

**PSYCHOLINGUISTIC ANALYSIS OF STUTTERING IN JOE BIDEN'S  
SPEECH**

**THESIS**



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Declares that the thesis under the title *Psycholinguistic Analysis in Joe Biden's Speech* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Sarjana Degree and submitted to English Department, Art and Humanities Faculty of Sunan Ampel State Islamic University. Additionally, it does not incorporate any other text from the previous experts excepts the quotations and theories itself. If the thesis later is found as a plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

Surabaya, September 12<sup>th</sup> 2019

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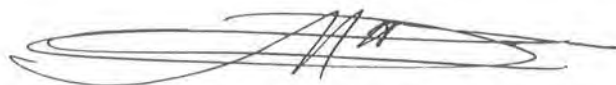
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others. Moreover, It prevent people to forming correct speech sound, while can affect a person's ability to learn words or understand what others say to them.

There are three kinds of Speech Disorder, including *Apraxia*, and *Dysarthria* and *Stuttering*. *Apraxia* is a general term referring to brain damage that impairs a person's motor skills and it can affect any part of the body (Lanier, 2010: 53). *Apraxia* of speech or verbal, it refers to the impairment of motor skills that affect an individual's ability to form the sounds of speech correctly, even though they know which words they want to say. However, *Dysarthria* occurs when there is damage on the brain which causes muscle weakness in a person's face, lips, tongue, throat, or chest. Muscle weakness in these parts of the human body can ruin the speaking ability. Moreover, Stuttering is one of the types of Speech Disorder which actually common phenomenons in human life, but people are not aware of it.

“Stuttering” is a speech disorder characterized by *Repetition*, *Prolongation*, *Block*, and *Broken word*. Both Stutterer and normal human can speak fluently and also can make mistakes or disruptions in speak. However, speak fluency is easier to be noticed Stutterer’s utterances. A person who does a repetition of a word for more than ten times in five minutes can be identified as a stutterer (Ward,2006:1). However, it refers to language and the brain. There is a combination study between language and the brain which is called as *Psycholinguistics*. Harley (2001:174) states that *Psycholinguistics* concerns to discuss about mental processes in language use,

including production, comprehension, storage of spoken and written language. Moreover, the brain has a number of languages related to functions. It controls the cognitive process which involves in producing and understanding language. Production of Speech can make Stutterer has a trouble or make them repeating their words. This case is involves articulation movement of tongue, lips, vocal cords.

Moreover, a person who is repeating in the same word for eight times is possibly perceived as having a speech problem, although if it happens only twice in a five-minute when the speaker speaks. A person who is “Stutter” knows what he or she would like to utter but has a trouble to produce the utterances which they want to say. Moreover, these speaking disruptions are followed by struggle behaviors, such as rapid eye blinks and tremors of the lips. “Stuttering” can make human has difficulty to communicate with other people and it can affect a person’s quality of life and interpersonal relationship. “Stuttering” may influences person’s job performances and opportunities. There are many factors which caused Stuttering including, *Developmental Stuttering* and *Acquired Stuttering*.

One of the factors of Stuttering is *Acquired Stuttering*. *Acquired Stuttering* may happen after definable brain damage, e.g., stroke, intracerebral hemorrhage, or head trauma. It is a rare phenomenon that has been observed in a variety of brain areas (Grant et al. 1999; Ciabarra et al. 1000). The forms of *Acquired Stuttering* are Neurogenic Stuttering and Psychogenic Stuttering. Moreover, Neurogenic Stuttering is occurred by the following Neurological trauma varying aetiologies, head injury,

tumor, drug use, and misuse. Neurogenic stuttering can make a brain difficult to coordinating the differences of brain which is brain regions involved in speaking and resulting in problems production of fluent speech. Otherwise, Psychogenic Stuttering is related to a distressing event such as, bereavement and divorce. All “Stuttering” believed to be Psychogenic Stuttering and caused by emotional trauma, but today we know that Psychogenic Stuttering is rare.

Furthermore, *Developmental Stuttering* as known as *Idiopathic Stuttering*. It refers to Stuttering that arises in childhood, usually in the preschool years and for multi factorial reasons. *Developmental Stuttering* occurs before puberty, usually between two until five years of age without apparent brain damage or other known cause ("idiopathic"). Stuttering occurs in early age of children when they are still learning speech and language skills. It is the most common form of Stuttering. Some scientists and clinicians believe that *Developmental Stuttering* occurs in the children's speech and language abilities are unable to meet the child's verbal demands. Most scientists and clinicians believe that *Developmental Stuttering* stems from complex interactions of multiple factors. Recently, brain imaging study shows the consistent of differences in those who stutter compared to non-stuttering peers. “Stuttering” related to hemispheres in human brains and it can make stutterer has trouble to produce an utterance normally.

Human brains consist of two Hemispheres. The Left Hemisphere is with analytic process and symbolization. Otherwise, the Right Hemisphere is associated

with the perceptual and spatial representation. The Left Hemisphere is particularly implicated in language processing. The lack of dominance which is happen on the Left Hemisphere is believed as factor to contributing the speaking problems and the factors to the dysfunctions of reading and writing (Steinberg, 1993: 178).

The Hemisphere of Stutterers and Non-Stutterers are slightly different. Stuttering may emerge when both hemispheres are processing the information which comes and motor programming of segmental linguistic units in the Right Hemisphere (a non-segmental processor). Moreover, the differences of those processing are affected the ability, the certain circumstances and to handle the segmentation aspects of language. This is suggesting the importance of linguistics segmentation as it relates to motor programming in some Stutterers.

There are some researchers who had analyzed about Stuttering. Those researchers are Leliana Desiata (2016) introduced about "Parental Guidance Movie: Psycholinguistics perspective of utterances in Turner Simon's". She focused on the types of disfluency and speech sound of a child had Stuttering in psycholinguistics perspective. The second is Novanda Alim (2011) introduced about psycholinguistics analysis on a Stuttering character in Rocket Science Movie. The third is Wahyu Pamuji (2010), this research is about "A psycholinguistic analysis of speech error produce by main characters in Finding Nemo Movie.

This present study analyzes Types of Stuttering that are portrayed on eight videos from Joe Biden's Speech and wants to find out the possible treatment which may reduce Joe Biden's Stuttering. Joe Biden is a very famous person who suffered from Stuttering through much of his childhood and into his twenties and overcame it by spending many hours reciting poetry in front of a mirror. Although there were many researchers who has analyzed Stuttering but they limited in their types and treatments of Stuttering. However, this present study put it concern on analyzing types of Stuttering and the possible treatments for Stutterer.

Based on the study focusing on the field of Speech Disorder theory, the researcher specifies the main problems by focusing on types of Stuttering and the treatment of Stuttering. The purpose of the study is to identify and describe the types of Stuttering which used by Joe Biden's on his speech videos. Moreover, the researcher wants to discover the treatment that may help to reduce Joe Biden's Stuttering trough Psycholinguistics Perspective.

The researcher concerns about the phenomena which was explained above and wants to improve the knowledge of linguistic, especially in Speech Disorder's case. Such as, types of Stuttering and the possible treatment of Stuttering. It also can indirectly make people aware on how to see and accept people with Stuttering. Thus, they will understand on the way to handle Stuttering. The results of this research can enrich the Development Stuttering of Psycholinguistics knowledge, especially on Types of Stuttering and Treatment of Stuttering.











Moreover, the Acquired Disorder is an impairment which occurs after the establishment of first language. It may be caused by a particular brain damage particularly on left hemisphere. The damage is caused by illness, accident or surgery. Moreover, it may be caused by general cognitive deterioration which is known as the causes of dementia. Dementia can be acquired as the results of surgery, stroke, an accident or old age. In certain cases, Dementia caused an effect on the ability to communicate, both in writing and speaking (Lanier, 2010: 53).

## 2.2 Types of Speech Disorder

Speech Disorders are categorized as receptive or expressive. A person with a receptive language disorder has difficulty to understand language and how to use language. Moreover, Field (2003: 93) states the problems of a language disorder may be *receptive* (impaired language comprehension), *expressive* (language production), or even combination of both. Disorders of speech are impairment in the production of the fluency and comprehension in speaking such as stuttering. For example, phonological disorder such as speech sound disorder [SSD]. That SSD is the problem lies in the production and proper use of speech sounds and developmental verbal dyspraxia (Field 2003: 93).

In this case, there is an impairment of the coordination and motor control of the speech organs. Disorders of Speech are may be less perceptible but it is not rare to be found. The problems which may be involved are, words (morphology), sentences

(syntax), the derivation of meaning (semantics), or the use of linguistic context (pragmatics) and it may affect expressiveness and receptive language as well as nonverbal language (e.g., reading and writing developmental dyslexia). Furthermore, the brief explanations about types of Speech Disorder are explained below:

### **2.2.1 Dyslexia**

Dyslexia is one of Speech Disorder. In this case, a person will have a difficulty to read or even in specific language and speech skill. A person with dyslexia usually has difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives. However, its impact can change at different stages in a person's life. A person with Dyslexia may also have a short term memory, including has a slow thinking to process.

There are two types of Dyslexia, developmental dyslexia and acquired dyslexia. First, Developmental Dyslexia may be a general factor. Parents who have reading problems may be not have children who have similar cases. Moreover, there are recorded cases of similar types of dyslexia in twins but not in other family members. Second, Acquired dyslexia is a disorder experienced by people who have lost some aspect of their reading ability as a result of brain damage. It is an umbrella term for many specific forms of dyslexia which can be caused by a variety of





speech known as blocks (Van Riper, 1982). They exactly know what a person would like to say but have trouble producing a normal flow of speech. These speech disruptions may be accompanied by struggle behaviors, such as rapid eye blinks or tremors of the lips. Furthermore, “Stuttering” can make it difficult to communicate with other people, which often affect a person’s quality of life and interpersonal relationships. “Stuttering” can affects negatively influence job performance and the treatment can come at a high financial cost (Van Riper, 1982). There is a part of fluency of verbal expression characterized by involuntary, audible or silent, repetitions or prolongations of sounds or syllables. Stuttering has correlations on the human brain.

The human brain consist of two hemispheres, the left hemisphere in most individuals is associated with analytic processing and symbolization, while in the right hemisphere is associated with perceptual and spatial representation. The left hemisphere is particularly implicated in language processing. The hemispheres look roughly similar, but this is an illusion. One of them usually the left hemisphere, is the more powerful dominant hemisphere. This is not only because it controls the right side of the body and the majority of human are right-handed but also because it normally controls language (Aitchison, 2003: 144). The lack of dominance of the left hemisphere is believed to be a factor contributing to speaking problems and to various reading and writing dysfunctions (Steinberg, 1993: 178). The



hemisphere of stutterers and non-stutterers slightly different. Stuttering may emerge when both hemispheric processing incoming information and motor programming of segmental linguistic units in the right hemisphere. These processing differences may be related to ability, under certain circumstances, to handle the segmentation aspects of language. This may suggest the importance of linguistics segmentation as it relates to motor programming in some stutterers.

These are not immediately controllable and may be accompanied by other movements and by emotions of negative nature such as fear, embarrassment, or irritation (Wingate 1964). Strictly speaking, stuttering is a symptom, not a disease, but the term stuttering usually refers to both the disorder and symptom. *Symptoms of Stuttering* can vary significantly throughout a person's day. In general, speaking before a group or talking on the telephone may make a person's "Stuttering" more severe, while singing, reading, or speaking in unison may temporarily reduce stuttering. "Stuttering" is sometimes referred to as *stammering* and by a broader term, *disfluent speech*.

Stuttering is seen as a delicate balance between the inherent ability that a person has to produce fluent speech and the disfluencies presented by the constantly changing demands of different environment and external pressure. Besides that, Stuttering can quit the flow of speech at a much

higher rate than typical disfluency. While a person who stutters is also inclined to the same kinds of disfluency as a typical speaker.

Normally produced can make speech sounds through a series of precisely coordinated muscle movements involving breathing, phonation (voice production), and articulation (movement of the throat, palate, tongue, and lips). Muscle movements are controlled by the brain and monitored through our senses of hearing and touch. Normal non-fluency typically occur more frequently than typical stuttering.

Wingate (2002) suggests an average of around 10 stuttering events per 100 words as a reasonable estimate of an average, taken from a range of studies, but speaker vary widely in frequency, with rates of 50% reported in severe case, while some cases self-report as stuttering, while apparently fluent. There is still a lot that is unknown about the cause of stuttering, but experts agree that it is probably caused by a combination of factors.

First, genetics is believed to play a part because stuttering tends to run in families. Most children that stutter have a family member that also stutters or stuttered as a child. Second, developmental factors are believed to be a contributing factor. During the preschool years, a child's physical, cognitive, social/emotional, and speech/language skills are developing at a very rapid rate. This rapid development can lead to stuttering in children who are predisposed to it. This is why stuttering often begins during the preschool years. Third, environmental factors can have an influence.





*going to be?”*, the whole-word repetition is also called as the repetition of a single word because that repetition covers the whole of the word (David,2006:5)

### **C. Phrase Repetition**

Phrase repetition is a repetition of a group of words without a finite verb. Therefore, the definition of the phrase in phrase repetition is different from the definition of a normal phrase. All of a group of words including a sentence can be called as a phrase.

### **D. Sound Prolongation**

Prolongation is a phenomenon in producing a speech in which the unit of speaking is unnaturally prolonged or lengthened. The prolonged unit is usually the first sound of a syllable or word. It happens when the articulator is unable to move from the position of the first sound into the next one so that it becomes a single continuant long sound. For instance, a stutterer is having difficulty moving from the “*L*” in “*Like*” to the remaining sound in the word. He finally is able to pronounce the sound /s/ after some time. The needed time is different from one stuttering person to another. What they usually say when making prolongation is, “*Lllike somebody else*”(David,2006:6)

### 2.3.2 Block

Block is a complete stop of speech which is caused by the inappropriate cessation of both sound and air. In other words, a block is a condition in which people are totally unable to utter any sounds although they have had an intention to speak. Block sometimes confused with a pause. In fact, the stops in blocking and pause are different. In blocking, there is something like a huge force coming from the inside which is not there in pause. That is why a block is usually accompanied by body gestures which are as if to force that thing out. block commonly occurs in the form of a long pause. It is usually a 3-sec pause or more. However, Campbell and Hill (David:2006) states that the phenomenon of a block is not always indicated by a long period pause. There are cases when the long period pauses cannot indicate the phenomenon of a block. Therefore, he states that the analysis of what the speaker intends to say is more effective to recognize the phenomenon of a block rather than the period of pauses.

### 2.3.3 Broken Word

Broken word is when stuttering people experience some interruptions of words without any effort of completion by retracing and correcting them. In fact, this does not occur too often since people, either normal or stuttering, are aware of what they say so that when they feel that their speech is either incomplete or wrong, they usually retrace and correct



“Stuttering” occurs in young children while they are still learning speech and language skills. It is the most common form of “Stuttering”. Some scientists and clinicians believe that *Developmental Stuttering* occurs when children’s speech and language abilities are unable to meet the child’s verbal demands. Most scientists and clinicians believe that *Developmental Stuttering* stems from complex interactions of multiple factors. Recent brain imaging studies have shown consistent differences in those who stutter compared to non-stuttering peers. *Developmental Stuttering* may also run in families and research has shown that genetic factors contribute to this type of stuttering. Starting in 2010, researchers at the National Institute on Deafness and Other Communication Disorders (NIDCD) have identified four different genes in which mutations are associated with “Stuttering”.

Speech characteristics also follow a “Developmental Stuttering” track. Bloodstein (1995: 107) reports that the relatively simple whole word and sound repetitions that dominate early stuttering give way to more complicated patterns as the disorder evolves. Disfluencies themselves shift from function words such as prepositions, pronouns, and conjunctions to content words like verbs and nouns. The covert, internal reactions of the speaker also go through an evolutionary process from little overt reaction to disfluency, through self-identification as a stutterer to the eventual strong emotional reactions, fear, and embarrassment of the untreated, fully developed stutterer.



On a more internal or covert level stutterers often have internalized a belief system about communication that varies from the perceptions of other speakers. Normal speech is a mystery to them. As they grow, they develop lifestyles designed to specific, preidentified speaking situations in which disfluency is expected. However, although stutterers evidence specific fear or anxiety reactions toward speech, their personalities are not markedly different from others (Bloodstein, 1995: 109).

#### **2.4.2 Acquired stuttering**

Acquired stuttering is a disorder characterized by stuttering-like disfluencies which appear gradually or suddenly in most adult patients who have no previous history of stuttering. It rarely occurs in children and contrasts with developmental stuttering which normally has its onset between the age of 2 and 6 years (Bloodstein, 1995: 110). Acquired stuttering might happen after definable brain damage, e.g., stroke, intracerebral hemorrhage, or head trauma. It is a rare phenomenon that has been observed after lesions in a variety of brain areas (Grant et al. 1999; Ciabarra et al. 2000).

Acquired stuttering decided on two types of onset. It often co-occurs with nonorganic somatic complaints, which may raise a suspicion of neurologic disease and thus complicate the differential diagnosis between neurogenic and psychogenic stuttering (Theys, 2009: 428).



Psychogenic stuttering occurs when thought and reasoning are affected. This type of stuttering usually occurs in people who have gone through severe mental stress or anguish. Psychogenic stuttering usually involves stuttering on the first syllable of a word or the stressed syllable within the word (Silverman,2004: 144). There are no signs of any brain damage in a person who suffers from Psychogenic Stuttering. Psychogenic disfluency may be grouped into three categories: emotionally based disfluency, manipulative disfluency, and malingering. According to Duffy (2005: 68), emotionally based disfluency is the disfluency that happens because of the Stutterer's emotion. Sometimes it is considered as the true psychogenic stuttering. Meanwhile, manipulative disfluency and malingering are the behaviors of an individual who either feigns mental illness or greatly exaggerates his symptoms for the purpose of receiving some type of external benefits.

In fact, emotionally based disfluencies commonly happen rather than manipulative disfluency and malingering as documented phenomena. In emotionally based disfluency, an identifiable personal crisis and sudden onset of symptoms in otherwise fluent speakers are the most characteristics of this type of disfluency (Duffy, 2005: 69). Furthermore, "Stuttering" was believed to be psychogenic, caused by emotional trauma, but today we know that psychogenic stuttering is rare.

This study used approach by Van Riper (1973) state that the treatments stuttering consists of a sequence of identification, desensitization, modification,





- **Pseudostuttering**

Based on Van Riper (1973), This technique also known as voluntary stuttering, involves the client stuttering deliberately. There are different ways of approaching pseudostuttering, but the most common one has the client pretending to stutter, initially on a word which is not usually stuttered, and thus when the client is feeling secure. The sense of control over the voluntary stutter serves to decrease the sense of anxiety normally associated with stuttering activity, and so increases approach and lessens avoidance.

While doing this, the client observes the reaction of the listeners. It is often found that listeners are much less concerned about the stuttering than the client envisaged. This process also helps desensitize the client to the fact that he can keep calm even on the rare occasions when there is negative listener reaction. Clients usually learn to pseudostutter using easy repetitions, or sometimes prolongations. At first this is either one to one with the clinician, or within the confines of the group. By building up practice, confidence increases, and so the pseudostuttering is developed increasingly to approximate the genuine type of stuttering, including more feared words, and eventually in more feared situations.

- **Freezing**

This is a technique where, in the middle of a moment of stuttering, the client is called upon by the clinician to *freeze* the vocal tract and continue to hold the posture until told to release it. For example, a “frozen” prolongation would



postponing devices, for example, extra words inserted to help run up to a feared word or sound, are not being used. Of course, these issues will have been tackled in the desensitization phase, but may need a little more work as speech modification techniques are implemented.

- **Pull-Outs**

This technique, also known as within block modification, involves a smooth withdrawal from an ongoing moment of stuttering. I give some examples of this with a range of stuttering behaviors below. Pulling out of a prolongation initially involves prolonging further until the client becomes aware of the nature and location of the accompanying muscle fixation. This procedure uses the freezing technique already learned during desensitization. In doing this, the client becomes highly conscious of the physiological events associated with the stutter. The client then uses proprioceptive information from the frozen position to slowly change to a less tense and more normal articulatory posture. Initially, the client will work from this on command from the clinician. As proficiency in this process increases, the client will do this automatically.

Pull-outs from tremors may also be achieved by utilizing proprioceptive feedback. Here, the client slowly reduces the rate of oscillation and relaxes the point of tension during the moment of stuttering. Laryngeal blocks may be modified by using low frequency and low amplitudinal vibration of the vocal cords. This mode of vibration, called vocal fry or creaky voice, differs from the chest-pulse register





proprioceptive awareness include DAF, masking noise, pantomiming (exaggerated speech rehearsal) and visual monitoring. All these techniques were seen as drawing attention away from auditory processing. Some, such as DAF and masking, work by blocking out or changing this feedback route; others such as pantomiming actively increase motor speech activity and strength of motor speech movements. (We see this process in all three of the speech modification techniques.)

- **Preparatory sets**

This is also known as preblock modification. The term refers to a repositioning of the articulators immediately before a difficult or feared word. Van Riper's premise is that many who stutter develop abnormal preparatory sets. This can sometimes be observed as articulatory tension and struggle behaviour in moments immediately preceding a block. Preparatory sets replace these inappropriate postures which trigger stuttering with new positionings, or "sets" which stimulate slow motion speech and fluent stuttering. The new preparatory sets require careful initiation of airflow and voicing in conjunction with the light articulatory contact, or soft vowel onsets. The slowness of the production also gives a prolonged quality to the word. As with cancellation and pull-outs, preparatory sets are practised initially in easy nonconfrontational situations within the clinic, working



## 2.5 Mirrors Neurons Treatment

Mirror Neurons were first found through research on monkeys in the 1990's when scientists discovered neurons firing equally when the monkeys witnessed an action as when the monkeys performed the same or similar action (Arbib, Billard, Lacobonic, & Oztopa, 2000). These mysterious single cells are located in the superior temporal sulcus (STS), a long trench in the temporal lobe that separates the superior gyrus from the middle temporal gyrus, and are also believed to have strong implications in the production of speech and language.

Mirror neurons are related to motoric gesture, such as speech, to be immediately recognized. A representation of that action is imitation to help bridge between one agent and another through action understanding. Action understanding is the neural process to understand the behavioral intent of others without performing the behavior itself. This research suggests that mirror neurons achieve action understanding by simulating the 'goal' of the action, as opposed to imitating the observed action in one's own motor system (Arbib, Billard, Lacobonic, & Oztopa, 2000).

Understanding, in this case, is achieved when an individual maps an observed action onto his or her own motor representation of that action, enabling him or her to immediately understand the goal. Therefore, it enables to understand the goals of an action as an outcome to which one's own goals can be directed without any higher order processing. According to Arbib, Billard, Lacobonic, & Oztopa, (2000), "This is

pertinent to stuttering as a person who has stutters can be provided with the framework for fluent speech gestures through the activation of these action understanding mirror neurons systems by a second speaker or stimulus". The idea that mirror neurons are primitive and not use higher order processing is supported by research and is crucial in how mirror neurons assist with fluency.

The discovery of mirror neurons has revolutionized researcher's conceptions of how humans learn, imitate, and empathize, as well as the evolution of the capacity of language (Arbib, 2002). Mirror neurons have a unique function within the neural system. When someone views an action, their neurons fire in areas homologous with the execution of that same action. In other words, upon observation of an action, the observer's mirror neurons fire in regions as if the viewer was performing the action, although in reality the action is only being observed (Arbib, 2002). With the discovery of mirror neurons, a direct link between perception and production is established. Mirror neurons were originally discovered in primates, in a region corresponding to the location of Broca's area in humans (Rizzolatti & Craighero, 2004). It should be noted that mirror neuron networks do not activate when viewing every action. Instead, activation is more likely when the observer is attempting to learn an action (Arbib, Billard, Lacobonic, & Oztopa, 2000). It has also been suggested that mirror neurons can facilitate reflexive responses from the observer (such as yawning), and this reflexiveness has been implicated in the immediacy with which fluency-enhancing conditions reduce dysfluencies (Kalinowski & Saltuklaroglu, 2003a). Mirror neurons points to their ability to enable the observer to

breakdown visual movements into components that can be replicated and used in the construction of motor plans (Arbib, 2002). The importance of mirror neurons in the ability to learn and replicate movements through observation, in conjunction with the existence of a complex mirror neuron system within Broca's area (Nishitani & Hari, 2002) provides sufficient reason to investigate the role of visual feedback in the production of speech. Furthermore, evidence from the DIVA model suggesting PWS over-rely on sensory.

Based on Snyder (2016), “Mirror Neurons fire approximately 100 milliseconds after the onset of an action, suggesting that the imitation is spontaneous and reflexive. Mirror neurons, therefore, are believed to be innate and require no training to develop. Although stuttering is also considered to be involuntary, the block appears to be with the distal origins in the central nervous system”. This is applicable to stuttering because this primitive response is able to bypass or override the stuttering glitch, thus enhancing fluency. Action understanding mirroring neurons can be used in therapy to help enhance fluency of those with a stutter through perception of a secondary speech signal (SSS), or the speech feedback of a second concurrent and kinetically similar speech signal. The SSS can be present as a visual, auditory or tactile sensory signal received synchronously or asynchronously relative to the primary spoken speech signal. This signal activates the mirror neurons and allows the speaker to bypass their stuttering reflex and initiate more fluent speech.



lawyer from Wilmington, Delaware. He is a member of the Democratic Party and a senior Senator from Delaware, currently in his 6th term. On August 22, 2008, it was announced that Barack Obama had chosen Biden as a partner for his vice presidential candidate in the 2008 presidential election. Biden is considered one of the most charismatic Senate members. But who would have thought, if, during his childhood, Biden was often ridiculed by his classmates? This was due to Biden's stuttering style of speech. Little Biden tried hard to get rid of his stuttering. He was always scared every time he was told to read in front of the class. To overcome this weakness, Biden diligently practiced reading aloud in front of a mirror.

## 2.7 Previous Studies

The writer found some previous studies on psycholinguistics dealing with Stuttering. The first is the study of the stuttering case which was done by Leliana Desita Iriyanti (2016) entitled *Parental Guidance Movie: Psycholinguistics Perspective of Utterances in Turner Simmons's Stuttering*. She tried to find out of the types of dysfluencies and speech sound of a child who has stuttering in psycholinguistics perspective. The writer concluded only found four types of stuttering from the six types of stuttering in speech Turner which is part – word repetition, whole – word repetition, sound prolongation, and block appear in Turner's phenomena u. Mostly part – word repetitions occurred at the beginning of the word. While, the speech sounds that mostly appear in Turner's stuttering are /s/, /w/, /d/, and /ð/. The /s/ sound is the highest sounds that often occur in Turner's utterances.



The second belongs to Novanda Alim Setya Nugraha (2012) entitled *Psycholinguistics Analysis on a Stuttering Character in Rocket Science Movie*. He tried to find out the types of dysfluencies and the types of associated behaviors. Besides, the writer also proposed to find out the kinds of treatments experienced by the stuttering character in *Rocket Science*. The writer of this study concluded that the important points *Interjections* can rank as the highest phenomenon in *between-word dysfluencies*. Second, *Eye behaviors* can rank as the highest phenomenon in the associated behaviors of stuttering because this phenomenon is the earliest and most frequently observed associated behaviors that typically involve the eyes. They are *maneuvers that can induce fluency, cognitive-behavioral therapy, and speech therapy*. In addition, for the stuttering character, the implementations of those treatments are successful enough in overcoming the stuttering although the film shows that the treatments just can help.

The third is from Wahyu Pamuji (2010) entitled *A Psycholinguistic Analysis of Speech Error Produced by Main Characters in Finding Nemo Movie*. He tried to describe the types of speech errors, the frequency of the types of speech errors, the causes of speech errors, and the frequency of the causes of speech errors. The research findings contain the types of speech errors - non-fluency, a slip of the tongues, the frequency of types of speech errors, the causes of speech errors and the frequency of causes of speech errors.

The same core of deficits on Stuttering the also described from Saskia Nur Febriana (2017) about *A Psycholinguistics Analysis On a Stuttering Character In*

Lady In The Water Movie. The researcher focused on causes the stuttering disappears the main character and find out difficulties of the characters have a language disorder. From this research report, She focuses on the analysis of a movie entitled Lady in Water to find out the correlation stuttering include this movie, stuttering the main character in Lady in Water. The researcher also finds out the types of associated behaviors of stuttering by the characters from Cleveland Heep. She explains causes appearance of stuttering from the main characters in Lady in Water and causes stuttering to disappear the main character in Lady in Water. The result from her study covers causes appearance of stuttering from the main characters in Lady in Water and find out causes stuttering disappear the main character in Lady in Water.

Looking at those previous studies above, they have a similarity that focuses on the stuttering phenomenon. Most of them used the data from the movie. For the first previous study, it only discussed She focused only on the types of disfluency and Speech Sound of a child who has stuttering in psycholinguistics perspective. She focused only on the types of disfluency and Speech Sound of a child who has stuttering in psycholinguistics perspective. For the second previous study, it may similar to this study that talked about language disorder in stuttering. But, it only discussed the types of associated behaviors and the kinds of treatments experienced by the stuttering character in Rocket Science Movie. For the third previous study, it discussed the types of speech errors, the frequency of the types of speech errors, the causes of speech errors. The last previous studies talked about the phenomenon causes the stuttering to disappear the main character and find out difficulties of the

characters to have a language disorder. Moreover, there has not been any researcher who studied the possible treatment might be affected by stutterers became reduced. The data from this study were taken from Joe Biden's Speech on YouTube. Unfortunately, most of the previous research takes the data from the movie and just focused on kinds of disfluency involving in syllables, types of speech errors, the causes of speech errors, and the frequency of the causes of speech errors. Those further researchers make this research different from the previous research, that wants to focus on types of disfluency of stuttering. Moreover, there has not been any researcher who studied the possible treatment might be affected by stutterers became reduced. The data from this study were taken from Joe Biden's Speech on YouTube.















The researcher was found six Types of Stuttering: Part-word repetition, Whole-word repetition, Phrase repetition, Sound prolongation, Block, and Broken word. Based on the results which had been analyzed in the previous section, it was found that the analysis of all utterances speech by Joe Biden. The researcher presented the types of Stuttering appear although the data is as same as the others. Because of that, the utterances of Joe Biden as data could be found more than one types of Stuttering.

There are 89 words occurrences of stuttering is showed Joe Biden's Speech experienced almost all kinds of stuttering such as, Part-word repetition, Whole-word repetition, Phrase repetition, Block, Sound prolongation, and Broken word. In fact, Whole- word repetition is the highest frequency of the six types. There are found 34 out of 89 times in Joe Biden's speech. Sound prolongation is the second rank that found 20 out of 89 times. Furthermore, block and broken word are the lowest ranks for the same category. Block and broken word only found 1 out of 89 times.

### **1. Repetition**

Repetition is a unit of speech is uncommonly repeated once or many times. Based on Campbell and Hill (2006), Repetition is the unit of speech can be in the forms of a single sound, a syllable, a word, a phrase, and a group of words. These repetitions are divided into 3 Parts, part-word repetition, Whole-word repetition, and Whole word repetition.



























speak clearly by spending many hours reciting poetry in front of a mirror every night. Look at the mirror and repeat over and over again because maintaining eye contact is very important to stutterers. Joe Biden should stare at the other person's face when talking because eye contact is important to his to challenge that he brave to speak in front of many people.

The best way to overcome his fear is practice to maintaining eye contact with standing in the mirror every night. After that, he should try to control his stuttering, when he stutters it is the most debilitating. Good eye contact with standing in the mirror session is one of the important apart to become more effective speakers but it also can give our listener a better Impression in our feelings.

Use a Mirror Neuron session he can observe what he doing above all get feels deep in your muscles of the movements involved easy talking. The first steps that Joe Biden doing every night in mirror session with talked with a single word. After that, he should watch himself in the mirror as his place mouth in position to say the first sound. Next, move slowly and gently from sound to sound through the word. Subsequently make silently sounds, whispering sounds and then loud sound to feel the sensation of relaxed movement of the throat, move to tongue and release in the lips. Through awareness of muscle movement, and then he can control his speech production when he talking to other people even when he talks to other people and are unable used mirror.

He explained in the one of the Biden's speech video, he learned how to fight his stutter. When he got stutter, he always remembers his mother said. Biden's mother

always reminds him. Like the moment when Biden wants to go out, his mother reminded to look at her eyes. With that, she makes her daughter be to convince and remember to Biden that he is the smartest boy in the class, nobody's better than him, he is a really good person. His mother made him focused on things about him that he thought. He really could develop and that stuttering in the sense hid those things from other people. His wife is also one of the people could get his spirit. Biden's wife always said to him that everything had a part of weakness.

Joe Biden believes that there is no weakness that cannot be resisted. From the weakness that taught him to anticipate. He always anticipates his mind when he wants to utter his feeling. Biden's said about stutter does not define who you are. All of human a good person,, but no one absolutely perfect. The weakness does not refer to intellectual competence, decency character. We live in the world had any goals and challenges. For the challenges make a person be stronger and better for it. King speech is the best movie related to stutter, this movie help to stutterers. Because it made people who do not stutter understand the pain from a stutter.





repetition, Whole-word repetition, Phrase repetition, Block, Sound prolongation, and Broken word. In fact, Whole- word repetition rank as the highest for the most often appeared phenomenon. There are found 34 out of 89 times in Joe Biden's speech. The second rank is Part word Repetition are found 22 out of 89 times in Joe Biden's speech. The next rank is possessed by Sound prolongations are found 20 out of 89 times. Furthermore, block and broken word are the lowest ranks for the same category. Block and broken word are found 1 out of 89 times.

Furthermore, the researcher gets the result of the treatment used by Joe Biden. The researcher found that Joe Biden's Stuttering is as same as what has described in Developmental Stuttering phenomena. Joe Biden is a very famous person suffered from developmental stuttering through much of his childhood and into his twenties. He was poor eye contact and always embarrassed when he wants to speak up in front of the class. He did not want to look at their friends when he speaks. He always believes what his mother said, that he should be brave to speak in front of many people. He must prove to people he can do share his information and experience.

Joe Biden used Mirror Neuron session as the treatment is stated by Arbib and Billiard. The best Mirror Neuron Treatment to overcome his fear is practice to maintaining eye contact with standing in the mirror every night. After that, he should try to control his stuttering, when he stutters it is the most debilitating. Good eye contact with standing in the mirror session is one of the important apart to become



movie, real live, or novel. The new researcher can also analyze deeper about stuttering based on psycholinguistics field which involve problems in one or more of dimensions or components of language; morphology, syntax, phonology, semantics, pragmatics an et cetera. In addition, this analysis could be leading the way to cure the stuttering. It is accomplished by analyzing what the speaker is doing incorrectly and by strengthening what must be done to normalize speech production within the limits of each individual.

In this study, the participant is not the main character of the movie. The next researcher may find a main character in another movie that has more stuttering phenomenon to be deeper analysis. In the end, this study analysis about psycholinguistics of utterances in stuttering character is hopefully will be helpful to enlighten the readers about the stuttering in linguistics areas.





