

## Parental Guidance Movie: Psycholinguistics Perspective of Utterances in Turner Simmons's Stuttering

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### Abstrak

Fenomena berbicara gagap umum terjadi di kalangan masyarakat namun tidak semua orang mengerti apa yang terjadi pada penderita gagap yang menyebabkan mereka memiliki kesulitan dalam berkata. Gagap dapat terjadi pada orang di segala umur, meski begitu gagap umum terjadi terutama pada usia pertumbuhan yang sedang belajar berbicara. Penderita gagap dalam memproduksi kata atau kalimat saat berbicara, biasanya tidak lengkap sebagaimana mestinya karena otak manusia yang berfungsi sebagai pengolahan bahasa memiliki gangguan fungsi. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mendeskripsikan jenis-jenis gagap yang lalu dikaitkan pada jenis-jenis bunyi ucapan yang susah dikatakan pada anak yang bernama Turner Simmon di film *Parental Guidance*. Penelitian ini menjelaskan jenis-jenis gagap dan bunyi ujaran pada anak penderita gagap dalam perspektif psikolinguistik. Dalam gagap, penyebabnya belum diketahui tetapi diyakini adanya gangguan dalam cara koordinat otak berbagai komponen yang berfungsi sebagai pengolahan bahasa. Penelitian ini menggunakan metode pendekatan deskriptif kualitatif dengan prioritas untuk menganalisis dan menggambarkan data. Data dari penelitian ini diambil dari percakapan yang dilakukan oleh Turner Simmons, khususnya pada saat terjadinya gagap. Temuan penelitian ini hanya ditemukan empat jenis gagap dari enam jenis gagap dalam ucapan Turner yaitu pengulangan bagian - kata, pengulangan seluruh - kata, perpanjangan suara, dan blok yang muncul dalam fenomena Turner. Sebagian besar pengulangan bagian - kata terjadi di awal kata. Sementara, bunyi yang sebagian besar muncul dalam gagap Turner adalah / s /, / w /, / d /, dan / ð /. Bunyi / s / adalah bunyi tertinggi yang sering terjadi dalam ucapan Turner.

**Kata Kunci:** *gagap, ucapan, bunyi ujaran, psikolinguistik*

### Abstract

The phenomenon of stuttering is common among people, but not everyone understands what happens to people with stuttering that caused them to have difficulty in speaking. Stuttering happens in persons of any age, however it is most basic in youthful kids who are creating and learning language and speech. In stuttering, producing speech is not complete as it should be, because human brain that functions as language processing has dysfunction. The purpose of this study is to identify and describe the types of stuttering then associated to the kinds of speech sounds that occurs in children called Turner Simmon in *Parental Guidance* movie. This study explained the types of dysfluencies and speech sound of a child who has a stuttering in psycholinguistics perspective. In stuttering, the causes are not yet known but it is believing that there are disruption in the way the brain coordinates the various components which functions as language processing. This study used qualitative descriptive with priority to analyze and describe data. The data from this study were taken from conversations conducted by Turner Simmons, especially at the time he produced his stuttering. The findings of this study 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. Mostly part – word repetitions occurred in the beginning of 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.

**Keywords:** *stuttering, utterances, speech sound, psycholinguistics*

## INTRODUCTION

People first figure out how to talk when they are babies. As they are in the growth period, people have a characteristic capacity in articulating words or sentences. In this way, talking transforms into a basic part characteristic in human life. In any case, some human cannot speak fluently when they are still in the

growth period. The quality of the human brain can influence dealings with the planning and implementation of speech. Therefore, the condition of the human brain is influenced by the quality of maintenance of the brain during growth.

Communication disorder happens when children cannot receive and understand the information from others so that they are unable to convey their ideas. This disorder consists of two forms, which are speech disorders and language disorder. Language disorder includes problems with language comprehension or the use of language to express ideas. Stuttering, which is actually a common phenomenon in human life but not well understood by people, includes one of the types of speech disorder.

The phenomenon of stuttering could be found in movies, one of them is an American movie entitled *Parental Guidance*. *Parental Guidance* is an American family-comedy film. One of the children, Turner, has a communication disorder because of his stutter. Many people think that Turner is a strange boy who cannot speak fluently. Stuttering is a speech disorder in which fluency is disrupted by repetitions and prolongations in syllables, sounds, and words (Sleeper, 2007: 69). An individual who stutters often has difficulty starting words. Normal speech production is a complicated process that requires the brain to coordinate a number of muscles in a precise manner, including those involved in respiration, vocalization, and articulation (involving the throat, palate, tongue, lips, and teeth). In stuttering, producing speech is not complete as it should be because human brain that functions as language processing has dysfunction.

Hedge and Davis (Shipley, 2005: 348) state that the dysfluency types that are most typically associated with stuttering disorder are part-word repetition, whole-word repetition, phrase repetition, sound prolongation, silent pauses (block), and broken word. From this point, this study is expected to explore and analyze the phenomena of stuttering by Turner character in *Parental Guidance*, as family-comedy film that portrays the life of a child with stutter. This study focuses on the types of dysfluencies of stuttering on *Parental Guidance* movie. From this condition, this study classified the kind of dysfluencies that appear in participant.

This study used approach by Hedge and Davis theory in Shipley (2005) in order to define the types of stuttering which produced. They classified six types of stuttering which are usually found in people with stutter. They are as follow,

### 1. Repetition

The first type of dysfluencies is repetition, when a unit of speech is uncommonly repeated once or many times. According to Hedge and Davis (Shipley, 2005:

350), the unit of speech can be in the forms of a single sound, a syllable, a word, a phrase, and a group of words. Therefore, Hedge and Davis categorize repetition into three types of: part-word repetition, whole-word repetition, and phrase repetition.

#### a. Part-word Repetition

Part-word repetition is a repetition on some parts of word rather than a whole of word when someone makes dysfluency in their utterances. This type mostly occurs in stutterers rather than normal people. Therefore, this repetition is a remarkable dysfluency that distinguishes between the dysfluency of normal people and stutterers (Shipley, 2005: 352). "*Look at the mo-mo-moon*" is a brief example of part-word repetition. The stutterer repeats the part word or syllable "mo-" from the word —moon. That is why, the part-word repetition is only a repetition of a syllable and it cannot be found in higher forms than a syllable.

#### b. Whole-word Repetition

Whole-word repetition is a repetition of a single word rather than a part of word or multiple words when someone makes dysfluency in their utterances. This kind of dysfluency also occurs in normal people's dysfluency. Therefore, this repetition is an ambiguous dysfluency that can be found in the dysfluency of a normal person and a stutterer. However, comparing the whole-world repetition between a normal person and stutterer, there are several differences in terms of the causes and forms. According to Vasic (2004: 3), a whole-word repetition in normal people happens because of self-repair and emphasis. Meanwhile, the whole-word repetition in stutterer happens because of the problem in the speaker's mind. "*This is a great-great idea*", the whole-word repetition is also called as the repetition of a single word because that repetition covers the whole of the word (Shipley, 2005: 356).

#### c. Phrase Repetition

According to Hedge and Davis (Shipley, 2005: 358), phrase repetition is a repetition of a group of words with or without a finite verb. Therefore, the definition of 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. It happened because Hedge and Davis think that a sentence and a phrase have similar patterns and functions in this phenomenon.

#### 2. 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 a difficulty moving from the "s" in "*sometime*" to the remaining sound in the word. He finally is able to pronounce the sound /s/ after sometime. The needed time is different from one stuttering person to another. What they usually say when making prolongation is, "*Sssssssometimes we stay home*".

### 3. Block

Block is a complete stop of speech which is caused by inappropriate cessation of both sound and air. In other words, block is a condition in which people are totally unable to utter any sounds although they have had an intention to speak. According to Hedge and Davis (Shipley, 2005: 360), block sometimes confused with 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, block is usually accompanied with body gestures which are as if to force that thing out. According to Hedge and Davis (in Shipley, 2005: 360), block commonly occurs in the form of a long pause. It is usually a 3-sec pause or more. However, Shipley (2005: 420) states that the phenomenon of block is not always indicated by a long period pause. There are cases when the long period pauses cannot indicate the phenomenon of block. Therefore, he states that the analysis of what the speaker intends to say is more effective to recognize the phenomenon of block rather than the period of pauses.

### 4. 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 it. According to Shipley (2005: 362), there are four errors that are included into broken words. Those are phonological, morphological, lexical, and syntactical errors. Phonological error refers to the error when the stutterer makes a sound. Morphological error refers to the error when the stutterer fails to construct a word. Lexical error refers to the error when the stutterer fails to choose a correct word. Meanwhile, syntactical error refers to the error when the stutterer fails to build a correct sentence.

While, in order to define speech sound that produced by Turner, this study uses approach by Stromsta (2008). Stromsta called this disruption as *Intraphonemic Disruptions*. It means he foregoing repetitions involved sudden disruption of sounds within their normally expected durations. Such disruptions generally occur within vowels, resulting in part-sound or part-syllable repetitions. According to Stromsta (2008: 55), the common intraphonemic disruptions and complicating behaviors in stuttering divided into;

#### I. Dysfluencies involving syllables in which vowels are initiated by consonants:—CVC, CV, CVCC

A. *Intraphonemic disruptions (stuttering); a disruption that occurs within the vowel, the second sound of the syllable :*

1. The correct vowel is initiated and abruptly terminated because following sounds are not coarticulated, or

2. An incorrect vowel is initiated and abruptly terminated due to the correct vowel not being coarticulated; the result is a wrong transition between the initial consonant and the following vowel which generally gives rise to an abbreviated schwa or neutral vowel

#### B. Complicating behaviors (reactions to stuttering)

1. When syllables are initiated by voiceless consonants—the initial consonant is prolonged without transition to the following vowel due to a failure to initiate phonation.

2. When syllables are initiated by voiced consonants

a) The initial consonant is prolonged correctly as a voiced consonant without transition to the following vowel, as if the problem is symbolized on the initial sound

b) The initial consonant is prolonged or repeated incorrectly as an unvoiced consonant due to failure to initiate phonation.

#### II. Dysfluencies involving syllables in which vowels are terminated by consonants (VC, VCC) or a following vowel (VV).

A. *Intraphonemic disruptions (stuttering), when the disruption occurs within the initial vowel, the initial vowel is initiated and abruptly terminated due to the following sound or sounds not being coarticulated*

#### B. Complicating behaviors (reactions to stuttering)

1. The initial vowel is prolonged without evidence of transition to the following sounds, as if the problem is symbolized on the first sound, or

2. Attempts to initiate the initial vowel are characterized by failure to initiate phonation.

#### III. Dysfluencies involving syllables in which vowels are initiated by blends or clusters of two consonants (CCVC, CCV, CCVCC).

A. *Intraphonemic disruptions (stuttering), in which the disruption occurs within the incorrect second sound. A vowel is interjected in place of the correct second consonant due to a lack of correct coarticulation: for example, on the word blue [blu], the second sound [l] is not coarticulated with the initial sound [b]; since [b] is a sound that cannot be produced in isolation, it is generally combined with the schwa or neutral vowel [ə]; the result is that [b] is repeated with abrupt terminations occurring within the [ə].*

#### B. Complicating behavior (reaction to stuttering).

1. Using the word blue as an example, prolongation of the [ə] in the syllable [b], or

2. Repetitions of unvoiced (whispered) [pə] due to failure in initiating phonation.

## METHOD

Since this study focused on the analysis of type dysfluencies in stuttering, descriptive qualitative method was suitable to be applied in this study. As supported by Vanderstoep and Jhonston (2008: 167) argue that the purpose of qualitative research is more descriptive than predictive. Additionally, qualitative research is research that produces descriptive data consisting of written and spoken words and behavior (Moleong, 2001: 120). Qualitative research is related to developing explanations of social phenomena. The aim is to help understand the social world. Qualitative research is useful where the research question involves either situation of people's experiences and views.

This study chose one of the seven main characters of *Parental Guidance* American family-movie as the subject of the study. The character is Turner Simmons, one of the Alice's children who suffered stuttering, which became the focus of this study. The data in this study were in the

form of conversations among the participants in the *Parental Guidance* movie focusing in the stuttering utterances of Turner in which the phenomenon of dysfluencies existed. This study used his stuttering as the research by noting the transcript of the object in data collection. This is in line with what Bungin (2007: 28) mentioned in his book that qualitative data were in the forms of sentences, utterances, even short stories. The utterances for this study were taken from a movie transcript, which subtitle recorded manually while watching the movie. This transcript became the main data source of this study.

In the process of collecting the data, the use of observation data technique is important to get an easy way while choosing the data to be analyzed. There were some procedures which had been undergone in conducting this research. They were Acquiring the DVD of *Parental Guidance*, watching the movie, transcribing the conversation which contains stuttering in the Turner characters' utterances, categorizing the Transcript of Conversation based on Stuttering Theory Proposed by Hedge and Davis (in Shipley, 2005). After transcribing done was to put the selected utterances as the raw data in this study into the categories (tables) provided. The table was the table for the types of dysfluencies that consist of original word, how Turner said it, and types of dysfluencies (part-word repetition, whole-word repetition, phrase repetition, sound prolongation, block, and broken word). The table were used to help the researcher to analyze the data.

In order to provide good data analysis, there are three concurrent flows of data analyzing technique. The first flow is *data condensation*, followed by *data analysis* as the second flow and *conclusions* as the last flow (Miles et al., 2014: 31-33). In data condensation, there were many conversations that could be analyzed by the researcher but not all of the conversations were analyzed in this study. The researcher condensed some conversations in this movie, and choose the conversations which were that only consists of stuttering utterances in order to make an effective data analysis. In data analysis, the data were in the form of conversations. Lastly, in conclusions, the way to answer the research question and explain the data by relating them with the theories was done. In order to answer the fulfill the aim of this study, which was to describe and explain what types of dysfluencies occurred in the Turner's stuttering, the first thing to do was defining the dysfluencies types which were found by using Hedge and Davis in Shipley (2005) theory of stuttering.

## RESULTS

This study found that among six type dysfluencies of stuttering, only four type were found in Turner's stuttering; repetition, sound prolongation, block, and broken word. Repetition type that found in Turner's stuttering divided into two types, part-word repetition and whole-word repetition. There were 15 data of part-word repetition, 5 data of whole-word repetition, 2 data of sound prolongation and 1 data of block.

### 1. Repetition

The first type of dysfluencies is repetition, when a unit of speech is uncommonly repeated once or many times. According to Hedge and Davis (Shipley, 2005: 350), the unit of speech can be in the forms of a single sound, a syllable, a word, a phrase, and a group of words. Therefore, Hedge and Davis categorize repetition into three types of: part-word repetition, whole-word repetition, and phrase repetition.

#### 1.1 Part-Word Repetition

The part-word repetition is only a repetition of a syllable.

The utterance "*Look at the mo-mo-moon*" is a brief example of part-word repetition. The stutterer repeats the part word or syllable "*mo-*" from the word of "*moon*".

#### Data 1: Scene 3

Barker : *Are those for us?*  
 Artie : *Those are definitely for you! Yep. One for each of you. Here you go. And for you.*  
 Turner : *S- Super Squirters! Awesome!*  
 Harper : *Thank you, Grandpa.*  
 Turner : *Th-Thank you, G-Grandpa.*  
 Artie : *Hey, you know what? Since we're all gonna be pals now... instead of calling me "Grandpa," why don't you call me "Artie"?*

This scene happens when Artie and Diane, their grandparent, finally arrived. This conversation takes place in front of Alice's house. Turner and all family greet their grandparents and have a little chit chat. Artie, like most grandpa do, brings some gift for Barker, Turner, and Harper.

There are three part-word repetitions in this scene. First, "s" repetition in "s - super" word that commonly pronounce as "super" then "th" in "th - thank" word that commonly pronounce as "thank" and "g" in "gr - grandpa" word that commonly pronounce as "grandpa". Those words can be categorized as part - word repetition because of those words only repeats syllable or part of word.

#### Data 2: Scene 5

Artie : *So, are we good now?*  
 Turner : *No.*  
 Artie : *Would you like five dollars?*  
 Turner : *No.*  
 Artie : *An unopened package of men's size 34 underwear?*  
 Turner : *No.*  
 Artie : *Is there anything I can do to make this right?*  
 Turner : *W- Well, th-there is one thing.*

This scene happened in Turner's bedroom. Turner got upset with Artie because Artie makes him ashamed in speech therapy. Artie felt guilty about that and tried to talk with Turner. Artie asks Turner to apologize her and

promised to give whatever that Turner wants. Finally, Turner forgives him with one requirement.

In the data above, Turner produced repetition in “well” and “there” words. Turner said those words as “w-well” and “th-there” beside common people pronounces it as “well” and “there”. It means that the repetition happened in first syllable word. As the explanation, the repetition word can be categorized as part – word repetition.

**Data 3:**

Scene 10

This scene is about Turner and Artie conversations about Ivan. But in the next scene, they are talking about Artie's youth. Artie told him about what Artie went through when he was young and he also tells about how he got his dream. It was happening in softball game between Brooklyn Dodgers and New York Giants extremely fierce.

Artie : And once I knew that it didn't matter what anybody else thought or said about me.  
 Turner : **Sh-sh-shot** heard round the **w-world**?  
 Artie : Right. The shot heard round the world.  
 Let me tell you about it. It's 1951. Long time ago.  
 Two teams: Brooklyn Dodgers, New York Giants. And they hated each other.  
 Turner : I like Luke **S-Skywalker** and **D-Darth** Vader.  
 Artie : Worse.

There are four part – word repetition that appear in this scene. Those are “sh” in “sh-shoot”, “w” in “w-world”, “s” in “s-skywalker”, and “d” in “d-darth” words. In “sh” repetition, the “sh” syllable in “shot” word repeated in three times. But differently with others, the “world”, “skywalker”, and “darth” words repeated in twice.

**Data 4:**

Scene 10

Artie still continued his story until that softball game between Brooklyn Dodgers and New York Giants. He gave Turner the audio commentator record of the games. Turner played it and they heard that record together. Then, Artie said because it was an exciting game at that time, Artie feels attracted become commentator in a softball game. Turner also got excited about that games and he wanted to hear the record again.

Artie : That's what gave me my dream. Now the big dream, of course, was to announce for the Giants.  
 Turner : **D- Did** you?  
 Artie : No. But...  
 Turner : **Y- You** still might?  
 Artie : You never know.  
 Turner : **C- C-Can** I **h-hear** it again?  
 Artie : Sure.

There are four part – word repetition in this scene. First is “d” in “d-did” word. Second is “y” in “y-you” word. Third is “c” in “c-c-can” word. And last is “h” in

“h-hear” word. The repetition of “c” in “can” word appears in three times. It rarely happens in Turner's stuttering and it take more long repetition than other data. And almost the data above produced in initial part except “hear” word.

**Data 5:**

Scene 11

Artie : Gentlemen, the game is called Kick the Can.  
 Barker : Are you going to recycle that?  
 Turner : **I- It'sd-dirty** out here.  
 Barker : And windy!  
 Artie : I know. It's called "outside." Is she coming?  
 (Diane answer it with gesture that means no) Oh, too bad. All right, guys, the object of the game, kick the can without getting tagged!  
 Okay, here we go!  
 Diane : Come on! Kick... Come on. Turner : **S-Soundsb-boring**.

This scene happens when Artie and Diane wants to be closer with their grandchildren. They invite Harper, Turner, and Barker to play football with cans in the garden behind the house. Harper has violin audition tomorrow so she decides to not join. Turner and Barker never play this game. They look not interested in it. As the game goes, they enjoy play this game and Harper seems wants to join their fun.

There are four part – word repetition in this scene. Those are “I” in “i-it's”, “d” in “d-dirty”, “s” in “dsounds”, and “b” in “b-boring” word. The data above appeared in two sentences. Every word in those sentences, Turner produced stuttering. It rarely appeared in Turner's stuttering. Usually, Turner produced stuttering only in initial part or middle part or finish part and also in two parts. But in this scene, in every utterance that Turner produced, Turner makes stuttering.

**1.2 Whole-Word Repetition**

This kind of dysfluency is a repetition of a single word rather than a part of word or multiple words when someone makes some dysfluencies in their utterances. The data that found in Turner's utterances of stuttering in form of the conversation.

**Data 6:**

Scene 4

Mother : Turner... Artie is going to pick you up after school... and take you to speech therapy today.  
 Turner : **Wh-Wh-Where** are **you-you** going to be?  
 Mother : Grandma and I are going to buy Harper a dress.

Scene 4 tells about Artie and his mother drove to school. Alice told to Turner that Artie will pick Turner up when the school is over because of his mother should help Harper to buy some new dresses for her violin audition. There is just one whole – word repetition in this scene. That is the repetition of “you” word. In this scene, data showed that even in one sentence Turner can produced

more than one dysfluencies. Comparing with data 14, Turner also repeated "you" word but in data 14, Turner only repeated the "y" syllable not whole word.

**Data 7:**  
Scene 9

Turner : I- I-Ivan!  
Ivan : What do you want, T-T-Turner?  
Turner : Listen, p-punk! Anything that you start... (pause 3sec) I- I can f-finish!

Turner has some friends that always make a joke for his stuttering. Ivan is one of Turner's friends that always bully him in school. With all bravery that Turner has, he dared to speak out against Ivan who always mocks him. It always happens when Turner arrived at his school and Ivan always ready to mock him in front of their friends.

In the data above, it showed that Turner repeated the word "I" twice in different word. It means that the vowel sound can makes Turner difficult to say that word.

**Data 8:**  
Scene 10

Artie : Why not?  
Turner : B- Because I hit him f-first.  
Artie : Oh.  
Turner : Then **he-he** started screaming and someone helped him fight me.  
Artie : Two against one? How big was this other...  
Turner : It wa-was his little sister. She did

This scene happens in the Turner's room. After Turner telling Ivan that Turner can fight him back. Turner hit Ivan but he also got hit by Ivan's sister. Turner got black dot in his eyes. However, it shows that Turner now is brave and he is gentleman because he did not want to fight a girl.

The data above also shows that Turner repeated the whole word in "he" word. "He" word repeated in twice and it can be categorized as whole – word repetition because of the repetition of the whole word.

**Data 9:**  
Scene 7

Turner : Th-This isn't **what-what** we asked for.  
Diane : Yes, I know. I got your e-mails. But...  
Artie : This is how a family eats. We all sit at one table and we all eat the same thing.

This scene happens in dinner time. Diane served the food for dinner not as same as that they want. The dysfluencies appeared in Turner's stuttering is whole – word repetition. In this case, Turner said "what" not normal "what". He repeated the word in twice. So, the word "what" that commonly pronounced just as "what" became "what-what" when Turner said it. There is a repetition in "what" word. Turner repeated the whole word not just a syllable of the word.

**Data 10:**  
Scene 1

Turner : **But-but** M-Mom! Th-the other k-kids are gonna w-watch them.  
Mother : Honey, I don't think you'd really enjoy the Saw movies. Remember when we went to see Avatar and you spent the last two hours with your head inside my purse?  
Turner : I- I-I was I-looking for the gum. (turned to his daddy) D-Dad? C-Can I watch the Saw movies?  
Daddy : Sure.  
Turner : Yeah!  
Daddy : Wait. That's way inappropriate.

In scene 1, when the movie started, all the family has breakfast and get ready to undergo their activities. Everyone is busy with their own business, and there is a conversation between Turner with his mother. Turner tries to get her mother's permission to be able to watch Saw movie with his friends. However her mother does not allow him and asks her husband to handle Turner because her mother is talking with his office colleagues on the phone.

In this situation, when Turner talks to his mother, there are lots of stutters that he made. The stuttering occurs, when Turner tries to speak with his mother, it is much because of his nervous feeling. Because of his nerve, he cannot handle his stuttering. Even to continue his words.

In the beginning of conversation, "but" word was spoken by Turner in twice. It means that "but" word is type of whole - word repetition. Whole-word repetition is a repetition of a single word. As example of whole – word repetition in Chapter 2, "but" word included of this type. Another whole – word repetition in data 1 is "I" word. "I" is a single word and vowel sound. The sound repetitions occurred in the word with the vowel in the initial position. The data found that Turner repeated the sound in three words which started with the vowel /i/. It is similar with "but" word therefore the "I" word is also type of whole – word repetition.

**2. Sound Prolongation**

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.

**Data 11:**  
Scene 7

Artie : Sorry. Turner, let me ask you a question. You ever watch the X Games? Stuff like that?  
Turner : **Sssssometimes.**  
Artie : Yeah. Do you think you know the lingo?  
Turner : Ysou mean like "h-heinous," or "gngnarled out," or "n-nose bone"? Artie : Yeah, that kind of stuff. Listen, how about later I tuck you in and we talk more about this?  
Turner : **Ssssure.** Except for the t-tucking in. I'm eight.

Artie : Okay, I get it. And, listen, I'm sorry if I embarrassed you the other day.

The scene above tells about Artie came to Turner and tried to give an understanding of Ivan's act toward him. At that time, Turner was playing games on his iPad while sitting in the living room. Also, Artie used that time to apologize for embarrassing and make him sad when in the speech therapy.

Turner uses some prolongs or lengthens his syllables when he produced word of "s" words for "sometimes" and "sure". Those words are difficult for him to say that words. It can be categorized as sound prolongation because the word is unnaturally prolonged or lengthened. The prolonged unit is usually the first sound of a syllable or word. It is line with the data which produced in the first word.

**Data 12:**  
Scene 12

Artie : And once I knew that it didn't matter what anybody else thought or said about me.  
Turner : Sh-sh-shot heard round the w-world?  
Artie : Right. The shot heard round the world. Let me tell you about it. It's 1951. Long time ago. Two teams: Brooklyn Dodgers, New York Giants. And they hated each other.  
Turner : **Lllike** Luke S-Skywalker and D-Darth Vader.  
Artie : Worse.

It happens when Artie went to Turner room to check his condition after Ivan's sister hit him. Artie told to Turner about softball game in 1951. The teams hated each other and also it was a legendary game. And Turner imagine with comparing that two softball teams with two characters in Star Wars movie who also hated each other.

The "l" in "lllike" word produced in prolonged or lengthened. The prolonged unit is usually the first sound of a syllable or word. It is line with the data which produced in the first word. The prolonged in "like" word can be categorized as sound prolongation.

**3. Block**

Block is almost appear in a stuttering case because of that block is a distinct and special symptom of stuttering disorder. When experiencing blocking, the stuttering people are totally unable to produce any sound because inappropriate and unnecessary cessation of both sound and air although they have wanted to speak words. There are just one data of block that found in Turner's stuttering.

**Data 13:**  
Scene 9

Turner has some friends that always make a joke for his stuttering. Ivan is one of Turner's friends that always bully him in school. With all bravery that Turner has, he dared to speak out against Ivan who always mocks him. It always happens when Turner arrived at his school and Ivan always ready to mock him in front of their friends.

Turner : l- l-Ivan!  
Ivan : What do you want, T-T-Turner?  
Turner : Listen, p-punk! Anything that you start...  
**(pause 3sec)** l- l I can f-finish!

The data showed that Turner pause his utterances to look for the missing words there. The difficulty to remain what is in his mind into words is affected by his nervous feeling to fight back Ivan. Therefore, the emotion of the speaker affected in the block, and generally in the form of long pause, rather than the grammatical error. The dysfluencies that occurred in Turner called as block. Block is a condition in which people are totally unable to utter any sounds although they have had an intention to speak. Turner pauses his speaking about 3 second and then he continued his speaking.

Based on theories of Stromsta (2008: 55), the common intraphonemic disruptions and complicating behaviors in stuttering, the researcher analyzed the speech of sounds language that occur in Turner's stuttering and found that some speech sound often appears in his utterances. The analysis explains as below.

**Dysfluencies involving syllables**

Intraphonemic disruption analyzed the related to the fluency of the children ten years later. The results indicated that repetitions marked by (1) within-sound or within-syllable disruptions, and (2) abnormal arrests of adequately initiated phonation (vocal cord production of sounds), both of which were significantly related to stuttering in the same children ten years later. The foregoing repetitions involved sudden disruption of sounds within their normally expected durations. Such disruptions generally occur within vowels, resulting in part-sound or part-syllable repetitions.

**1. Consonant – Vowel – Consonant (CVC)**

When syllables are initiated by voiceless consonants— the initial consonant is prolonged without transition to the following vowel due to a failure to initiate phonation. The initial consonant is prolonged correctly as a voiced consonant without transition to the following vowel, as if the problem is symbolized on the initial sound.

Original Word	How Turner said it	Phonetic Symbols
But	but-but	/bʌt/
Can	c-can	/kæn/
Did	d-did	/dɪd/
Well	w-well	/wel/
What	what-what	/wɒt/
Sure	Ssssure	/ʃʊ:r/
Shot	sh-sh-shot	/ʃɒt/
Like	Lllike	/laɪk/
There	th-there	/ðeə/
Boring	b-boring	/'bɔ:.rɪŋ/
Super	s-super	/'su:.pə/

From the data above, the initial syllables are consonant and follow by vowel and consonant sound. Some data included of prolongation and most data are repetition.

When syllables are initiated by voiceless consonants— the initial consonant is prolonged without

transition to the following vowel due to a failure to initiate phonation. For voiceless consonant, it appeared in /s/ and /k/ sounds such as "sure", "shot", "super", and "can" words. The /s/ sound produced in repetition and prolongation dysfluencies while the /k/ sound only produced in repetition. Others data included of voiced consonant. The initial consonant is prolonged correctly as a voiced consonant without transition to the following vowel, as if the problem is symbolized on the initial sound. Such as /b/, /l/, /ð/, /w/, and /d/ sounds. The entire voiced consonant produced in repetition except /l/ sound for prolongation. But for /b/ sound in "but" word, the repetition is not only in syllable part but in the whole of the word. So, Turner said it as "but-but" rather than "b-but".

**2. Consonant – Vowel (CV)**

Original Word	How Turner said it	Phonetic Symbols
You	y-you / you-you	/ju:/
Hear	h-hear	/hɪər/
He	he-he	/hi:/

The data above showed that the initial syllables are consonant and follow by vowel sound. All data included of repetition.

For voiceless consonant, it appeared in /h/ and /j/ sound. In the finding data, /j/ sound appear in two dysfluencies, part-word repetition and whole-word repetition and /h/ sound produced not in syllable part but Turner repeated it as a whole part as same as "but" word. Others data included of voiced consonant. Such as /h/. All of those voiced consonant produced in syllable repetition and followed by vowel sound.

**3. Consonant – Vowel – Consonant – Consonant (CVCC)**

Original Word	How Turner said it	Phonetic Symbols
Sometimes	Ssssometimes	/'sʌm.tʌmz/
Dirty	d-dirty	/'dɜ:rti/
Darth	d-darth	/dɑ:rt/
World	w-world	/wɜ:lɪd/
Sounds	s-sounds	/saʊnd/

From the data above, the initial syllables are consonant and follow by vowel and consonants sound. The data included of repetition.

For voiceless consonant, it appeared in /s/ sounds such as "sometimes" and "sounds" words. Others data included of voiced consonant. Those are /w/, and /d/ sounds such as "darth", "dirty", and "world". All of those voiced consonant produced in syllable repetition and voiceless consonant produced in syllable repetition and prolongation.

**4. Vowel – Consonant – Consonant (VCC)**

Original Word	How Turner said it	Phonetic Symbols
It's	I – It's	/ɪts/

The data showed that the dysfluencies involving syllables in which vowels are terminated by consonants. When the disruption occurs within the initial vowel, the

initial vowel is initiated and abruptly terminated due to the following sound or sounds not being coarticulated. While Turner said vowel sound /ɪ/, he terminated to continue the following sound. Although, the initial part is vowel and follow by consonant, there is no wrong in Turner's phonation.

**5. Consonant – Consonant – Vowel – Consonant – Consonant (CCVCC)**

Original Word	How Turner said it	Phonetic Symbols
Grandpa	g-grandpa.	/'græn.pa:/
Thank	th-thank	/θæŋk/

From the data above, dysfluencies involving syllables in which vowels are initiated by blends or clusters of two consonants. According to theory in chapter II (Stromsta), a vowel is interjected in place of the correct second consonant due to a lack of correct coarticulation. It is generally combined with the schwa or neutral vowel /ə/. The example, on the "thank" word, the /θ/ sound is initial sound since the /h/ sound as a second sound is not coarticulated. The /θ/ sound is commonly combined with schwa or neutral vowel /ə/ as a result that the /θ/ sound is repeated with sudden terminations happening inside the /ə/. As same as the "thank" word and "grandpa" word from the data above have an additional /ə/ between the initial consonant and the second consonant before the vowel sound.

**DISCUSSION**

Based on the results which had been analyzed in the previous section, it was found that the analysis of all utterances spoken by Turner Simmon, the stuttering character, in *Parental Guidance* movie show that four types of dysfluencies appear although the data is as same as the others. Because of that, the utterances of Turner as a data can be found more than one dysfluency. In fact, part- word repetition rank as the highest for the most often appeared phenomenon. There are 47 words that found in

Turner's utterances. It followed by whole-word repetitions as the second rank that found 5 words in Turner's utterances. Then, sound prolongation found 3 words and on the other hand, block ranks the lowest for the same category. That is just 1 words that found in Turner's utterances. They were as follows.

Part – word repetition mostly occurs in stutters rather than normal people. It is in line with Turner's stuttering from the data in result section. Some of data proved that mostly part – word repetition occurs in Turner. Also, it showed in the highest types of dysfluencies occurring. Relating to Howell and Dworzynski (2005) in journal entitled *Phonetic Complexity of Words Immediately Following Utterance-Initial Productions in Children Who Stutter*, children are more likely to repeat monosyllabic words immediately prior to complex words, and more likely to produce part-word repetitions or blocks on the upcoming, complex word. In the data, part-word repetition is usually occur in the initial part. Those are "D- Did you?", "Y- You still might?", "C- C-Can I h-hear it again?" and so on. It is in line with Shipley's statement (2005: 353) that the

location of part-word repetition is almost in the initial part because it rarely occurs in the final part. Even though some of the data part – word repetition occurs in middle and final part. Such as, "N- *Not too much almond milk in the c-cereal. It g-gets too wet*", it showed that Turner has part – word repetition in all location of the utterances.

Whole – word repetition is dysfluency additionally happens in typical individuals. Along these lines, since this repetition can be found in the dysfluency of a typical individual and person with stutter, this kind of dysfluency is incorporated into ambiguous dysfluency. In any case, comparing the whole - word repetition between a typical individual with stutter people, there are a few contrasts regarding the causes and structures. As cited in Vasic (2004: 3), a whole - word repetition in typical individuals happens due to of self-repair and emphasis. Meanwhile, the whole - word repetition in person with stutter happens due to of the problem in the speaker's mind. It can be seen in "*I-I was l-looking for the gum*", he repeats "*I*" in order to think something alibi. However, he cannot understand what he said because he seems nervous if his mother cannot believe his alibi. He knows that his alibi does not make sense. The function of the whole-word repetition done by a stutterer is as a rule to express something that he or she cannot express in words. It is not the same as the function of the whole-word repetition by a typical individual that exclusive happens as a type of self-repair and emphasis.

Regarding prolongations, the result showed that this types of stuttering has less frequent from the repetition types. The data of this dysfluencies mostly prolongs the words which have the consonant in the initial part. The data has three prolongation sound that all of the data is initial part. Interestingly, the prolongation mostly produced in /s/ sound. Those are "*sssometimes*", "*sssurre*", and "*Illlike*". It is related to Hedges and Davies' theory in Shipley (2005) that 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.

Blocks as the other types of dysfluencies, has the smallest range of frequency in the utterances of the participant. The phenomenon of block in Turner's utterances occurs 1 out of 56 times of the data. There are example of the blocks that are produced by Turner, "*Listen, p-punk! Anything that you start... (pause 3sec) I-I can f-finish!*". In the example, it is known that Turner pauses his utterances. The difficulty to remain what is in his mind into words is affected by his nervous feeling. Therefore, the feeling of the speaker influenced in the block, and generally for the part as long delay, as opposed to the syntactic mistake. Relating to Hedge and Davis (in Shipley, 2005: 360), block commonly happens as a long delay. It is normally a 3-sec delay or more. In any case, Shipley (2005: 420) states that the phenomenon of block not generally showed by a long period pause. Another findings on the data of Turner's utterances of stuttering is dysfluencies of /s/ sound in part – word repetition and sound prolongation. Turner repeats /s/ sound in "S-

*Super*" and "*S-Skywalker*". While Turner prolongs /s/ sound in "*Sssometimes*" and "*Sssure*". The difference for /s/ sound in part – word repetition and sound prolongation is the time required. The part – word repetition is usually repeat in 2 until 3 times. But in prolongation, the syllable word is not able to move from the position of the principal sound into the following one so it turns into a single continuant long sound. Based on the data, the participant often produced part-word repetition by repeat the word in twice rather three times.

Moreover, this study only found one mistake that opposed with the theory. One mistake is in part – word repetition. Based on the statement of Shipley's (2005: 353) that the location of part-word repetition is almost in the initial part because it rarely occurs in the final part, Turner showed that not a few part – word repetition located in middle and final part. However, the theory and the findings data above is mostly proved in Turner's utterances.

While, the sound pattern that often appeared in Turner's will be analyzed based on the theory in Chapter 2. The findings found that the speech sounds which often appear in Turner's stuttering are /s/, /w/, /d/, and /ð/ (see appendix). The sound of /s/ and /ð/ in manner of articulation is fricatives, means the flow of air is constricted, but not totally stopped or blocked. The /s/ sound produced in the ridge behind the upper front teeth. But differently, the sound of /ð/ produced in between the teeth, usually called as dental. And for the sound of /d/ in manner articulation is stops which means the airflow from the lungs is completely blocked at some point, then released. In /d/ sounds blocked in the ridge behind the upper front teeth. While in /w/ sound, the production of a glides which means one articulator is close to another, but the vocal tract is not narrowed to such an extent that a turbulent airstream is produced. The sound of /w/ word produced difficult speech with both lips. It shown that in manner articulation mostly appear is in fricative which means the flow of the air is constricted, but not totally stopped or blocked. While in place of articulation mostly appear in alveolar where the ridge behind the upper front teeth the sound is produced. Comparing with Hahn (2012) in *Disfluency Patterns and Phonological Skills Near Stuttering Onset* journal reported that the specific sounds /g/, /d/, /th/, /l/, and /ch/ were most likely to be stuttered by adults; he also affirmed Brown's conclusion regarding the consonant/vowel differences in relation to the distribution of stuttering. Not only in adult that sound of /d/ mostly appear in stuttering, but also in children, like Turner, the /d/ sound mostly difficult to produce.

From the data findings, the initial syllables are consonant and follow by vowel and consonant sound (CVC, CV, CVCC), found that some data included of prolongation and most data are repetition. The data of CVC, CV, and CVCC for voiceless consonant in CVC, , . For voiceless consonant, it appeared in /s/ and /k/ sounds such as "*sure*", "*shot*", "*super*", and "*can*" words. The /s/ sound produced in repetition and prolongation dysfluencies while the /k/ sound only produced in repetition. Others data included of voiced consonant. The initial consonant is prolonged correctly as a voiced consonant without transition to the following vowel, as if

the problem is symbolized on the initial sound. Such as /b/, /l/, /ð/, /w/, and /d/ sounds. The entire voiced consonant produced in repetition except /l/ sound for prolongation. But for /b/ sound in "but" word, the repetition is not only in syllable part but in the whole of the word. So, Turner said it as "but-but" rather than "b-but". For voiceless consonant in CV, it appeared in /h/ and /j/ sound. In the finding data, /j/ sound appear in two dysfluencies, part-word repetition and whole-word repetition and /h/ sound produced not in syllable part but Turner repeated it as a whole part as same as "but" word. Others data included of voiced consonant. Such as /h/. All of those voiced consonant produced in syllable repetition and followed by vowel sound.

For voiceless consonant, it appeared in /s/ sounds such as "sometimes" and "sounds" words. Others data included of voiced consonant. Those are /w/, and /d/ sounds such as "darth", "dirty", and "world". All of those voiced consonant produced in syllable repetition and voiceless consonant produced in syllable repetition and prolongation. It related to Stromsta theory (2008: 55), when syllables are initiated by voiceless consonants—the initial consonant is prolonged without transition to the following vowel due to a failure to initiate phonation. In data of /s/ sound, the sound /s/ have prolong in "ssometimes" and "ssure" words. Also, when syllables are initiated by voiced consonants, the initial consonant is prolonged correctly as a voiced consonant without transition to the following vowel, as if the problem is symbolized on the initial sound or the initial consonant is prolonged or repeated incorrectly as an unvoiced consonant due to failure to initiate phonation. The findings data from CVC, CV, and CVCC are almost repetition except the /l/ sound that have prolong in "llike" word.

Opposed with Stromsta (2008: 55), dysfluencies involving syllables in which vowels are terminated by consonants (VCC) that attempts to initiate the initial vowel are characterized by failure to initiate phonation. While Turner said vowel sound /ai/ in "I - It's" word, he terminated to continue the following sound. Although, the initial part is vowel and follow by consonant, there is no wrong in Turner's phonation.

For the dysfluencies involving syllables in which vowels are initiated by blends or clusters of two consonants (CCVCC). The findings found, on the "thank" word, the /θ/ sound is initial sound since the /h/ sound as a second sound is not coarticulated. The /θ/ sound is commonly combined with schwa or neutral vowel /ə/ as a result that the /θ/ sound is repeated with sudden terminations happening inside the /ə/. As same as the "thank" word and "grandpa" word from the data above have an additional /ə/ between the initial consonant and the second consonant before the vowel sound. It is related with Stromsta explained that intraphonemic disruptions (stuttering), in which the disruption occurs within the incorrect second sound. A vowel is interjected in place of the correct second consonant due to a lack of correct coarticulation: for example, on the word blue [blu], the second sound [l] is not coarticulated with the initial sound [b]; since [b] is a sound that cannot be produced in isolation, it is generally combined with the

schwa or neutral vowel [ə]; the result is that [b] is repeated with abrupt terminations occurring within the [ə].

## CONCLUSION AND SUGGESTION

### Conclusion

Concerning to the result and discussion of this study, there are several points which are concluded from the analysis of *Parental Guidance* movie based on Turner's stuttering. There are only four types of dysfluencies in Turner's utterances which is part – word repetition, whole – word repetition, sound prolongation, and block and that is not all types, based on Hedge and Davi's theory, appear in Turner's phenomena. Mostly part – word repetitions occurred in the beginning of word. And also part – word repetition in participant usually repeats in twice rather than three time. However, some of repetition also occurred in middle and final word. Different with sound prolongations which are all of the data happened in the beginning of word with the consonant as the initial position. Whole – word repetition occurred in participant while there is a problem in the participant's mind. It can be seen in "I - I was looking for the gum.", he repeats "I" in order to think something alibi. The function of the whole-word repetition done by a stutterer is as a rule to express something that he or she cannot express in words. And blocks have small occurrences since they are rarely found in dysfluency phenomena.

While, the speech sounds that mostly appear in Turner's stuttering are /s/, /w/, /d/, and /ð/ ( see appendix ). The /s/ sound is the highest sounds that often occur in Turner's utterances. It means that /s/ sound is mostly difficult to produce when Turner is stutter. The /s/ sound produced when the flow of air is constricted, but not totally stopped or blocked in the ridge behind the upper front teeth. From Stromsta theory, to combine the theory of phonetics and psycholinguistics, found that CVC, CV, CVCC sounds occur in repetition and prolongation in Turner case. For the CCVC, CCV, and CCVCC sounds found that in Turner case, Turner has an additional /ə/ between the initial consonant and the second consonant before the vowel sound. Last, in VC and VCC found that even though Turner difficult to say /ai/ sound, there is no wrong in phonation of Turner.

### Suggestions

The results of this study are expected to assist the next researchers who have more interests on psycholinguistics field in stuttering. There is still a few study which explains phenomenon which is related to psycholinguistics field. This field has a great number of interesting topics to be studied and the objects could be found in 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 lead 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 who has more stuttering phenomenon to be analyzed deeper.

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.

#### **ACKNOWLEDGEMENT**

My deepest gratitude was address to Adam Damanhuri as my advisor and the second writer of this article, for his assistance and suggestions in finishing this journal.

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