

Stammer Speech Impediment of Jessie Davies in “Talk Twenties” Podcast

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ABSTRACT

Speaking was challenging for those with stammering as language impediment. To just produced sounds, syllables, phrases, or sentences required some effort on their part. Each individual with stammering impediment had challenges including Jessie Davies, a popular youtuber despited her stammering impediment. This research aimed to explored the types of stammering impediment in Jessie Davies's utterances and how she experiences it as an adult stammerer. The descriptive approach used in this study as the research design. The processed of description includes describing, noting, analyzing, and interpreting a phenomenon's nature, makeup, or process. This study found that in Jessie Davies' utterances, the type of stammering that often appeared was identified, namely the repetition type. It was also found that the type of stammering that appeared the least was the broken word type. She also experienced difficulties in the form of failure in communication and difficulty getting friends and partners.

Keywords: *adult stammering, communication difficulty; psycholinguistic analysis; speech impediment*

ABSTRAK

Berbicara merupakan tantangan bagi mereka yang mengalami keagapan sebagai hambatan bahasa. Untuk sekadar menghasilkan bunyi, suku kata, frasa, atau kalimat memerlukan upaya dari pihak mereka. Setiap individu dengan hambatan gagap mempunyai tantangan tersendiri termasuk Jessie Davies, youtuber populer meskipun dia mengalami keagapan. Penelitian ini bertujuan untuk mengeksplorasi jenis hambatan gagap dalam ucapan Jessie Davies dan bagaimana dia mengalaminya sebagai seorang gagap dewasa. Pendekatan deskriptif digunakan dalam penelitian ini sebagai desain penelitian. Proses deskripsi meliputi mendeskripsikan, mencatat, menganalisis, dan menafsirkan sifat, susunan, atau proses suatu fenomena. Penelitian ini menemukan bahwa dalam tuturan Jessie Davies teridentifikasi jenis gagap yang sering muncul, yaitu jenis pengulangan. Ditemukan juga bahwa jenis gagap yang paling sedikit muncul adalah jenis patah kata. Jessie juga mengalami kesulitan berupa kegagalan komunikasi dan kesulitan mendapatkan teman dan pasangan.

Kata kunci: *gagap dewasa, kesulitan komunikasi; analisis psikolinguistik; hambatan tutur*

INTRODUCTION

People that stutter or stammer are frequently made fun of or bullied because of it. Bullying can take many different forms, including verbal, physical, and isolated social interactions (Langevin, 1999). According to Beilby, Byrnes, and Yaruss (2012), stammering during adolescence is linked to social exclusion, rejection, teasing, and bullying. According to Beilby et al., (2012), adults who stammer may experience poorer quality of life, interpersonal interactions, and psychosocial functioning. According to Guitar (2014), a person's feelings can contribute just as much to the condition of stammering as their speech behaviors, with feelings like fear, humiliation, and embarrassment having the ability to cause stammers just as well as trigger them.

Teenagers and adults who stammer typically have many unfavorable opinions about themselves that are generated from years of stammering experiences, according to Blood, Blood, Tellis, and Gabel (2003). In their research, they discovered a significant relationship between the severity of teenage stammering, communication anxiety, and self-perceived communication skill. Their study also made clear the need of managing communicative anxiety in teenage stammering therapy. Blood et al. (2003) focused on how adolescents cope with their stammering. In an effort to lessen a perceived stigma that they believe may be connected to stammering, they discovered that adolescents utilize specific methods like undervaluing things they were not excellent at or comparing themselves to other adolescents who stammer.

Similar to other disabilities, individuals who stammer experience higher rates of victimization than individuals who do not stammer (Rose et al., 2015). There is a complex interaction between stammering, bullying at school, and psychosocial problems in adulthood, such as social anxiety, fear of negative evaluations, and low satisfaction with life (Blood & Blood, 2016). Stammering is defined as speaking that is haphazard, halting, or abruptly stopping, followed by a repetition of the first syllable and the next few syllables, followed by the successful completion of the phrase (Indah, 2017).

Stammering is usually defined as a communication barrier, which is characterized by involuntary interruptions when talking or speaking in public, such as repetition, prolongation, and blocks (Delmar, 2008). People who stammer have a hard time express what to say. Words, sounds, repeated syllables, and impaired speech rates are some signs of stammering. Stammering is also characterized by involuntary-audible or silent repetition or prolongation in speech of short speech elements that occur frequently and cannot be easily controlled. It also includes the presence of emotional states ranging from general states of excitement or tension to more specific negative emotions (embarrassed, annoyed, scared, etc).

Speaking is challenging for those with stammering as language impediment. To just produce sounds, syllables, phrases, or sentences requires some effort on their part. They may have to repeat a word or pause in the middle of a sentence. Furthermore, they may also have trouble creating sound. People who stammer frequently struggle to articulate starting vowels, consonants, or syllables, which makes it difficult for them to finish phrases (Indah, 2017). For example, *open the-the-the d-d-d-door*.

People who stammer tend to avoid speaking with others more frequently, due to their dislike of hearing and seeing other people's reactions to their stammer. However, some persons who stammer do not mind it, others are confident in their speaking style, and some feel self-conscious about it (Blood, 2003). In this case, the majority of adolescents acknowledge that they rarely or never discuss their stammering. Nevertheless, some kids would rather not talk about their stammering (Blood, 2003).

Each individual with stammering impediment has its own challenges. Some people get past bullying and some cannot get away from it. Jessie Davies became one of the people who succeeded in stammering. She can turn her stammer into a skill, and develop into a makeup artist and influential person. Along with being well-known and successful, stammered individuals included Drew Lynch, Annie Glenn, Emily Blunt, Joe Biden, James Earl Jones, and Darren Sproles (Stammeringhelp, 2017). Bullying toward stammering sill not last forever, but they can overcome it to achieve success. It demonstrates that individuals with stammering problems are capable of achieving success and overcoming their speech impediment.

There have been several previous research of language impediment and stammering with different data. Sari (2020) examines the characters from the film *Rocket Science*. She found various types of stammering that Hal Hefner displayed in the film and the way the stammering affecting some social situations. She also discovered that fear of speaking was the most frequent effect in the movie.

Nurnisa (2022) found that the stammering in the movie King George VI showed anticipatory anxiety, and the flow of speech was interrupted involuntarily by repetition and prolongation of sounds, syllables or phrases, and pauses. To overcome this speech impediment, King George VI underwent speech therapy and received several treatments such as brain flexibility and maneuvers.

Not only concern to stammering in movies, the speech impediment analyzed is also taken from TV show. Sartika (2019) examined the stammering participant in America's Got Talent (AGT) 2015 named Drew Lynch. She found several types of stammering such as word repetition, whole word repetition and sound prolongation.

Some other studies concern stammering in childhood. Borisova (2020) looked at the treatment of stammering in preschoolers with specific language impairment. The finding showed that preschoolers' speech exhibited a particular language impairment that require the treatment to increase their oral fluency to express themselves and build communication skills for various circumstances. Lu (2022) concerns the types of symptoms in children with stammering or progressing language impediments. The finding shows how the intervention and correction can significantly reduce their stammering symptoms. Since recovery may be more challenging than when they are halting, it serves more as a guide for their mental health development. Sunarsi (2022) also explained that stammering is one sort of speech problem that can affect any person including children. They are less adept at communicating or interacting with others frequently stammer. Stammering children showed a variety of stammering disfluencies, including syllable repetition, prolongation, repeat of a single word, interjection, and repetition of noises. Mwangi (2022) presented different types stammering in children of varying degrees in each child. Phonetic elements such as alveolar sounds, fricatives, bilabial plosives, and approximations play a key role in manifestations of stammering of this type.

Apart from research on children, Samson (2022) examined the stammering suffered by adolescent boys and girls. In his research, he came to the conclusion that his investigations offer insight into how teenage female stammerers view their stammering more negatively and are more inclined than lazy people to mask overt stammering symptoms. Therefore, women who stammer run the danger of not receiving enough help because it could seem as though the stammering has vanished. According to Coleman (2018), the comprehensive stammering treatment for adolescents must make sure that all aspects of stammering are taken into account during the assessment and treatment process. Accordingly, doctors might be guided by the international classification of functioning, disability, and health model. Instead of concentrating solely on reducing speech issue, thorough examination and treatment enable the clinician to address all pertinent aspects of stammering distractions.

Study also concerns to the reasons of the stammering occurrence. Briley (2021) argued that children and teenagers with stammering have revealed a connection between neurodevelopmental stammering and sleep issues. His study came to the conclusion that speech-language pathologists need to be aware of the link between stammering and sleeplessness as well as the fact that young people who stammer on average get fewer hours of sleep each night. It is discussed if shorter sleep duration and insomnia may have an impact on daily stammering variability and hinder stammering improvement.

In some of the previous studies above, it appears that most researchers examine stammering impediments with a vulnerable age of children until adolescence. Most of them such as Borisova (2020), Lu (2022), Sunarsi (2022), Mwangi (2022) examine the meaning, symptoms, causes and treatment of children. While others such as Samsons (2022), Coleman (2022), and Briley (2021) use the category of stammering adolescents to analyze their symptoms, causes as well as therapy. From the several previous studies above, this current research wanted to fill in the gaps with the difference in the age range of stammerers by using the adult category. The researcher studied Jessie Davies, a 29-year-old woman who suffers from stammering.

In some studies, it appears that the utterances analyzed concern stammering impediments through films such as Sari (2020) and Nurnisa (2022). Not only through films but they also analyzed the stammering impediment in talent show such as "America's Got Talent". However, this current study explored more on the phenomenon of stammering by using video podcasts as research objects. This study selected one of the channels on the YouTube platform, namely "Talk Twenties Podcast" as a data source. The video podcasts were chosen because compared to movies and talent contests, video podcasts are considered more realistic because there are no demands for acting or anything like that. Not only that, video podcasts are also considered a medium that is easily accessible by many people because the videos are aired on one of the platforms, namely YouTube. This study also analyze consequence of being adult

stammerer which many of the previous studies above did not discuss so the researcher was interested in researching consequence of being adult stammerer.

METHODOLOGY

The descriptive approach was used in this study as the research design. The process of description includes describing, noting, analyzing, and interpreting a phenomenon's nature, makeup, or process. Using this method reasoning. Focusing on description and explanation that showed the utterances of Jessie Davies in "Talk Twenties" podcast based on Hedge and Davis (2009) and Dickson (cited in Hundsaker, 2011). This research used the data source namely a podcast video with a duration 59 minutes with the title "Sharing My Stammer with Jessie Davies" this video was first released in June 20, 2022 and researcher choose to watch this video which uploaded to a YouTube channel called "Talk Twenties". The first step of data collection was to make transcripts and conversations between hosts and guest stars in the podcast. Then proceed with the second step, namely by performing data display and redaction on data that has similarities. Then followed by the final step, namely triangulation to check the validity of the data.

The process of analyzing the data covers the following steps. The first was done by identifying the types of stammering and consequence of adult stammerer of each utterance. The second step was to group the finding. Develop analysis to answer research on emerging stammering patterns. The analysis carried out in this study was by existing data ordered to be combined with how journey of the guest star, namely Jessie Davies according to stage in the theory of Hedge and Davis (2009) and Dickson (cited in Hundsaker, 2011). After that, the researcher analyzed how Jessie Davies' stammering impediment was in the video podcast. Eventually, the researcher concluded all findings and discussions in accordance with interpretation that researcher found.

FINDINGS AND DISCUSSION

Findings

This section discusses findings regarding stammering impediments that occur in guest star on the talk twenties podcast. This section answered the questions on the pattern of stammering impediment of Jessie Davies and the stammering experienced by the adult stammerer in the "Talk Twenties" Youtube channel. This part also provides identification based on the theory of hedge and Davies (2009) and Dickson (cited in Hundsaker, 2011). In this case it can also be concluded that the most types found in the repetition type are 11 data. The least found is the broken word type occurring in one utterance. In addition, the analysis results are presented in figure 1:

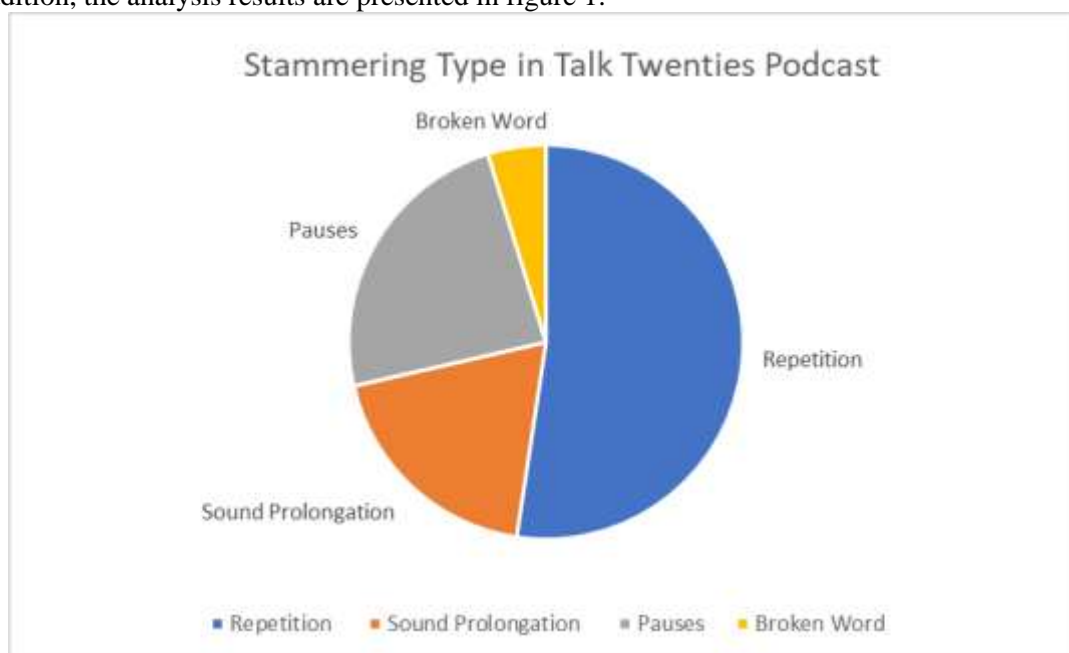


Figure 1 Stammering Type in Talk Twenties Podcast

In addition, the analysis results were presented in the figure 2.

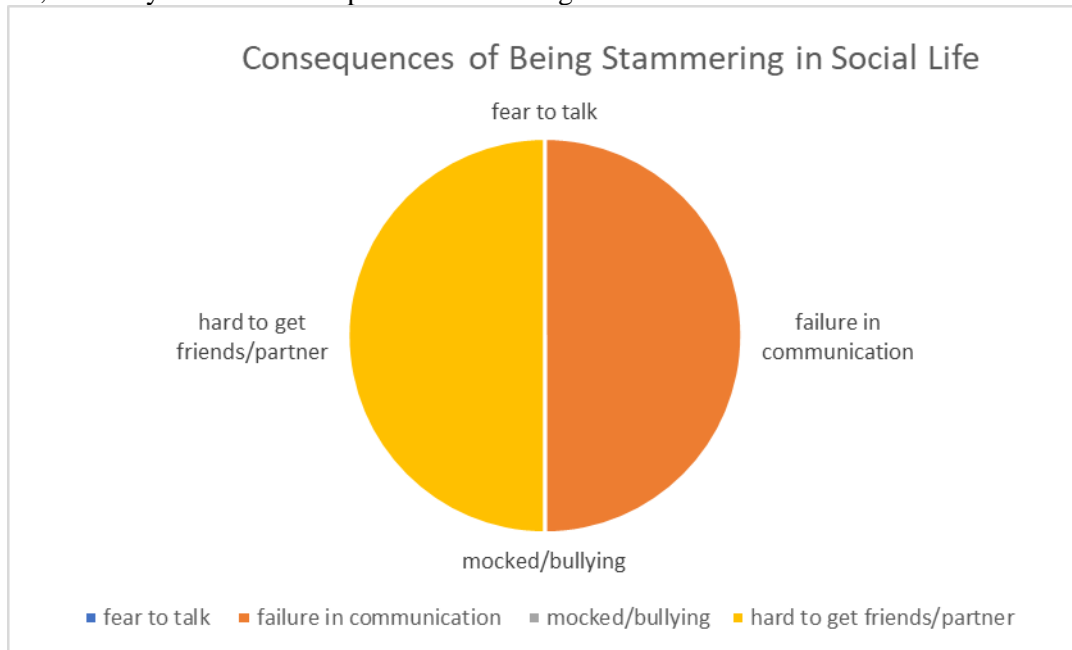


Figure 2 Consequences of Being Stammering in Social Life

As explained above, it can be understood that Jessie experienced two of the four appropriate types of experiences taken from Jessie Davies' utterances. The two types found were the failure to communicate type which was found at datum 16 and hard to get friends at datum 18.2 and 4. From this it can be concluded that Jessie Davies experienced the most frequent difficulties in hard to get friends or partner. The stammering experienced by Jessie Davies is also worsened by pressure, shame, feeling too happy or too sad. This increasingly worsens the consequences she faced in her social life.

Discussion

The pattern of stammering impediment of Jessie Davies in "Talk Twenties"

This study discovered many types of stammering impediment caused by podcast guest Jessie Davies after analyzed the conversation data between Jessie Davies and Gaby Mendes (as podcast presenter), which was gathered in the previous section. As a result, researchers analyzed conversation data in their conclusions, based on the theory of Hedge and Davies (2009).

Repetition

The theory of Hedge and Davis (2009) stated that repetition was the state of repeating a set of phrases with or without an infinite number of verbs (in Adam 2016). Furthermore, it can be described as an instance where a speech unit is repeated once or more in an odd way. After examined information from Jessie Davies' podcast conversations, 9 data repetitions were discovered by the author and classified into various subtypes. A summary of some of the repetition subtype data that the researchers found is as follows:

Part-word Repetition

In this subtype, the author did not find any subtype part word repetition in Jessie Davies' utterances. This was explained by the absence of repetition of parts of a word spoken by Jessie Davies. As explained earlier, Hedge and Davies (2009) explained that part of the repetition is the repetition in several parts of the word and is usually in the form of syllables, and in several sentences that have been examined. The researcher did not find the part word repetition type in it. This was because Jessie Davies, an adult stammerer, was believed to be better able to predict what she will say next, preventing repetition of a single syllable or part of a word. However, Sunarsi (2020) discovered a particular kind of repetition in her research, which is termed part-word repetition, because children

were the subjects of the study. Thus, it can be said that this type was not present because adults are thought to be better able to anticipate or control their speech, preventing the repetition of single syllables or parts of words.

Whole Word Repetition

The finding showed three whole word repetition data generated by guest star of the Talk Twenties Podcast, Jessie Davies. As explained by Hedge and Davies (2009) Where the part-word repetition only takes the syllables to be repeated and for the whole-word repetition it would be repeated a single word, no more and no less. Because if the word that is repeated is more or less than one word, it will turn into another type of repetition. In his writing, the author found 3 data which can be seen in datums 1 there is repetition of the word "and" which was a conjunction and this word was at the end of the sentence, datum 7 and 15 there was repetition of the word "into " which was a preposition and this word was in the middle of the sentence,. In these 3 datums there was one type of stammering, namely part word repetition.

Phrase Repetition

Phrase repetition was one of the subtypes of repetition found in the words of Jessie Davies. Phrase repetition was defined as the repetition of a set of words with or without a finite verb or in the form of a sentence, according to Hedge and Davis (2009). So then from that the author found 8 data which contained sentences that were included in phrase repetition. This data can be seen in datum 2 repetition of a set of words " so I am" which consists of "so" as a conjunction, "I" as a pronoun and "am" as a auxiliary verb and this sentence is located at the beginning of the sentence, datum 4 repetition of a set of words "I am on" which consists of "I" as a pronoun and "am" as a auxiliary verb and "on" preposition and this sentence is located at the beginning of the sentence, datum 5 repetition of a set of words " as I" which consists of "as" as a conjunction and "I" as a pronoun and this sentence is located in the middle of the sentence, datum 12 repetition of a set of words "if you feel" which consists of "if" as a subordinate clause, "you" as a pronoun and "feel" as a verb. This sentence is located at the beginning of the sentence, datum 17 repetition of a set of words "and I remember" which consists of "and" as a conjunction, "I" as a pronoun and "remember" as a verb and this sentence is located in the middle of the sentence, datum 21 repetition of a set of words which consists of "and" as a conjunction, "that" as a pronoun and this sentence is located in the middle of the sentence, datum 22 repetition of a set of words which consists of "I" as a pronoun, "get" as a verb and this sentence is located in the middle of the sentence. and datum 23 repetition of a set of words which consists of "I" as a pronoun, "was" as a to be and this sentence is located at the beginning of the sentence. These eight data were included in one type of repetition, namely phrase repetition. In this case it can be concluded that in the repetition type the most data is the phrase repetition subtype.

Sound Prolongation

Sound prolongation was the second kind of stammering, according to Hedges and Davis (2009). Letters, or units, are the main topic of discussion here. A phenomenon known as "unusual or unnatural unit lengths" causes utterances to be longer than usual or necessary. The first sound of a word or syllable was typically when it happens. In this case the author found 4 data which are included in the sound prolongation type. These 4 data could be seen in datum 8 repetition of the letter "o" in the word oh and this word was at the beginning of the sentence, datum 9 repetition of the letter "I" in the word was as an auxiliary verb and this word was in the middle of the sentence, datum 19 repetition of the letter "o" in the word overcomes as a verb and this word is in the middle of the sentence. And datum 24 repetition of the letter "a" in the word absolutely as an adverb and this word is at the end of the sentence.

Pauses

a. Block/Silent Pauses

Block was a complete stop talking, according to Hedge and Davis (2009). Despite being a full stop, it differs from the full stop punctuation used at the end of a sentence. It was located in the spaces between sentences. Body movement usually follows. Thus, in his research, the author found 4 data on

block/Silent Pauses. These 4 data can be found in datum 3 stop the words "speech" as a verb and "impediment" as a noun and this word was at the end of the sentence, datum 10 stop between the words "open" as a verb and "and" as a conjunction and this word is in the middle of the sentence, datum 21 stop between the words "booked" as a verb and "a" as and this word was in the middle of the sentence and 25 stop between the words "no" as a pronoun and "struggle" as a verb and this word is in the middle of the sentence. These 4 data were included in one type of pauses, namely block/silent pauses.

b. Filled Pauses

Filled pauses was a concept for bridging conversational gaps (Hedge & Davies (2009). Rather than remaining motionless and silent, he made simple sounds, syllables, words, and even sentences. It typically denotes resistance and asserting control over the discourse while the other person considers their next course of action. Additional features include changing phrases, setting timers, and controlling speed. In this type, the author found 1 data filled pauses. 1 data can be found in datum repetition of the word I did. "it" is a pronoun and did is a verb. The presence of the word uhm in the middle of a sentence when it stops. In this datum there is an utterance which shows that it is included in filled pauses.

4. Broken word

Hedge and Davis (2009) state that broken words represent the last type of stammering condition. Broken words occur when the speaker repeatedly stops without attempting to resume by going back and connecting the breaks; disconnected words, on the other hand, are uncommon because the speaker will usually catch the mistake right away and fix it. 1 data with broken type was found in this research. This data can be seen in datum 20 pausing between the many repetitions of the word I never. "I" was a pronoun and "never" is a verb. and this sentence is in the middle of the sentence. This datum shows that the data generated from Jessie Davies' words was included in one type of stammering broken word.

As seen above, it was understood that stammering was divided into four main types based on the different ways of stammering resulting from errors or mistakes made by the speaker during speaking. It can be concluded that the author found 19 data with different types and 1 data with 2 of the same type. The author found 3 data on whole word repetition, 8 data on phrase repetition, 4 data on sound prolongation, 5 data on block/silent pauses, 1 data on filled pauses and 1 data on broken words. In this case it can also be concluded that the most types found in the repetition type are 11 data and the least found in the broken word type is 1 type. While there was one type for which no data was found. This was because Jessie Davies was an adult stammerer who was thought to be better able to anticipate her words so that the repetition does not occur in one syllable or part word repetition. Meanwhile, in other research, one of which was research written by Sunarsi (2020), she found one type of repetition which was part word repetition, because the people studied in the research were children. So, it can be concluded that this type was not found because this type may rarely occur in adults because adults are felt to be more able to control or anticipate their words so that there was no repetition of one syllable or part word repetition.

The Stammering Experienced by The Adult Stammerer

The finding demonstrated several experiences that were in accordance with Dickson's theory (in Hundsaker, 2011). He explained that he gave several types of consequences experienced by stammerers, including fear of talking, failure in communication, mocked or bullying and hard to get friends or partners. First, concerning fear to talk, the researchers did not find any data. This was due to Jessie Davies' explanation in her conversation which was taken in Datum 9. In this datum she stated that she had had the ambition to fight her career since childhood.

Secondly, there was data that showed that Jessie also experienced failure in communication. In her words in datum 16 that previously he told about how she experienced difficulties at work. She had a breakdown while working and she cried uncontrollably. Jessie Davies admitted that she failed to talk at work.

Third, in the mocked/bullying type, the author did not find any appropriate data. This is

confirmed by Jessie in Datum 17. Jessie explained that she didn't see other people judging that in the video. She was someone who spoke fluently but then other people also saw her stammering outside the video or in the real world. Therefore, because she always plays the role of being herself both in videos and in the real world.

Fourthly, in this hard to get friends or partners type, it can be found that Jessie also experiences it. In datum 18 he explained that it is very difficult for him to make friends, this is partly because he also experiences failure in communication. In the end he did a drive thru to Starbucks and he tried to make friends by singing a song to the employees and then got a good response from the employees. In the datum 2 she also explains how she had difficulty finding friends or partners. So she tried to do things like uploading TikTok videos. She shared his daily life in her videos. From there she intended that many people would know him. In datum 4, Jessie talked about how difficult it was for her to find friends or partners again, therefore one of her goals in creating content on tiktok is to convey happiness to her audience.

As explained above, it can be understood that Jessie experiences two of the four appropriate types of experiences taken from Jessie Davies' utterances. The two types found were the failure to communicate type which was found at datum 16 and hard to get friends at datum 18.2 and 4. From this it can be concluded that Jessie Davies experienced the most frequent difficulties in hard to get friends or partner.

In this second part, the author would explained the answer to the question about how stammerers were experienced by adult. In this case the author found several experiences that were in accordance with Dickson's theory (cited in Hundsaeker, 2011). He explained that he gave several types of consequences experienced by stamerers, including fear to talk, failure in communication, mocked or bullying and hard to get friends or partners

CONCLUSION

The researcher described the research findings from the previous chapter's analysis and discussion in this section. The researcher then came to the following conclusions. The guest star of the talk twenties podcast demonstrates the type of stammering impediment and her experience based on the theories of hedge and Davies (2009) and Dickson's theory (cited in Hundsaeker, 2011).

In their first finding, this study found that in Jessie Davies' utterances, the type of stammering that often appeared was identified, namely the repetition type. and it was also found that the type of stammering that appeared the least was the broken word type.1 data on filled pauses and 1 data on broken words. And in several sentences that have been examined. The researcher did not find the part word repetition type in it. This was because Jessie Davies, an adult stammerer, was believed to be better able to predict what she would say next, preventing repetition of a single syllable or part of a word.

In the next finding, the author found that in Jessie Davies' experience she experienced several things that happened. In the data collected, the author found that Jessie experienced failure in communication and had difficulty making friends. This is shown in her expression has been found by the author. Where there were Jessie's words which show that due to the stammering impediment she experienced, she experienced difficulties in the form of failure in communication and difficulty getting friends and partners.

Finally, the writer was able to find out what type of stammering was experienced by Jessie Davies, guest star on the Talk Twenties Podcast, and what experience she had as an adult human being who was stammering. However, Jessie was extraordinary in dealing with the stammering impediment she experienced. And with her conversation with Geby mendes as a host in the podcast it was very useful. both to shared Jessie's experiences as a stamerer and the type that was finally found in her utterances.

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