", "go" and "book". The third type was repetition of individual syllable. These repetitions were found in the words "Biden", "identity", "book", "further", "stuttering", "or". "journey", and "as".. The fourth type was repetition of individual sound. The audience repeated the first vowel in "impact," "an," and "identity." The last type was the multisyllablic part-word repetition found in the word "identity", therefore the word sounded like "iden-identity". Overall, in the speech of the first audience, there were interjections, monosyllabic whole-word repetition, repetition of syllable and sound, and multiyllabic part-word repetition. In addition, when experiencing disfluency the audience blinked his eyes and moved his hand to avoid stuttering.

Datum 14

John: Great question. **[B]eyond** my family, I interviewed many other types of people. And beyond my **[s]ixth** grade girlfriend. Like I interviewed lots and lots lots of people who stutter. And **[t]hose** conversations just taught me. I can't put into <u>w-words</u> the amount of **[w]ays** that my mind expanded. **[O]ne** of my *uh* **[p]rofiles** *uhm* in the book <u>is is</u> a Jerome Ellis film on it is here tonight. **[Y]ou** may have heard his [ssssegment] **[o]n** "This American Life". It was called rules that are meant to be **[b]roken**. And Drew got up at a **[r]eading** of dozens of other people. Reading that day it was a New Year's Day marathon and **[N]ew** York City and they told everyone you know two minutes. That's all you got. Jerome took almost **[e]leven [m]inutes**. In his reading was about time, and how not everybody has equal access to time. And that is just the tiniest representative sample of the **[i]ntellectualism** Jerome brings to poetry, music, **[m]any** disciplines. And we had **[m]ultiple** conversations over many months. And then we **[h]ad** a lot of quality time together in person. And it like you have taught me about weaving all this into my identity. So, thank you for that.

Analysis:

In this section, John answered the question from the other audience who stutters. In his answer there were five types of disfluency. The first was blocks. John said that apart from his family, he also interviewed his sixth grade girlfriend as well as many other people. Next, he blocked the words "beyond" and "sixth". Next, blocks were found in the words "those" and "ways". In this section, John mentioned the figure of Jerome Ellis who influenced his life. When mentioning Jerome, John blocked the words "one", "profile", "you", and "broken". When John mentioned Drew, in his next speech, there was also a block, where John seemed to have difficulty pronouncing the word "reading". The next block occurred when John talked about reading the New York marathon, specifically the words "new", "eleven", "minutes", "intellectualism", "many", "multiple" and "had". The second type was interjection where John added the word "uhm" to continue his speech when he mentioned Jerome. The third type was prolongation. It occurred in the word "segment". The fourth type was repetition of individual sound. It occurred when John repeated the first letter of the word "words". The last was monosyllabic whole-word repetition found in the word "is". In conclusion, there were blocks, interjection, prolongation, repetition of individual sound and monosyllabic whole-word repetition at the beginning of the question and answer session.

Datum 15

> John: Great question. **[I]** try to get back to the number one rule of **[w]riting**. Just write **[w]hat** you know, and this is something I know. I think sometimes about *uh* David Grant's article "The White Darkness" about the guy who walked across Antarctica. And it's─the entire [isss] the heading of that is saying Antarctica it's just ice and snow and wind. And it's like **[f]ifteen** thousands word article. And David Grant is able to make <u>ice **[i]ce**</u> and snow and wind totally fascinating. And he's able to describe them like **[t]wo** thousand **[w]ays**. **[T]hat's** just cause he's amazing journalist. But **[t]hat's** kind of the thing <u>I-I'm</u> trying to bring to the this topic is, hopefully I'm able to describe stuttering 2000 ways <u>just just</u> of having **[l]ived** it you know my entire life. But I've also really tried to take what I **[l]earned** and then dig into other disabilities **[a]s** well, and research and write about other disabilities. I know there is another question but I think you have to just like make it work for **[y]ou**.

Analysis:

In this section, John provided solutions for writing some topics. John said that writing what we know was the rule of writing. When he provided the solution, there were seven types of disfluency. The first type was block that found in the words "I", "writing" and "what". John continued his utterances and said that he wanted to write like David Grant. David is a great journalist, he is able to write thousands of words on a certain topic in a different way. When expressing his admiration, John blocked the words "fifteen" "ice", "two", and "ways". John continued to talk about his hopes to write like David Grant. John wanted to write thousand words about stuttering and other disabilities. When talking about this, John seemed to have difficulty pronouncing the words "ways", "that's", "lived", "learned", and "as". At the end of his speech, John blocked the word "you", precisely when he gave the last suggestion for writing.

The second type was monosyllabic whole-word repetition that found in the words "ice", and "just", which were repeated once. The third type was the phrase repetition found in the phrase "I'm" and "I think". The fourth type was revision. John changed "it's in the entire is" to "the heading of that" to make it easier for the audience to understand what he was talking about. The fifth type was prolongation. it occurred when John lengthened the word "is". The sixth type was repetition of individual sound. It occurred when John repeated the first letter in the phrase "I'm". The last type was interjection. It occurred in the beginning of his speech, especially when he mentioned David Grant. In conclusion, there were blocks, interjection, repetition of individual sound, prolongation, monosyllabic whole-word repetition, revision and phrase repetition.

Datum 16

> Audience 2: Oh-Okay so just a brief question. So, I'm a person who [w]ho sutters as well. So, I remem-remember when your article first [c]ame out, and as I was first reading it, I thought this this must have taken guts to to put out to to the world. So, my question is how did you feel as you were writing it? And like how did you think it would be received?

Analysis:

In this section, the next audience who stutters asked about John's feelings when he wrote the article, and what went through his mind when people read his articles. In his question, there were three types of disfluency. The first was the repetition of individual sound that found in the word "okay", making it sound like "oh-okay". The second type was monosyllabic whole-word repetition. The audience repeated the words "who", "this" and "to". The third type was blocks. This type appeared in the words "who", and "came". Furthermore, there was also multisyllabic part-word repetition. it occurred when John repeated the first two syllables of the word "remember". Therefore, it sounded like "remem-rember".In conclusion, when asking question, this audience experienced repetition of individual sound, monosyllabic whole-word repetition, multisyllabic part-word repetition, and blocks. In addition, this audience exhibited an irregular breathing pattern. Furthermore, he closed his eyes when he experienced blocks.

Datum 17

John: While I was writing it, and researching, interviewing, reporting, just <u>doing doing</u> everything. <u>I-I'm</u> looking at my wife here for confirmation. But I couldn't sleep, couldn't eat, my hair fell out. I went pretty great—I **[h]ad** absolutely no idea how it would be received. And <u>I I</u> was worried people who would think it was **[h]it** job, you know. And I was like is this the last article I'm ever going to write, you know. I didn't have any idea, and that's how I felt until like **[n]ine** a.m Tuesday morning when this book came out. I had an exact same fear. I'm like [this is-] this is the last thing I've ever written. It's just terrible. Does everybody hate it? And <u>I-I've</u> been totally overwhelmed by the **[r]esponse** so far. And [it's-] it's just like I don't think that anxiety. I don't think that self-doubt *uhm* ever **[g]oes** [aaway]. I think the best thing that you can ever do is just learn to live along—**[l]ive** alongside it.

Analysis:

In this section, John answered the previous question. John said that writing the article about Biden made him anxious, lacked of sleep. Recalling that moment made John experienced disfluency in his speech. The first when he repeated the word "doing" which was categorized as multisyllabic whole-word repetition. The second was revision. John changed "I went pretty great" to "I had". He revised because it seemed difficult to continue his speech. The third was the monosyllabic whole-word repetition found in the word "I". The fourth type was the phrase

repetition found in "is this" and "it's". The sixth type was prolongation. In the word "away", John elongated the vowel therefore the word sounded like "aaway". The seventh type was repetition of individual sound that appeared in the phrase "I've", therefore it sounded like "I-I've". The eighth type was block. Blocks were found in the words "had", "nine", "response", "goes" and "live". In conclusion, in this section there were multisyllablic whole-word repetition, revision, monosyllabic whole-word repetition, repetition of single sound, phrase repetitions, prolongation and blocks.

Datum 18

> Audience 3: *Uh uh* I also *uh* stutter, but I manage my stutter. So, *uhm* I tried to—I went to sales to overcome my own stutter. And when I read your article, really touched me because I kind of saw my—I saw myself 13-year-old being bullied and so on. So, what would you say to yourself if you had opportunity to talk to yourself a 13-year-old John?
>
> John: I would tell him **[t]his** is secretly **[y]our** gift. Because it's—it made you a better **[l]istener**. It made you more observant, **[j]ust** make you work harder and. It it **[t]otally** **[b]lows** a lot of time but it has a—i-it's definitely balances out with because it's blessings as well.

Analysis:

In this part, a man asked John what he wanted to tell to 13-year-old John. When asking the question, there were two types of disfluency. The first was interjection. The man added an "uh" to make his speech more fluent. The second was revision. The man changed "I tried to" to "I went to". The second revision was when he changed "I kind of saw my" to "I saw myself". The types of disfluency found in this man were interjections and revisions.

Answering the man's question, there were four types of disfluency that appeared in John's speech. The first type was block. The block occurred when John was first about to answer the question, precisely on the words "I", "this", "your", "listener". Further blocks were found in the words "just", "totally", and "blows". The second type was revision. John changed "it's" to "it made". The second revision appeared when John changed "it has a" to "it's definitely". The third type was monosyllabic whole-word repetition found in the word "it". Finally, in the phrase

"it's" there was a repetition of individual sound, therefore the phrase sounded like "i-it's". In conclusion, there were blocks, revisions, monosyllabic whole-word repetition and repetition of individual sound.

Datum 19

Audience 4: Hi! *Uhm* I I uh also have stutter *uhm*. I just—I want to say like it's really cool that I remember you you wrote the article, and I *uh* I I sent you an email. And then you you responded which I thought was just amazing. *Uhm*, so so first I I I wanted to say that *uhm* and I I I I got the the book last night. And [I was-] I was reading it before going to bed. And then I realized I had to kind of stop after a chapter or two, because I would not be getting any sleep. Because I was very interested in it. *Uhm* but essentially I I was I I I I really liked all all the imagery in in the book. And I I guess I I was just kind of curious, what did it feel like to kind of write about you know all the the most I guess like **[t]raumatic** moments of having a stutter. Because I know as someone who's had those kinds of moments, you know, [it's-] it's not really something that I enjoy looking back on. *Uhm* so I I I guess I just be kind of curious [what it-] what it was like to go go through with that.

Analysis:

Someone who had emailed John was on the talk show. He asked how it felt to writing about the incident that traumatized him. When asking question, there were five types of disfluency. The first was interjection. The boy included the words "uhm" and "uh" at the beginning, in the middle and at the end of his speech. The second type was monosyllabic whole-word repetition. The repetition was found in the words "I", "you", "the", "in", "all", and "go". The third type was revision that appeared at the beginning of the utterance. He changed "I just" to "I want to". The fourth type was phrase repetition. The repetition was found in the phrases "I was" and "it's". The fifth type was block. The boy suddenly stopped at the word "like", right before he said the word "traumatic". In sum, there were interjections, monosyllabic whole-word repetitions, phrase repetitions, revision and block.

Datum 20

John: **[C]athartic** it was cathartic. And once it's out it doesn't have the power over you anymore. A-and I talk about this a lot in the book later on. But when I finally **[b]uckled** down, and went to this [psssychotherapy] *uhm* at the age of 30. And I actually opened that **[l]ocked** box of the [b]it of my stomach that changed everything. And just talking about it in therapy. And actually putting these things out there and, not just carrying them around,

[l]ed me to eventually feel minimally comfortable writing about them. *Uhm* <u>but</u> **[b]ut** another thing I'm trying to **[g]et** across in the book is like not everything is **[h]appy** you know and not everything's totally sad. In fact, I think most things are a mix of **[h]appy** and sad that pretty much all times.

Analysis:

Answering the previous question, there were five types of disfluency. The first was blocks. The first block occurred at the word "cathartic". The next block occurred when John told about his experience going to psychotherapy which made his condition even better. John experienced blocks in the words "buckled", "locked", "but", "led", "get" and "happy".

The second was repetition of individual sound that appeared in the word "and", therefore the word sounded like "a-and". The third was interjection, that was when John inserted the word "uhm" in the middle of his speech. The fourth type was prolongation. it occurred when John attempted to say the word "psychotherapy". Therefore, it sounded like "psssychotherapy". The fifth type was monosyllabic whole-word repetition. it found in the word "but" that occurred simultaneously with block. In summary, there were three types of disfluency including blocks, repetition of individual sound and interjection.

Datum 21

Audience 5: So, <u>i-i-i-if</u> I heard [rrright] that you said that [yyyou] did not [rrrealize] that <u>st-st</u> that <u>stuttering</u> **[w]as** *uhm* **[n]eurological** until like you know, <u>wr-writing</u> <u>the the</u> Biden <u>p-p-piece</u>. So, I was wondering like what did [yyyou] **[t]hink** cause that means to *uhm* your <u>i-i-i-identity</u> and what not?

Analysis:

The audience asked John's opinion about stuttering related to his identity as a person who stutters. When asking question, there were five types of disfluency. The first type was repetition of individual sound and syllable. The repetition occurred in the word "if" at the beginning of his speech, therefore the word sounded like "i-i-if." The second occurrence was found in the word "identity". The audience

repeated the first letter of the word and sounded like "i-i-i-identity". The next occurrence found in the word 'stuttering". The audience seemed to have trouble enunciating the word. Therefore, the word sounded like "st-st-stuttering". Furthermore, there is repetition of individual sound in the word "writing". As a result, the word sounded like "wr-writing". The last, it found in the word "piece". Therefore, it sounded like "p-p-piece". The second type was prolongation. it found in the words "right", "you", and "realize", The third types was block that found in the words "was", "neurological", and "think". The fourth type was monosyllabic whole-word repetition. It occurred in the word "the", when the audiences attempted to say "the Biden piece". The fifth type was interjection. It occurred when the audience inserted "uh" and "uhm " to fill pause. In conclusion, the audience who stutters showed five types of disfluency namely repetition of individual sound and syllable, and blocks, prolongation, interjection, and monosyllabic whole-word repetition.

Datum 22

> John: To be honest, I [didn't even-] didn't even explore. I didn't ask. I I never googled [what causes-] what causes a stuttering. I never googled a [sssoup] pork ribs for people who stutter. I didn't know the the National National Stuttering Association existed. Prior to writing this article, I just [I didn't have-] I didn't have any idea any of this even existed. It was [m]y problem and *uh* [t]hat's also the thing I'm trying to explore in the book is like what does it take to break out of that mentality.

Analysis:

Answering the previous question, there were six types of disfluency in John's speech. The first was phrase repetition. The repetition appeared at the beginning of the utterance, that was when repeating the phrase "didn't even" once. The second occurrence was found in the phrase "what causes". The third occurrence appeared when the phrase "I didn't have" was repeated once. The second type was prolongation. It occurred when John lengthened the word "soup". Therefore, it sounded like "sssoup". The third type was monosyllabic whole-word repetition that found in the words "I" and "the". The fourth type was interjection where John added the word "uhm". The fifth type was multisyllabic whole-word repetition. John

repeated the word "National" once. The last type that appeared was block. It occurred when John said that he felt alone in his journey, and he thought that stuttering was only his problem. As the result, block was found in the first letter of the word "my" and the phrase "that's". Overall, the types of disfluency that appeared in this section were phrase repetition, prolongation, monosyllabic and multiyllabic whole-word repetition, interjection and block.

Datum 23

> John: My editor asked me do **[y]ou** want to read the audiobook? And I said **[n]o,** I don't. It sounds horrible. So, he said okay w-we'll have the Penguin *uh* **[R]andom** House audio team [sssend] you about [ffffive] possible [vvoice] actors, and you can listen to them and you know tell us which one you like o-on. And so my wife and I listened to all of them, and you know took notes. And **[G]eorge** has like a like deeper caramel voice, doesn't stutter. George was in Father of the Bride. And he was in it, was on scandal what was he? *Uhm* and I did a [Zzzzoom] with him, in which I just taught him how to stutter. And the main thing I told him *um* **[w]as** you should be trying not to stutter.

Analysis:

In this section, a girl asked John why he chose someone else to do the recording for the audiobook form. When he answered the question, there were four types of disfluency that found in his utterances. The first type was block. Block in this part occurred in the first speech, middle, and last. The first occurrence found in the word "you" when John told the audiences that his editor asked him whether he wanted to do the recording. When John uttered the word "you", there was a stoppage and it seemed difficult getting the word out. Then he showed his answer which was no and he did not want to record his voice due to his stutter. Wanting to indicate the answer, he blocked the word "no" instead. He also blocked on the first letter of the word "Penguin", when he told that the audio team would send the five possible voices. Next, when he mentioned George, he blocked on the first letter of the name. Last, block occurred in the word "was". That was when John told George not to stutter.

The second type that occurred was prolongation. The first occurrence was in the word "send". John said that the editor would send the five possible voice for

audiobook form. When he uttered the word "send", he elongated the first letter of the word. Therefore, the word sounded like "ssssend". The second occurrence found in the word "five". Prolongation also occurred in the same utterance when John talked about the recording for audiobook form. The word "five" sounded like "fffive" because John stretched up the first letter of the word. Furthermore, he also elongated the word "voice". Besides, when he uttered the word "Zoom", John avoided block and that was why he lengthened the word.

The third type of disfluency was repetition of individual sound. The first occurrence found when John said that the editors had the audio team to send him five possible voices. John repeated the first letter of the phrase "we'll". Therefore, it sounded like "w-we'll. The next occurrence found in the word "on", specifically when he said that he could choose the voice he like on. As the result, the word sounded like "o-on". The fourth type was interjection when John inserted the word "uh" and "uhm" once. Therefore, the four types that found were blocks, prolongation, repetition of single sound, and interjection.

B. Discussion

This section discusses the findings regarding the disfluency occurred in the talk show. This section answers the research questions which were what types of disfluency that appeared and how did those disfluency types occurred. This section also provides the identification based on Zebrowski's (2003), Campbell's and Hill's (1987) theory. In addition, the result of the analysis is presented below in Figure 1.
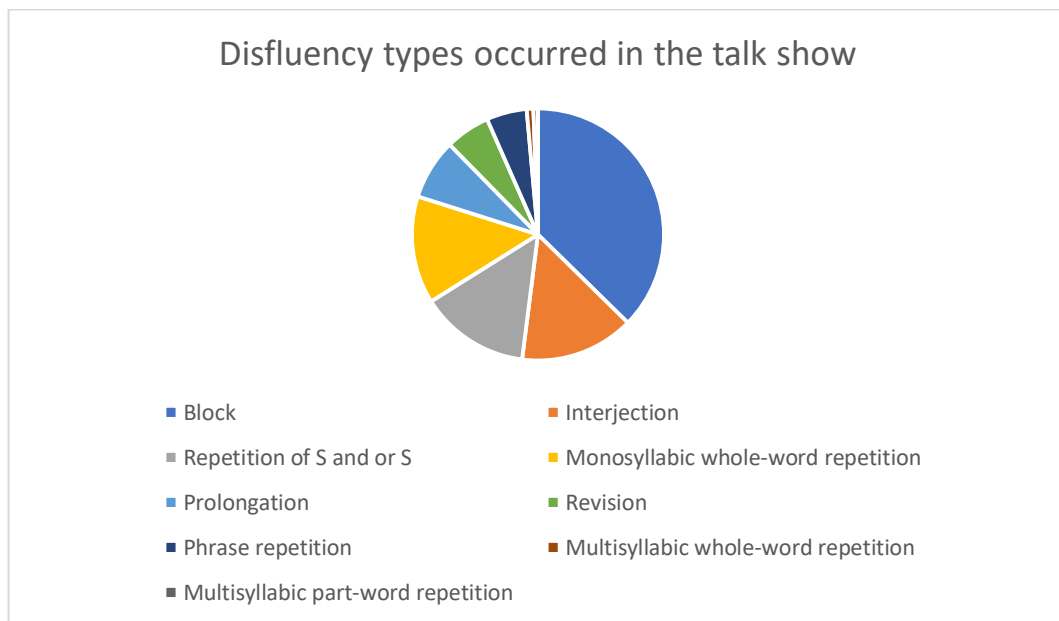
Figure 1 Disfluency types that occurred in the talk show

1. What are the disfluency types occurred in the talk show?

This section discusses the disfluency types occurred in talk show setting. The findings showed all the disfluency types occurred in the talk show. To support this findings, Zebrowski (2003) (as cited in Hardianti, 2018) stated that both children and adults who stutter experience all the disfluency types in between and within-word. Between-word disfluencies refer to disruptions that occur at the boundaries of words during speech. These disfluencies manifest as interjection, phrase repetition and revision. On the other hand, within-word disfluencies, as the name suggests, occur within a single word during speech. These disfluencies are characterized by repetitions of individual sound or syllable, sound prolongations, or blocks. The following discusses the disfluency types proposed by Zebrowski based on their frequency.

First, block. When people who stutter experience a block in their speech, it means that there is a stoppage in the flow of speech. During a block, the person knows what they desire to say, but they are unable to produce the words or sounds smoothly or effortlessly. In the talk show setting, block appeared as the most frequent type. Blocks can be found in Datum 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 23. This type frequently experienced by John. Blocks in the talk show setting occurred at the beginning, middle and at the end of his speech. For example, in Datum 1, John blocked the word "thank" in the opening of the talk show. Besides, he blocked certain words in the middle and at the end of his speech.

Furthermore, it was noted that John's blocks sometimes occurred simultaneously with monosyllabic whole-word repetition and revision. In some instances, when he encountered a block, he would repeat the whole word or revise his previous words in an attempt to overcome the disruption. For example, in Datum 15, when John talked about David Grant's article, he expressed his admiration for David Grant's writing abilities especially when wrote about ice, snow and wind. When he uttered the word "ice", he repeated it and then experienced block in the first letter of the word. Therefore, it sounded like "ice **[i]ce**". The second occurrence was block and revision that appeared simultaneously. It can be found in Datum 17 when John talked about his feeling when his article came out. He said that he experienced fear after posting the article on Biden, and at the end of his speech he revised his utterance "live along" into "live alongside". On the second word "live", John seemed to have difficulty continuing his speech.

Second, interjection. Interjection in the talk show included "uh" and "uhm". Interjections can be found in Datum 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 19, 20, and 23. People who stutter may interject their speech because they are experiencing difficulties in producing fluent speech. When a person who stutters encounters a block or hesitation in their speech, they may use interjections as a way to fill the pause or restart their speech. Interjections such as "uhm", and "uh". This occurs in person who stutters as they try to complete their sentence or thought. These interjections can be also as a way to reduce the tension and anxiety that may

arise during moments of stuttering. By using these filler words, the person who stutters can alleviate some of the pressure they may feel to produce fluent speech, and can give themselves a little more time to complete their utterance. Interjection can also indicate hesitation, uncertainty, or a need to pause while speaking. In several occasion, John used interjection to fill the pause in the conversation. In datum 6, John had a pause and inserted "uhm", then he continued his speech.

Third, repetition of individual sound or syllable. This occurs when a speaker repeats a particular sound or syllable. This type of repetition can be found in Datum 1, 2, 3, 4, 5, 6, 9, 11, 12, 13, 16, 18, 20, 21. In datum 3, there is repetition of single sound in the word "affect". John repeated the first sound of the word, therefore tt sounded like "af-affect". Furthermore, it was observed that this repetition occurred not only in the first letter or syllable but also within phrases. For example, in Datum 15, John attempted to say I'm. However, he repeated "I" once, and the word sounded like "I-I'am"

Fourth, monosyllabic whole-word repetition. Campbell & Hill (1987) (as cited in Ward, 2006) classify monosyllabic whole-word repetition to word repetition. This type of disfluency refers to the repetition of a word that consists of one syllable. This repetition can be found in Datum 1, 3, 5, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19 and 22. In datum 5, the repetition of word "with" signals that John seems unsure about the term he wants to say. It was also observed that one of audiences who stutter frequently exhibited monosyllabic whole-word repetition, mainly in the word "I" (Datum 19).

Fifth, revision. Revision is a type of disfluency that occurs when a speaker makes a mistake or realizes that they've said something incorrect or unclear, and then goes back to correct or revise their previous statement. While Zebrowski in her theory states that revision includes the change in the phrase content or grammatical form. Related to John's stutter, he does revision when he avoids certain word to keep him from blocking word. Revisions can be found in Datum 1, 3, 4, 5, 6, 9, 11, 15, 17, 18, and 19. In datum 1, John has many block in the first section of the talk show. He avoids it by revising the phrase "he did the" to "he has done".

Furthermore, John's revisions occurred simultaneously with blocks and repetition of individual sounds. In instances where he encountered a block, he would revise the word or phrase while simultaneously experiencing the disfluency. For example,

Sixth, phrase repetition. One form of repetition that can cause disfluencies in the speech is phrase repetition, which occurs when an individual who stutters repeats the same phrase or two words or more several times. Sometimes, phrase repetition is used to signal to the listener that they have difficulty with their speech. This type of disfluency can be found in Datum 1, 2, 3, 4, 5, 11, 12, 15, 17 and 19. In datum 3, John wanted to say "people who stutter". Unfortunately, he had trouble with his speech. Therefore, he repeated the phrase once.

Seventh, prolongation. Prolongation occurs when a sound or syllable is prolonged or stretched out longer than usual. This can occur in a variety of contexts, such as when a speaker is nervous, or when they are having difficulty recalling a particular word or phrase. Sound prolongation can be found in Datum 1, 4, 5, 6, 8, 10, 14, and 23. In John's speech in the talk show, there is only 1 prolongation, that is when the word "alone" sounds longer than usual. Prolongation was founded in datum 1, which is "let aloone be up here". Furthermore, John's prolongations were not limited to the initial sound. During his appearances on the talk show, he showed prolongations within the middle of words as well. For example, in Datum 10 when trying to say "conceptualize," he elongated the "c" sound, therefore the word sounded like "conccceptualize". Prolongation also occurred at the end of word. For example, in Datum 15, John attempted to enunciate the word "is". To avoid block, he elongated the word, and it sounded like "isss".

Eighth, multisyllabic whole-word repetition. Multisyllabic whole-word repetition occurs when a person repeats an entire word that consists of two or more syllables. This type can be found in Datum 6, 17, and 22, In the talk show, it occurs when John wants to emphasize the certain word. In datum 15, "write about about other disabilities" shows that John wants to emphasize other disabilities that he desires to write in the future.

Ninth, multisyllabic part-word repetition is characterized by the repetition of a portion of a word that consists of multiple syllables. This type rarely occurred in the talk show. This type of repetition can be found in Datum 10 and 16. In the talk show, John repeated the word "stuttering" due to negative association he still believes around it. As in datum 10, "talk about the topics stutter-stutter-stuttering".

Associated with previous studies, individuals who stutter experience their disfluencies differently. Hardianti (2018) analyzed Drew Lynch's utterances in America's Got Talent 2015. His stutter manifests in the all types of disfluency in between and within-word. Unlike Hardianti, Mursyid (2019) analyzed disfluency types in Drew Lynch's, specifically on his YouTube cahnnel. The finding revealed that repetition was the most frequent type occurred on his videos. Based on the previous studies above, it shows that individuals who stutter experience disfluency differently. The specific characteristics of stuttering can vary significantly from person to person. Disfluency patterns may vary depending on the situation or context.

2. How do the disfluency types occur in the talk show?

This section provides the external factors that trigger adults' stutters and secondary behaviors they exhibited in the talk show. Firstly, the researcher discusses the external factors. External factors can play a role in exacerbating or triggering stuttering. The following can be categorized as external factors for individuals who stutter. First, nervousness and anxiety. Individuals who stutter often experience increased nervousness and anxiety in certain situations, such as public speaking or social interactions. Heightened anxiety levels can lead to tension and self-consciousness, which can manifest as more pronounced stuttering. Second, desire to control speech. Some people who stutter may try to control over their speech to avoid disfluencies.

Third, emphasizing certain points. When individuals who stutter want to emphasize or stress specific words or ideas during communication, they may

experience increased disfluencies. The added pressure to convey their message effectively can disrupt the natural flow of speech. Fourth, filling pauses. People who stutter might feel uncomfortable with pauses or silence in conversation. In an attempt to fill these pauses, they may rush their speech or resort to filler words, both of which can contribute to more stuttering. Fifth, they are triggered by certain words. Certain words or consonant can be triggers for individuals who stutter. These triggers can be based on personal experiences, associations, or the difficulty of pronouncing specific sounds. Anticipating or encountering these triggers can increase disfluencies.

Sixth, word avoidance. Some people who stutter may consciously or unconsciously avoid certain words or sounds they find challenging to pronounce. Associated with the findings of this study, John Hendrickson and audiences who stutter showed that they experienced different types of disfluency based on various factors. John Hendrickson exhibited moments of stuttering primarily due to nervousness and the need to control his speech. His disfluency was also triggered by certain words. For example, in Datum 1, John experienced block and he included interjection in his speech. It was an opening in the talk show, where John was given the opportunity to express his gratitude to the people in the room. Due to his nervousness, he blocked the first letter of the word "thank" ([t]hank you all for being here). On another occasion, Jeff and John discussed "the look", a topic in John's book. It can be seen in Datum 3, there was stoppage when John uttered "the look". Another external factor, desire to control his speech was done by John. By repeating word(s) or phrases, he felt capable in controlling his speech.

On the other hand, the audiences who stutter displayed a different pattern of disfluency. Unlike John, their stuttering was influenced by a combination of nervousness and excitement. The presence of both these emotions seemed to contribute to their disfluency. ASHA (n.d.) supports that feelings and attitude can affect stuttering. For example in Datum 19, an audience was excited due to getting an opportunity to ask question to John. The feeling of his excitement triggered him

to stutter. This audience experienced monosyllabic whole-word repetition in his speech. He repeated the word "I" several times.

The next discussion is about secondary behaviours in the talk show setting. Secondary behaviors refer to additional movements, actions, or patterns of speech that individuals who stutter may develop as a way to cope with their stuttering. These behaviors typically accompany or follow moments of stuttering and are often used consciously or unconsciously to manage the disfluencies. Secondary behaviours can vary greatly among individuals who stutter. These behaviors tend to manifest shortly after the onset of stuttering and are believed to be connected to the child's development of awareness that speaking poses some level of difficulty. According to Zebrowski (2003) (as cited in Nugraha, 2012, p.21), these secondary behaviors can exhibit various forms, including movement of the head, torso, and limbs, audible inhalations and exhalations such as gulping, breath-holding, and nostril flaring, visible muscle tension in the orofacial region such as jaw jerks, and eye-related actions such as blinking, closing the eyes during moments of stuttering, side-to-side eye movements, and consistent lack of eye contact.

The findings from this study resonate with Zebrowski's assertion that secondary behaviors often accompany stuttering. The findings of the study revealed a range of secondary behaviors exhibited by adults who stutter during the talk show. These secondary behaviors included head and hand movements, foot tapping, facial grimacing, neck tension, looking down, avoiding eye contact, jaw jerking, and eye blinking. The following is an overview of each secondary behaviour. First, head and hand movements. Individuals who stutter may involuntarily move their head or hands during moments of speech disruptions. They may serve as a means to release tension or redirect attention away from the speech difficulty. Second, eye blinking. Rapid or excessive eye blinking may occur as a result of increased anxiety or nervousness during speech disruptions, and it can serve as a temporary distraction or a way to regain focus.

Third, facial grimacing. Facial grimacing includes contorting the facial muscles or tightening the lips. These involuntary expressions can be a response to

the effort involved in trying to overcome speech difficulties. Fourth, neck tension. Some individuals who stutter may exhibit increased tension or stiffness in the neck area during moments of stuttering. This tension can be a physical manifestation of the challenges faced in producing fluent speech. Fifth, foot tapping. Tapping or moving the feet can provide an outlet for nervous energy and may serve as a means to maintain a sense of rhythm and flow during speech interruptions. Sixth, jaw jerking. This movement can be a response to the muscular tension and effort associated with speaking, and it may be an unconscious attempt to anticipate the disruptions in speech flow. Seventh, avoiding eye contact or looking down. Some individuals who stutter may exhibit avoidance behaviors, such as avoiding direct eye contact or frequently looking down while speaking.

Among the identified secondary behaviors, hand movements and foot tapping were found to be the most frequent occurrences when John experienced blocks in his speech. These secondary behaviors, such as hand movements and foot tapping, can be viewed as adaptive strategies employed by John to manage his speech difficulties. Hand movements were observed in John Hendrickson across all types of disfluency. These hand movements were found to be the most frequently occurring secondary behaviors exhibited by him. Whenever he experienced blocks during his speech, he would instinctively move his hand as a means to alleviate tension and nervousness, and to assist him during moments of stuttering. For example, in Datum 1, John included an interjection then he experienced block when he wanted to thank people in the room.

On the other hand, the audiences who stutter exhibited different secondary behaviors as coping mechanisms for their own stuttering during the talk show. Hand movements, neck tension, closing eyes, and jaw jerking were observed among the audience who stutter. These behaviors were likely utilized to manage the challenges associated with their own disfluencies in a public setting. For example, in Datum 13, the audience asked about the impact of writing an article about Joe Biden on John's self-identity. During the moments of stuttering, this audience exhibited hand movement. Besides, in Datum 16, the audience asked about John's feeling while he

was writing the article. When he stuttered, he exhibited facial grimacing and neck tension. It helped him overcome blocks.

From the identified secondary behaviours above, these mean that secondary behaviours can vary from one to one. Nugraha (2012) conducted a similar analysis of disfluency types and their occurrence in the movie "Rocket Science." In Nugraha's study, the main character who stutters exhibited different secondary behaviors such as eye behaviors and visible muscle tension. Furthermore, Sari (2014) (as cited in Hardianti, 2018) examined the disfluency types and their occurrence in another movie, "The King's Speech." The findings of Sari's study demonstrated that the main character, who also stuttered, exhibited secondary behaviors like jaw jerking and avoiding eye contact.

3. How to anticipate stuttering

By understanding the pattern of disfluency types of individuals who stutter in the talk show, the following tips may assist PWS in managing their speech or anticipating stuttering. First, embrace self-acceptance. Reflecting on John's experience interviewing some people who stutter, accepting oneself as a person who stutters is an important first step (Hendrickson, 2022, p.187). Understand that stuttering does not define your worth or intelligence. Embrace your unique voice and focus on effective communication rather than fluency. Second, practice deep breathing techniques. This can help individuals who stutter manage their speech and reduce tension. Taking a deep breath before starting to speak and controlling breathing patterns can support smoother and more relaxed speech. Third, embrace pauses. Using intentional pauses and phrasing can help individuals who stutter structure their speech and navigate challenging words or sounds. Fourth, set realistic communication goals. Set achievable goals for yourself. Focus on effective communication rather than aiming for complete fluency. For example, your goal might be to express your thoughts clearly, maintain eye contact, or engage in conversations without excessive avoidance.

Fifth, build confidence through public speaking. Consider joining a public speaking group or participating in activities that involve speaking in front of others. Gradually exposing yourself to speaking situations and challenging yourself can help build confidence. Sixth, seek support. Joining a support group or seeking therapy with a speech-language pathologist who specializes in stuttering can provide valuable support and guidance. In addition, connecting with others who stutter and sharing experiences can be empowering.

According to Zebrowski et al., (2022), when considering treatments or seeking therapy, it is important for individuals to identify their specific needs and determine what aspects of their speech or behaviors they would like to change. This process involves a self-assessment where individuals can reflect on their stuttering patterns, the impact it has on their daily lives, and their personal goals for improvement. In terms of speech, individuals may focus on techniques to enhance fluency and reduce the frequency or severity of stuttering episodes. Various approaches such as breathing exercises, slowing down speech rate, and using rhythmic patterns or gentle onsets can be explored. Speech therapy sessions, led by qualified professionals, can provide guidance and support in learning and implementing these techniques effectively.

Seventh, desensitization (Yaruss, 2016). Desensitization techniques involve gradually exposing oneself to challenging speaking situations to build confidence and reduce avoidance behaviors. Eighth, changing the pattern of stuttering (Yaruss, 2016). One effective strategy involves changing the pattern of stuttering. Reflecting on John's stuttering in the talk show, his stutter frequently manifested in the form of block. Changing the pattern may assist individuals who stutter when they experience blocks. Individuals can intentionally modify their speech to include repetition or prolongation, which are alternative disfluency types.

CHAPTER V

CONCLUSION

The final chapter of this research provides summary of the study. It highlights the key findings of the research. Furthermore, it also offers suggestion for future research.

A. Conclusion

The findings suggest that all disfluency types were present within the talk show. These disfluency types include interjection, phrase repetition, revision, multisyllabic whole-word repetition, block, repetition of individual sound or syllable, prolongation, monosyllabic whole-word repetition and multisyllabic part-word repetition. Stuttering in the talk show frequently manifested as block, interjection, and repetition of individual sound or syllable. Additionally, John's stuttering manifests in the form of block, interjection, and prolongation. His stuttering is due to nervousness, triggered by certain words and the need to control his speech.

On the other hand, audiences' stuttering manifests in the form of monosyllabic whole-word repetition, repetition of individual sound or syllable, and interjection. Their stuttering is due to a combination of excitement from the opportunity to speak to John and nervousness. Additionally, this research has an unexpected finding that is the presence of multisyllabic part-word repetition, a disfluency types that was not accounted in Zebrowski's theory. Multisyllabic part-word repetition is characterized by the repetition of syllables within a multisyllabic word. For example, if the word "remember" were to be repeated with a multisyllabic part-word repetition, it might sound like "remem-remember". The discovery of multisyllabic part-word repetition in talk show contexts offers theoretical contributions to the field of stuttering research. This finding expands our understanding of the various manifestations of stuttering.

Besides, during the talk show, John Hendrickson displayed various secondary behaviours such as hand and head movements, foot tapping, looking down, neck tension, and avoiding eye contact. These behaviors often accompanied his moments of disfluency, reflecting his efforts to manage his stuttering and navigate through challenging speech situations. Furthermore, the audiences who stutter also displayed secondary behaviors during the talk show. These included neck tension, closing eyes, jaw jerking, eye blinking, avoiding eye contact, and facial grimacing.

In conclusion, stuttering is a speech disorder characterized by disruptions in the flow of speech. It can manifest in various ways and can vary from person to person. Individuals who stutter may experience different types of disfluencies, such as block, interjection, repetition of individual sound and or syllable. Some people may also exhibit secondary behaviors, which can include hand and head movements, foot tapping, looking down, neck tension, avoiding eye contact, closing eyes, jaw jerking, eye blinking, and facial grimacing that occur alongside or in response to the stuttering moments.

B. Suggestion

This thesis applies Zebrowski's (2003), Campbell's and Hill's (1987) theory to analyse the types of disfluency experienced by adults who stutter in the talk show setting. Individuals who stutter can experience a variety of disfluencies, which can vary in frequency, duration, and severity. It's important to note that everyone who stutters experiences their disfluencies differently, and the type and severity of disfluencies can also vary over time and in different speaking situations.

Research on stuttering that focuses on disfluency types in individuals who stutter has several implications for students and future research. Research on the field can help students and researchers better understand the nature of stuttering. The nature of stuttering here refers to creating a comfortable atmosphere and offer

accommodations to ensure that individuals who stutter can fully participate and express themselves.

Since this research analyzed the disfluency types in adult who stutter and their occurrence in the talk show setting, it would be better for the future researchers consider conducting studies that specifically focus on the phenomenon of stuttering in individuals' mother tongues. This area of study offers potential for enhancing our understanding of how stuttering manifests. By extending the scope of research beyond the talk show setting and examining stuttering in diverse linguistic contexts, we can advance our understanding of stuttering, ultimately benefiting individuals who stutter across the world.

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CURRICULUM VITAE

Alisha Fa'azizah Indah Putri was born in Malang, 15th January 1997. She was graduated from Senior High School 1 Batu in 2015. She started her higher education in 2016 at the Department of English Literature UIN Maulana Malik Ibrahim Malang. During her study at the university, she joined Fakta Bahasa Malang in 2018 as a member. Then in 2019, she became an administrator in the division of education.

APPENDIX

No.	Utterance	Type of disfluency	Notes
1.	*Uhm*.. **[t]hank** you all for being here.	Interjection and block	Datum 1
2.	I'm not gonna … **[r]ead** a chapter of the book, because I don't w-wanna.. **[k]eep** us here till midnight.	Block and repetition of single sound	Datum 1
3.	*Uhm* but I'm gonna *uh* just thank a fi [few] people, and then Jeff and I will chat.	Interjection and revision	Datum 1
4.	Thank you to my [fffamily] right here in the front row. Just this entire project would be impossible without their total love and [ssssupport].	Prolongation	Datum 1
5.	Thank you to my.. **[i]n**-laws which were from California.	Block	Datum 1
6.	Thank you to everyone at at canopy publisher, my agent Wally Atlas who Jeff introduced me to.	Monosyllabic whole-word repetition	Datum 1
7.	Thank you to **[O]liver** Monday who *uh* designed this amazing cover and a lot of other beautiful *uh* covers in the store. And he did the—he he's done the most interesting Atlanta covers of the past two three years.	Block, interjection, and revision	Datum 1
8.	Thank you to all my [ffffriends], old friends, new friends, Planet friends, **[f]riends** who stutter and **[p]eople** I interviewed in the book.	Prolongation and block	Datum 1
9.	Thank you to Politics and P-prose just for.. **[h]osting**.. **[t]his** amazing event.	Repetition of single sound and block	Datum 1
10.	I I grew up coming here. And so [it's-] it's an honor to even have my book here. Let [alloone] be up here.	Monosyllabic whole-word repetition, phrase repetition, and prolongation	Datum 1
11.	And **[t]hank** you Jeff who Brad said is my boss, but he's many other things, mentor. I hope it's not weird to call your boss your [fffriend], but you know maybe it is. *Uhm* and thank you for.. **[g]iving** me the.. **[f]irst** sentence of the book.	Block, prolongation, and interjection	Datum 1
12.	W-what wasn't comfortable about it as you were looking at me. So, it opens where [I'm-] I'm in the makeup chair.	Repetition of individual sound and phrase repetition	Datum 2
13.	Jeff had just done **[M]orning** Joe.	Block	Datum 2

14.	*Uhm* and he's been on TV ten thousand times and, you know, his interview, **[p]residents** among other people.	Interjection and block	
15.	And <u>a-and</u> so it's this whole thing of like me looking at myself in the mirror, but I'm also looking at **[y]ou**, and you looked terrified **[l]ooking** at me.	Repetition of single sound and block	Datum 2
16.	**[A]re** there any [people who's-] people who's stutter *uhm* in the room?	Block, phrase repetition and interjection	Datum 3
17.	Wow.... **[i]n** the past week has anyone given you **[t]he [l]ook**?	Block	Datum 3
18.	<u>So so</u> just about <u>one one</u> there? So, I don't even have to <u>ex-explain</u> it to *uh* them, *uhm* but everybody else.	Monosyllabic whole-word repetition, repetition of individual syllable, and interjection	Datum 3
19.	It's a—it comes across **[t]he** face of the listener when they **[f]irst** encounter a person who stutters.	Revision and block	Datum 3
20.	And I apologize for **[b]umming** us all out here. We're at the start. **[O]ne** of the main things I wanted to <u>ex-explore</u> in this book was <u>the the</u> two-way [nature of-] nature of stuttering. Not just how a disability <u>af-affects</u> the disabled person but the way that it affects people around them as well.	Block, repetition of individual syllable, phrase repetition, and monosyllabic whole-word repetition	Datum 3
21.	**[I]'m** always a little wary of giving a definitive answer... **[o]n** behalf of everyone who stutters.	Block	Datum 4
22.	Personally**,** I think the best thing you can do is just talk to a person who stutters like you would *uh* literally any other person.	Interjection	Datum 4
23.	You know, just like talk to us like **[l]iterally** any other person.	Block	Datum 4
24.	**[R]esearching** and **[r]eporting** my article on Biden really **[b]lew** me away <u>a-as</u> to the extent of basic things I didn't know, that it is a neurological disorder, that it's—it has a genetic component <u>a-and</u> that—and that isn't [conssssidered] a disability at all. Prior to learning that fact and of all of 2019, **[I]** never [conssssidered] myself a disabled person. So, these whole experiences reoriented my **[p]ersonal** identity.	Block, repetition of individual sound, revision, prolongation	Datum 4

25.	The **[f]irst** thing I always say whenever anybody asked me about Biden. *Uhm* is it this or is it that? Is he [a person-] a person who stutters or does he have dementia?	Block, interjection, and phrase repetition	Datum 5
26.	<u>*U-uhm*</u> there is no one size fits all answer because there are certainly examples of Biden mixing up names, places, [fffacts].	Repetition of individual sound, interjection, and prolongation	Datum 5
27.	<u>A-a-and</u> those moments don't have anything to do with stuttering. And it's **[n]ot** a get out of jail free card. **[O]ther** moments though, **[a]ny** person who stutters can watch him and they can tell the [ffifty] little things he's doing to try to manage it	Repetition of individual sound, block, and prolongation	Datum 5
28.	[That's-] that's the manifestation of stuttering. So, he keeps putting in alternative words and when you end up <u>with with</u> these **[m]angled** sentences.	Phrase repetition, monosyllabic whole-word repetition, and block	Datum 5
29.	*Uhm* **[w]hen** I first got to the Atlantic and we and─I went around all these introductory meetings [with all-] with all the editors	Interjection, revision, block, and phrase repetition	Datum 5
30.	*Uh* [D]enise the best feature editor in America asked me, *uhm uhm* do you have any evergreen idea for the election?	Interjection and block	Datum 6
31.	It's a long way to go, *uhm* and I **[b]rought** this up.	Interjection and block	Datum 6
32.	**[W]hen** I was in the room with him, *uhm* had an hour and minutes keep going by and then I get across the 30 minute threshold, thirty five, [fffforty] minute.	Block, interjection, and prolongation	Datum 6
33.	He's not─I'm not going to get the money shot, I still stutter. So, I left his office and I walked **[b]ack** to Watergate at the Old Atlantic offices. And I was **[m]ad** at myself.	Revision and block	Datum 6
34.	And I was **[m]ad** for like a week. And then I got back to New **[Y]ork**, and I was talking to my editor about it. And made her asked like why doesn't he want to talk about it? And **[t]hat** became the whole <u>entire entire</u> story.	Block and multisyllabic whole-word repetition	Datum 6
35.	I was **[r]eporting** it and writing it you know..... **[A]ugust**, September, October, **[N]ovember** 2019. And it was gonna run in <u>the the</u> January issue	Block and monosyllabic whole-word repetition	Datum 7
36.	And I **[r]emember** this **[c]urious** late night email thread with you and Adrian and other people right before Thanksgiving.	Block	Datum 7

37.	So, <u>it it</u> went up online like way early.	Monosyllabic whole-word repetition	Datum 7
38.	**[I]** asked my **[fffamily]** *uh* crazy question	Block, interjection and prolongation	Datum 8
39.	Talk about... **[g]ood**, the bad,	Block	Datum 8
40.	And eventually write this in a book and they all said.. **[y]es** absolutely we will do whatever we can to help you with this project.	Block	Datum 8
41.	And so I'm just like totally totally awestruck with my family's [ssssselflessness] in agreeing to do that. So **[c]an** we like give them a round of applause for a second?	Prolongation and block	Datum 8
42.	So, we kept trying all these different things <u>w-when</u> I was thirteen,	Repetition of individual sound	Datum 9
43.	But there are all these—and there are these—these programs around the country where you can go for two or three weeks and *uh* pay thousands of dollars.	Revision and interjection	Datum 9
44.	So, like [I can-] I can do that smoothly without interruption	Phrase repetition	Datum 9
45.	It isn't conversational so like which is worse manufacturing artificial fluency **[o]r** allowing moments of stuttering and people like Dr Courtney Byrd at UT Austin is leading this counter-intuitive Progressive program tells all her patients, tells other parents there is **[n]o** cure <u>for for</u> stuttering the best thing you can do is learn to manage it and just **[b]uild** up a desire to talk at all	Block and monosyllabic whole-word repetition	Datum 9
46.	It's very... **[b]ittersweet** because it's amazing to just be here. **[H]olding** a microphone, this was a moment that I was **[t]errified** of my entire life until it was 31 years old. And that I have [avvvvoided], that I didn't even [conccccceptualize] even possible.	Block, prolongation	Datum 10
47.	And like it's really cool to go <u>on on</u> TV, or go on a podcast, going to **[r]adio**. But if I ever get those opportunities, it's **[p]urely** to talk about the <u>stutter-stuttering</u>.	Monosyllabic whole-word repetition, block, multisyllabic part-word repetition	Datum 10
48.	*Uhm* I contain multitudes yeah. I have a lot of other interests. I told you last week I wanna write about wrestling. I do so that's a thinsg I'm trying to *uh* navigate at the moment.	Interjection	Datum 10
49.	And pretty much **w**hatever a disabled character **[a]ppears** on screen.. **[t]heir** disability defines their entire character.	Block	Datum 11

50.	And it can be real hokey where it could be like <u>the the</u> blind man. He's the one who **[k]new** everything, he saw everything, you know. But there isn't─that's very very rare that <u>y-y-you</u> know a picture is─a picture the office let's say.	Monosyllabic whole-word repetition, revision, block, and repetition of individual sound	Datum 11
51.	Well, just <u>bef-bef-[beffoore]</u> this kicks off, I wanna just toss this out there *um* **[a]re** there any [people who's-] people who stutter who wanna come up and ask the first question?	Repetition of individual syllable, prolongation, block, and interjection	Datum 12
52.	*Uhm* sure! *Uhm* so you spoke <u>a a</u> bit about how once <u>you you you</u> *uh* <u>you</u> first wrote the <u>uh-uh-uh-uh-uh-uh-uhn-an</u> article about Joe <u>B-B-Biden</u> how it really <u>i-i-impacted</u> your self<u>-iden-iden-identity</u>. I was hoping that you could <u>go go</u> a bit more into <u>the the</u> depth about how writing this <u>bo-book</u> book. About how did it <u>fur-fur-fur-fur-fur-fur-fur-fur-further</u> impact your self<u>-iden-identity</u> with st-st-stuttering <u>o-or o-or</u> just your <u>j-j-journey</u> as somebody who's stutters.	Interjection, monosyllabic whole-word repetition, repetition of individual sound and syllable, multisyllabic part-word repetition	Datum 13
53.	.**[B]eyond** my family, I interviewed many other types of people. And beyond my **[s]ixth** grade girlfriend. Like I interviewed lots and lots lots of people who stutter. And **[t]hose** conversations just taught me. I can't put into <u>w-words</u> the amount of **[w]ays** that my mind expanded.	Block and repetition of individual sound	Datum 14
54.	**[O]ne** of my *uh* **[p]rofiles** *uhm* in the book <u>is is</u> a Jerome Ellis film on it is here tonight. **[Y]ou** may have heard his [ssssegment] **[o]n** "This American Life". It was called rules that are meant to be **[b]roken**.	Block, interjection, monosyllabic whole-word repetition, and prolongation	Datum 14
55.	And Drew got up at a **[r]eading** of dozens of other people. Reading that day it was a New Year's Day marathon and **[N]ew** York City	Block	Datum 14
56.	Jerome took almost **[e]leven** **[m]inutes.**	Block	Datum 14
57.	And that is just the tiniest representative sample of the **[i]ntellectualism** Jerome brings to poetry, music, **[m]any** disciplines. And we had **[m]ultiple** conversations over many months. And then we **[h]ad** a lot of quality time together in person.	Block	Datum 14
58.	**[I]** try to get back to the number one rule of **[w]riting**.	Block	Datum 15
59.	And it's─the entire [isss] the heading of that is saying Antarctica it's just ice and snow and wind. And it's like **[f]ifteen** thousands word	Revision, prolongation, block, and monosyllabic	Datum 15

	article. And David Grant is able to make <u>ice</u> **[i]ce** and snow and wind totally fascinating.	whole-word repetition	
60.	And he's able to describe them like **[t]wo** thousand **[w]ays**. **[T]hat's** just cause he's amazing journalist.	Block	Datum 15
61.	But **[t]hat's** kind of the thing <u>I-I'm</u> trying to bring to the this topic is, hopefully I'm able to describe stuttering 2000 ways <u>just just</u> of having **[l]ived** it you know my entire life.	Block, repetition of individual sound, and monosyllabic whole-word repetition	Datum 15
62.	But I've also really tried to take what I **[l]earned** and then dig into other disabilities **[a]s** well, and research and write about other disabilities. I know there is another question but I think you have to just like make it work for **[y]ou.**	Block	Datum 15
63.	<u>Oh-Okay</u> so just a brief question. So, I'm a person <u>who</u> **[w]ho** sutters as well. So, I <u>remem-remember</u> when your article first **[c]ame** out, and as I was first reading it, I thought <u>this this</u> must have taken guts <u>to to</u> put out <u>to to</u> the world.	Repetition of individual sound, block, monosyllabic whole-word repetition, multisyllabic part-word repetition	Datum 16
64.	While I was writing it, and researching, interviewing, reporting, just <u>doing doing</u> everything. <u>I-I'm</u> looking at my wife here for confirmation.	Multisyllabic whole-word repetition, repetition of individual sound	Datum 17
65.	I went pretty great—I **[h]ad** absolutely no idea how it would be received. And <u>I I</u> was worried people who would think it was **[h]it** job, you know.	Revision, block, monosyllabic whole-word repetition	Datum 17
66.	I didn't have any idea, and that's how I felt until like **[n]ine** a.m Tuesday morning when this book came out. I had an exact same fear. I'm like [this is-] this is the last thing I've ever written.	Block and phrase repetition	Datum 17
67.	And <u>I-I've</u> been totally overwhelmed by the **[r]esponse** so far. And [it's-] it's just like I don't think that anxiety. I don't think that self-doubt *uhm* ever **[g]oes** <u>[aaway]</u>. I think the best thing that you can ever do is just learn to live along—live alongside it.	Repetition of individual sound, block, phrase repetition, interjection, and prolongation	Datum 17
68.	*Uh uh* I also *uh* stutter, but I manage my stutter. So, *uhm* I tried to—I went to sales to overcome my own stutter. And when I read your article, really touched me because I kind	Interjection, revision	Datum 18

	of saw my—I saw myself 13-year-old being bullied and so on.		
69.	I would tell him **[t]his** is secretly **[y]our** gift. Because it's—it made you a better **[l]istener**. It made you more observant, **[j]ust** make you work harder and. <u>It it</u> **[t]otally [b]lows** a lot of time but it has a—<u>i-it's</u> definitely balances out with because it's blessings as well.	Block, revision, monosyllabic whole-word repetition, repetition of individual sound	Datum 18
70.	*Uhm* <u>I I</u> uh also have stutter *uhm*. I just—I want to say like it's really cool that I remember <u>you you</u> wrote the article, and I *uh* <u>I I</u> sent you an email.	Interjection, monosyllabic whole-word repetition, revision	Datum 19
71.	And then <u>you you</u> responded which I thought was just amazing. *Uhm*, <u>so so</u> first <u>I I I</u> wanted to say that *uhm* and <u>I I I I</u> got <u>the the</u> book last night. And [I was-] I was reading it before going to bed.	Monosyllabic whole-word repetition, interjection, phrase repetition	Datum 19
72.	*Uhm* but essentially <u>I I</u> was <u>I I I I</u> really liked <u>all all</u> the imagery <u>in in</u> the book. And <u>I I</u> guess <u>I I</u> was just kind of curious, what did it feel like to kind of write about you know all <u>the the</u> most I guess like **[t]raumatic** moments of having a stutter.	Interjection, monosyllabic whole-word repetition, block	Datum 19
73.	Because I know as someone who's had those kinds of moments, you know, [it's-] it's not really something that I enjoy looking back on. *Uhm* so <u>I I I</u> guess I just be kind of curious [what it-] what it was like to <u>go go</u> through with that.	Phrase repetition, interjection, monosyllabic whole-word repetition	Datum 19
74.	**[C]athartic** it was cathartic. And once it's out it doesn't have the power over you anymore. <u>A-and</u> I talk about this a lot in the book later on.	Block and repetition of individual sound	Datum 20
75.	But when I finally **[b]uckled** down, and went to this [psssychotherapy] *uhm* at the age of 30. And I actually opened that **[l]ocked** box of the **[b]it** of my stomach that changed everything.	Block, prolongation, and interjection	Datum 20
76.	And actually putting these things out there and, not just carrying them around, **[l]ed** me to eventually feel minimally comfortable writing about them.	Block	Datum 20
77.	*Uhm* but **[b]ut** another thing I'm trying to **[g]et** across in the book is like not everything is **[h]appy** you know and not everything's totally sad. In fact, I think most things are a	Interjection, block, monosyllabic whole-word repetition	Datum 20

	mix of **[h]appy** and sad that pretty much all times.		
78.	So, <u>i-i-i-if</u> I heard [rrright] that you said that [yyyou] did not [rrrealize] that <u>st-st</u> that <u>stuttering</u> **[w]as** *uhm* **[n]eurological** until like you know, <u>wr-writing</u> <u>the the</u> Biden <u>p-p-piece</u>. So, I was wondering like what did [yyyou] **[t]hink** cause that means to *uhm* your <u>i-i-i-identity</u> and what not?	Repetition of individual sound, prolongation, block, interjection, monosyllabic whole-word repetition	Datum 21
79.	I [didn't even-] didn't even explore. I didn't ask. <u>I I</u> never googled [what causes-] what causes a stuttering. I never googled a [sssoup] pork ribs for people who stutter.	Phrase repetition, monosyllabic whole-word repetition, prolongation	Datum 22
80.	I didn't know <u>the the</u> <u>National National</u> Stuttering Association existed. Prior to writing this article, I just [I didn't have-] I didn't have any idea any of this even existed.	Monosyllabic and multisyllabic whole-word repetition, phrase repetition	Datum 22
81.	It was **[m]y** problem and *uh* **[t]hat's** also the thing I'm trying to explore in the book is like what does it take to break out of that mentality.	Block and interjection	Datum 22
82.	My editor asked me do **[y]ou** want to read the audiobook? And I said **[n]o**, I don't.	Block	Datum 23
83.	So, he said okay <u>w-we'll</u> have the Penguin *uh* **[R]andom** House audio team [sssend] you about [fffive] possible [vvoice] actors, and you can listen to them and you know tell us which one you like <u>o-on.</u>	Repetition of individual sound, interjection, block, and prolongation,	Datum 23
84.	And **[G]eorge** has like a like deeper caramel voice, doesn't stutter.	Block	Datum 23
85.	*Uhm* and I did a [Zzzzoom] with him, in which I just taught him how to stutter. And the main thing I told him *um* **[w]as** you should be trying not to stutter.	Interjection, prolongation, and block	Datum 23