**A PSYCHOLINGUISTIC STUDY ON STAMMER: A CASE OF KING GEORGE VI ON FILM THE KING’S SPEECH**

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**AN ARTICLE**

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**By**

**ZAHRINA KARTIKA**

**E1D 110 047**

**ENGLISH DEPARTEMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF MATARAM**

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| **First Consultant,**  **Drs. Priyono, MA. Ph.D.**  **NIP : 195503101984031002** |
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**Zahrina Kartika**

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# ABSTRACT

This study aims at identifying the stammering phenomenon in The King’s Speech film. The object of this study was King George VI or also known as “Bertie” who suffered with bad stammer since he was child. The objective of this study was to explain types of stammer, cause of stammer and the treatment used to overcome it. I used descriptive qualitative as research methodology, therefore the data is obtained from The King’s utterance which containing and showing phenomenon of stammer. After the data is collected in form of transcript, the stammering utterances and stammer treatments were classified based on their category using classification rubrics and then analyzed it based on psycholinguistics view. The result of this study shows three important points, first, there were six types of stammer experienced by the King, those are: *Phrase Repetitions, Individual Sound-Repetitions, Monosyllabic Whole-Word Repetitions, Multisyllabic Whole-Word Repetitions* and *Blocks.* The most often appearing phenomena is ranked by *Block* which appeared 82 times out of 151 (54,30%) and the lowest number of occurrence is possessed by *Phrase Repetition* that occurred only three times (1.98%). Second, there are 10 kinds of stammer treatments found, those are: *Progressive Relaxation Exercise, Auditory masking, Choral Speech, Delayed Auditory Feedback, Singing, CBT (Cognitive- Behavioral Therapy), Diaphragmatic breathing, Slow Speech Exercise, Tongue Twister*and *Reading Exercise.* The first most-often use is *CBT (Cognitive- Behavioral Therapy)*, used 5 times out of 25 (20%), Therefore there were 3 types of treatments that only used once (4%) they are: *Auditory masking*, *Choral Speech* and *Delayed Auditory Feedback*. Moreover, the cause of King’s stammer categorized into two: *developmental cause* and *psychogenic cause.* Developmental cause explains; stammer occurred when speech and language’s ability of the King not well developed this is happen when he was 4 or 5 years old, while psychogenic cause is following child abuse experienced by the King when he was child. These causal factors influenced King’s fluency in speaking until he categorized as PWS (People Who Stammer).

**Key words: Stammer, Treatments, Cause, King George VI (Bertie)**

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**Oleh:**

**Zahrina Kartika**

**E1D 110 047**

**ABSTRAK**

Penelitian ini bermaksud untuk mengidentifikasi fenomena gagap yang terdapat pada film The King’s Speech. Obyek yang diteliti adalah Raja George VI atau dikenal juga dengan nama “Bertie”, ia menderita gagap parah semenjak ia kecil. Adapun tujuan dari penelitian ini adalah untuk menjelaskan tipe gagap, penyebab gagap dan cara pengobatannya. Dalam penelitian ini saya menggunakan deskkriptif kulitatif sebagai metode penelitian, adapun data diperoleh dari ucapan Raja yang mengandung dan menunjukkan fenomena gagap.setelah data dikumpulkan dalam bentuk rekaman, ucapan gagap dan cara pengobatannya di klasifikasikan sesuai dengan kategorinya dengan menggunakan rubrik klasifikasi dan setelah itu dianalisis sesuai dengan pandangan psikolinguistik. Hasil dari penelitian ini menunjukkan 3 poin penting. Pertama, terdapat 6 tipe gagap yang dialami oleh Raja, yakni: *Phrase Repetitions, Individual Sound-Repetitions, Monosyllabic Whole-Word Repetitions, Multisyllabic Whole-Word Repetitions* dan *Blocks.* Tipe yang paling sering muncul adalah *Block,* muncul 82 kali lepas dari 151 kali (54,30%) dan tipe yang paling jarang muncul adalah *Phrase Repetition* yang muncul hanya 3 kali (1,98%). Kedua ada 10 tipe penyembuhan gagap yang ditemukan, yakni: *Progressive Relaxation Exercise, Auditory masking, Choral Speech, Delayed Auditory Feedback, Singing, CBT (Cognitive- Behavioral Therapy), Diaphragmatic breathing, Slow Speech Exercise, Tongue Twister* dan *Reading Exercise.* Penyembuhan yang paling sering digunakan adalah CBT (*Cognitive Behavioral Therapy),* digunakan 5 kali lepas dari 25 (20%). Kemudian, terdapat 3 jenis tipe penyembuhan yang hanya digunakan sekali (4%) yakni: *Auditory Masking, Choral Speec*h dan *Delayed Auditory Feedback.* Poin ketiga, penyebab gagap dari Sang Raja dikategorikan menjadi 2: *Sebab Pertumbuhan* dan *Sebab Psikologis.* Dijelaskan dalam sebab pertumbuhan, bahwa gagap muncul ketika kemampuan berbicara dan berbahasa Raja masih belum tumbuh dengan baik, hal ini terjadi ketika Ia berusia 4 atau 5 tahun, sedangkan sebab psikologis mengikuti kekerasan yang dialami oleh Raja pada saat kanak-kanak. Faktor-faktor penyebab ini mempengaruhi kefasihan berbicara Sang Raja sehingga Ia dikategorikan sebagai orang yang gagap.

**Kata Kunci: Gagap, Penyembuhan, Penyebab, Raja George VI (Bertie)**

1. **INTRODUCTION**

Speech is a rapid motor control task where movements must occur within a few milliseconds in order to perceive the correct message to listeners. Speech functions involve sharing ideas, expressing feelings and transferring information (Ludlow, 2003). Therefore, speech in this case is considered as significant part of communication. Therefore, when someone’s speech quality is disrupted by those factors, it may lead him/her to speech disorder. Speech disorders refers to several conditions in which a person has problems creating or forming the speech sounds needed to communicate with others. One of the kinds of speech disorders (in which the people put their serious attention) is stammer.

Stammer is a speech disorder in which sounds, syllables, or words are repeated or prolonged, disrupting the normal flow of speech. These speech disruptions may be accompanied by struggling behaviours, such as rapid eye blinks or tremors of the lips. Specifically, people who stammer often find themselves harder to speak when they are in stress and fatigue; these conditions make them hard to speak fluently as well as when they are in self-consciousness to speak such as in public speaking, giving a lecturer and so on. Stammering is three times more common in boys than girls. The majority of children stop stammering as they get older. While for adults stammering affects less than 1% from the total of them[[1]](#footnote-1).

One of the most well known stammered phenomenon had portrayed in film The King’s Speech; this film takes the real story of King George VI’s life who suffered with a bad stammer. George VI (1895-1952) was King of the United Kingdom and the British Commonwealth from 1936 until 1952. Because of his stammer, he dreaded public speaking, something a British monarch was expected to do often. The film also deals solely with the relationship with Lionel Logue, an Australian speech therapist. Throughout this film, some techniques that used by the king’s speech therapist to overcome the stammered King also presented.

By the above consideration I interested to carry the stammer phenomenon on King George VI into the study under psycholinguistic context. To support this study I use theory that adopted from J. Scott Yaruss to analyze the kinds of stammer and stammer treatment, while in analyzing the cause of stammer I use the theory adopted from Ramamorthy and Walls.

**Research Problems**

1. What types of stammer that experienced by King George VI, the stammered character in film The King’s Speech?
2. What is the cause on King’s stammer?
3. What kinds of treatment does King George VI used to overcome his stammer?

**Objectives of The Study**

The objectives of study in this research are as follows:

1. To explain the types of stammer that experienced by King George VI, the stammered character in film The King’s Speech.
2. To explain the cause on King’s stammer
3. To describe and explain the kinds of treatment used by King George VI to overcome his stammer.

**Significance of The Study**

1. Theoretically

The result of this research is expected to give contribution to psycholinguistics study specifically in terms of stammering.

1. Practically

The result of this research is expected to give some contributions to the following parts:

1. The readers

Nowadays, to find a book or journal which is related to the problem of psycholinguistics is rare, even tough we try to find it in library, the number of the book or journal is little. Therefore, this research is also aimed to give contribution to the readers who are interested in psycholinguistics problem, specifically in term of stammering. By this result of the study the readers can find the information concerning stammer and also they can find the way to overcome stammering problem.

1. The student of English Department

Hopefully through this study, students of English Department can be more attracted to study psycholinguistics which is also one of the branches of linguistic. By this result of study, the students will have more references by studying psycholinguistics and it’s relation with speech problem.

1. **REVIEW OF RELATED LITERATURE**

**Speech Dissorder**

Speech disorder is when a person is unable to produce sounds correctly or fluently, or has problems with his or her voice. Speech disorders are a group of several conditions that cause problems with creating or forming speech and result in difficulties communicating with others (Zieve, 2012).

**Stammering**

Sister Kenny Rehabilitation institute (2011) mentioned that stammering is an interruption of the normal flow of speech. It may take on many different patterns, such as sound, syllable, or word repetitions or prolongations. These speech disruptions may be accompanied by struggling behaviors, such as rapid eye blinks or tremors of the lips. According to Ambrose (2004:81) Stammering diminishes, or even disappears, under a host of conditions—singing, speaking in unison/choral reading, talking with a metronome, talking with noise or delayed auditory feedback, and talking to pets or babies. Conversely, stammering tends to worsen under various types of pressure (e.g., time) and more complex linguistic demands.

Commonly, there are three category of behaviors in people who stammer ; core behaviors, secondary behaviors and negative feelings and attitudes.

1. **Core Behaviors**

There are some characteristics of core behaviors that can be presented:

1. Interjection: (used as a starter, or 3x or more, or used rapidly) (ie: Um UmUm I want well wellwell the red one)
2. Repetitions: “I want to borrow this book – this book (repeats the phrase this book) today” (phrase)

"The b-b-b-baby is crying" (sound)  
"I think the bu-bu-bu-bunny is hungry" (syllable)

“She is really-really here.” (Multisyllabic Whole-Word Repetition)

"Can, can, can I come with you?" (Monosyllabic Whole-Word Repetition)

1. Prolongations:"Caaaaaaaaaaan (prolongs the sound a) I come too?"

*“Wwwwww (prolongs the sound w)here is she going?”*

1. Block: “I want………(silent pause) the red one”
2. **Secondary behaviours,** involves:Escape Behaviorsand Avoidance Behaviors
3. **Negative Feelings and Attitudes**

**Cause of Stammer**

1. Developmental Cause, In Anderson (2011), developmental stammering is a temporary break in the fluency of speech that occurs when the child has a giant spurt in language development but lacks the motor coordination to keep up with increasingly complex verbal messages.
2. Neurogenic Cause, Neurogenic stammering typically appears following some sort of injury or disease to the central nervous system i.e. the brain and spinal cord, including cortex, subcortex, cerebellar, and even the neural pathway regions
3. Psychogenic Cause, Borkar (2012) stated that it is misconstrued that psychological reasons lead to speech impediments. The truth is that they do not lead to stammering but they could make it worse.
4. Hereditary stammer, As it’s name ‘hereditary’ means the cause of stammer is an inherited factor that if one of family member have had stammer problem so the other member have possibility to have same speech disfluency.

**The Kinds of Stammer Treatment**

1. Progressive Relaxation Exercise

In Damon (2014) the purpose of Progressive Relaxation Exercise is pointed to relieve stress from chronically tense muscles.

1. Auditory masking

*Auditory Masking* is a treatment that completely prevents persons from hearing they talk. This is simply accomplished by using loud noise to mask speech. Commonly, white noise is played in a room or in a headset.

1. Choral Speech

Lavid in Nugraha (2012: 24) says that when those who stammer speak in unison with others, which is termed Choral Speech, they become fluent. Delayed Auditory Feedback

1. Singing

It is postulated that *Singing* is a right brain phenomenon and incorporates other brain circuits than the ones used in speech, which is primarily mediated by areas in the left cerebral hemisphere.

1. CBT (Cognitive- Behavioural Therapy)

Lavid in Nugraha (2012: 26) said; the cognitive arm of CBT is to address the cognitive aspects, that is, the thoughts and emotions that underlie a symptom or behavior.

1. Diaphragmatic breathing

Miller (2013) stated that this breath technique can help the PWS become calmer and more relaxed, especially speaking in front of an audience or in another situation that makes someone nervous.

1. Slow Speech Exercise

Karthik (2014) said that tongue twisters are nothing but a group of words (either complicated or difficult to pronounce at that particular point of time), which are exclusively meant for practicing the pronunciation and to gain fluency in the language.

1. Reading Exercise

Miller (2013) points out that reading exercises can reduce stammering, this technique can be done through slowing the vowels, concentrating on breathing and trying to relax.

**The King’s Speech**

* 1. Summery of The King’s Speech Film

[Prince Albert, Duke of York](http://en.wikipedia.org/wiki/George_VI), the second son of [King George V](http://en.wikipedia.org/wiki/George_V), stammers through his speech closing the 1925 [British Empire Exhibition](http://en.wikipedia.org/wiki/British_Empire_Exhibition) at [Wembley Stadium](http://en.wikipedia.org/wiki/Wembley_Stadium_%281923%29), while the resulting ordeal is being broadcast by radio worldwide. The Duke has given up hope of a cure, but his wife [Elizabeth](http://en.wikipedia.org/wiki/Queen_Elizabeth_The_Queen_Mother) persuades him to see [Lionel Logue](http://en.wikipedia.org/wiki/Lionel_Logue), an Australian speech therapist in London. In January 1936, George V dies, and David ascends the throne as King Edward VIII, but causes a constitutional crisis with his determination to marry [Mrs. Wallis Simpson](http://en.wikipedia.org/wiki/Wallis,_Duchess_of_Windsor), an American socialite divorcée who is still legally married to her second husband. Albert expresses his frustration that while his speech has improved when talking to most people, he still stammers when talking to his own brother, and reveals the extent of Edward VIII's folly with Mrs. Simpson. When Logue insists that Albert could be a good king instead of his brother, the latter labels such a suggestion as [treason](http://en.wikipedia.org/wiki/High_treason_in_the_United_Kingdom), and in his anger, mocks and dismisses Logue. When [King Edward VIII abdicates](http://en.wikipedia.org/wiki/Edward_VIII_abdication_crisis) to marry Mrs. Simpson, Albert accedes as King George VI.

Time goes by, the relationship between Logue and the King still continued. Logue offers various kinds of treatment to overcome the King’s stammer. Upon the declaration of [war](http://en.wikipedia.org/wiki/World_War_II) with [Nazi Germany](http://en.wikipedia.org/wiki/Nazi_Germany) in September 1939, George VI summons Logue to [Buckingham Palace](http://en.wikipedia.org/wiki/Buckingham_Palace) to prepare for his upcoming radio address to millions of listeners in [Britain](http://en.wikipedia.org/wiki/United_Kingdom) and [the Empire](http://en.wikipedia.org/wiki/British_Empire). Knowing the challenge that lies before him, both [Winston Churchill](http://en.wikipedia.org/wiki/Winston_Churchill) and Prime Minister [Neville Chamberlain](http://en.wikipedia.org/wiki/Neville_Chamberlain) offer the King their support. The King and Logue are then left in the room. He delivers his speech somewhat competently, while Logue guides him. By the end of his speech, George VI is speaking freely with little to no guidance from Logue.

**Previous Research**

The same study topic had conducted by Luthfiani (2011) entitled A Psycholinguistics Study On The Language Production Of A Stuttered Man In The King’s Speech Movie. This study try to find out about the types of expressive language disorder and the characteristics of stammering which happens in King’s Speech movie. This study also analyzes the context which influences the main character’s stammering. In analyzing and presenting the data, she used theory proposed by David Carroll.

The next previous research had conducted by Nugraha (2012). He has analyzed a stammering character ‘Hal’ in Rocket Science film. However, although this present research has similarity with the above previous study, there will be differences among them. This study focus on the analysis of the stammer types, cause and treatment that done by using the theory adopted from Yaruss (1998) in counting dysfluencies and classifying treatments, while in identifying stammer cause I use the theory that adopted from Rammamorthy and Walls (2013). Thus, in the end of this study, I also put classification rubric that classify types of stammer and stammer treatment based on it’s type and totaled frequency numbers are also presented.

1. **RESEARCH METHODOLOGY**

**Research Design:** Descriptive Qualitative

**Source of Data:** The data of this research is obtained from the speech uttered by the stammered character King George XI or also known as ‘Bertie’

**Research Instrument:** Researcher

**Data Collection Procedure:**

There are three steps to get the data. Firstly, I collect the data by watching the movie to understand it deeply and then transcribe all of the words or utterance from King George’s speech. Secondly, to complete the data and to compare the data with the utterances, I also found the screenplay of the movie from the internet. Thirdly, I select the data which are containing stammering utterances and finally put it in classification rubric.

**Data Analysis**

There are several steps in analyzing the data, firstly, the stammered utterance are tallied by checking the transcript from the internet, after that, I put the data on the transcript and categorized them into several scenes. Then, I explain the context in which stammered utterance occur, the context explains how the King get stammer and how stammer is treated. After that, the data is analyzed and classified using the classification rubrics. In the end, totaled stammering based on its type is made. However, the classification rubric only classify the types of stammer and treatment, while in analyzing the stammer cause I choose to explain it in form of paragraph.

1. **FINDING AND DISCUSSION**
2. Types of Stammer (Core Behavior and Secondary Behavior)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Types of Stammer** | **Points Utterance** | **Amount** | **Percentage** |
| 1. | Blocks | **(1.1), (1.2), (1.3), (1.4), (1.5),(1.6), (3.1),(3.2),(3.3),(3.4),(3.5),(3.6),(3.7), (3.8), (3.10), (3.11), (3.12), (3.13), (3.15), (3.16), (3.17), ( 4.1), (4.2), (4.3), (4.5),** (**5.1), (5.2), (5.3), (5. 4), (5.5),** (**6.1), (6.2), (6.3), (6. 4), (6.5),(6.6), (6.7), (6.8), (6.9), (6.10), (6.11),** (**6.12), (6.13), (6.14), (6.15), (6.16), (6.17), (6.18), (7.1), (7.2), (7.3), (7.4), (7.5), (7.6), (7.7), (7.8), (7.9), (7.10), (7.11), (7.12), (7.13), (7.14), (7.16), (7.17), (7.18), (7.19), (7.20),** (**8.1**), (**8.2**), **(8.3), (8. 4), (8.5), (8.6), (8.7), (8.8), (8.9), (9.1), (9.2),** (**9.3**), (**9.4), (9.5), (9.6),** | 82 | 54.30% |
| 2. | Individual Sound and Syllabic Repetition | **(1.1), (1.6), (2.1), (3.14), (3.16),( 4.1), (4.3), (4. 4), (4.5),** (**5.1) (5.2),(5.3) (5.5), (6.2), (6.8), (6.10), (6.11), (7.6), (7.7),(7.15), (8.3), (8. 4), (8.6), (8.8), (9.1)**, (**9.4)** | 26 | 17.21% |
| 3. | Multisyllabic Whole-Word Repetition | **(3.13), (3.15), (7.9), (9.5)** | 4 | 2.64% |
| 4. | Monosyllabic Whole-Word Repetition | **(1.3), (5.3), (6.5), (6.11), (6.13), (6.15),** **(7.18),** .(**8.2**) | 8 | 5.29% |
| 5. | Phrase Repetition | **(5.4).(7.10), (7.12)** | 3 | 1.98% |
| 6. | Prolongations | **(1.4), (3.2), (3.3), (3.5), (3.8), (3.9), (3.10), (3.11), (3.12), (3.17), (6.3), (6.5), (6.6), (6.7),** (**6.12), (6.13), (6.14), (6.15), (6.16), (7.9), (7.10), (7.12),** **(7.13), (7.20), (8.5), (8.7), (8.8), (8.9)** | 28 | 18.54% |
| **TOTAL** | | | 151 | 100% |

1. Types of Treatment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **TREATMENT** | **POINT OCCURANCE** | **AMOUNT** | **PERCENTAGE** |
| 1. | Progressive Relaxation Exercise | **(5.1), (5.5)** | 2 | 8% |
| 2. | Auditory masking | **(3.3)** | 1 | 4% |
| 3. | Choral Speech | **(5.6)** | 1 | 4% |
| 4. | Delayed Auditory Feedback | **(3.3)** | 1 | 4% |
| 5. | Singing | **(6.1), (6.2), (6.3), (9.3)** | 4 | 16% |
| 6. | CBT (Cognitive- Behavioural Therapy) | **(3.1), (6.5), (9.2),(9.3),(9.4)** | 5 | 20% |
| 7. | Diaphragmatic breathing | **(5.2),(5.3),(5.6)** | 3 | 12% |
| 8. | Slow Speech Exercise | **(5. 4), (5.5), (9.3)** | 3 | 12% |
| 9. | Tongue Twister | **(6.4), (9.3)** | 2 | 8% |
| 10. | Reading Exercise | **(3.2), (9.1), (9.3)** | 3 | 12% |
| **TOTAL** | | | 25 | 100% |

**Discussion**

1. **The Cause on King’s Stammer**
2. Developmental Cause

Developmental cause explains that the stammer on King is started when he was child (4 or 5), in this age majority children experienced stammer when they are in the age of four to five, in these ages the speech and language ability is not develop enough to reach fluent speech

1. Psychogenic Cause

The story life of the King were painful, the lifestyle of royal family is stricter than the commoners, this situation may influence the psychological condition of the King in his growth. These conditions can affect the personality of children and it lead them to have a high tense of stressness, embrashment and anxiety. However, those factors are not the real cause on stammer itself, rather, they are the result of living with a stigmatized speech problem which can sometimes make symptoms worse

1. **The Types of Stammer Experienced by King George VI**

The most often appearing phenomenon is ranked by *block* which occur almost in the entire utterance sentence in Bertie’s speech. Block is indicated when Bertie get stuck in his throat and no sound comes out from his mouth. This type of stammering usually happens in the beginning of the sentence (*see* ***Scene 3*** *for examples*) and also often in the middle or before the sentence is fully stopped.

1. **The Treatments toward The King’s Stammer**

Based on the data analysis, *CBT (Cognitive- Behavioral Therapy)* is considered as the most often appearance treatment during the therapy time, it appears 5 times CBT technique is effective to decrease the anxiety in developmental stammer. Many SLPs (Speech Language Pathologists) believe that successful stammering therapy must help the person address emotional and self-concept issues. In this film, Logue use this technique since the focus of CBT itself is to address the psychological aspects of King, that is, the thoughts and emotions that underlie a symptom or behavior on The King’s stammer.

1. **CONCLUSION AND SUGGESTION**
2. There were 88 data analyzed in the analysis of type’s of stammer in King George VI’s speech. There were six types of stammer founded that occur 145 times, those are: *Phrase Repetitions, Individual Sound-Repetitions, Monosyllabic Whole-Word Repetitions, Multisyllabic Whole-Word Repetitions* and *Blocks.* In addition, all types of stammer (that explained in chapter II as core behavior) are found except *Interjection.* Furthermore, the most often appearing phenomena is rank by *Block* which appear 82 times out of 151 (54,30%). The second rank is held by prolongations that appear 28 times out of 151 times (18.54%). The third rank is *Individual Sound Repetition;* occurred 26 times (17.21%). After that, *Monosyllabic Whole-Word Repetition* occurred 8 times out of 151 (5.29%), then it continued by *Multisyllabic Whole-Word Repetition* which occurred 4 times (2.64%). The lowest number of occurrence is possessed by *Phrase Repetition* that occurred only three times out of 151 (1.98%). In addition, all types of stammer were found except interjection.
3. There were two causes on King’s stammer, those are Developmental cause and Psychologic cause
4. All of the types of stammer treatments (which have been explained in chapter II) were found, those are Progressive *Relaxation Exercise, Auditory masking, Choral Speech, Delayed Auditory Feedback, Singing, CBT (Cognitive- Behavioral Therapy), Diaphragmatic breathing, Slow Speech Exercise, Tongue Twister* and *Reading Exercise.* Based on the data analysis, *CBT (Cognitive- Behavioral Therapy).*Those treatments used 25 times during the therapy session. Therefore, the first most-often appearance is *CBT (Cognitive- Behavioral Therapy)*, appeared 5 times out of 25 (20%). The second is *Singing* which is used 4 times (16%). Then, it continued by *Diaphragmatic breathing,* *Reading Exercise* and *Slow Speech Exercise* which each of them used 3 times and its percentage is 12% out of 100%. After that, *Progressive Relaxation Exercise* and *Tongue Twister* each of them occur ed twice out of 25 and the percentage is 8%. Therefore, *Auditory masking*, *Choral Speech* and *Delayed Auditory Feedback* only used once out of 25 times (4%).

**Suggestion**

1. Readers

It is suggested to the readers to enrich their knowledge about speech disorder because there are many types of disorder that important to be understood. It had been well emphasized that speech is significant part in communication and crucial as a bridge to develop relationship with others, therefore, all disorders that related to speech must be understood in order to know the appropriate treatments that can healing it.

1. English Language Students

Language students suggested to learn more about Psycholinguistics since Psycholinguistic covers many theories that can answer the phenomena of speech and it’s disorder. It is also suggested for them to learn about stammer, this disorder affects many people around us, thus the language students should be a pioneer to know and give appropriate treatment for them.

1. PWS ( People Who Stammer) and those who are interact with them

It is suggested to the people who stammer to be relax, calm and patience when they are speaking, also the person who stammer needs to assess her/his motivation for seeking therapy and the SLP (Speech Language Pathologist) needs to help the person build and maintain the motivation necessary for successfully changing speech behaviors and attitudes. Therapy for stammering is not something to enter into lightly; it takes a large investment of time, physical energy, emotional energy, and money. Motivation gets addressed throughout therapy. It is important that the listener gives out a feeling (vibes) of patience, calm and peace. An impatient listener, or a listener who seems impatient, may make it harder for a stammerer to speak. Attempting to fill in the gaps (saying the missing words) is often an attempt to help out, but can be perceived by the stammerer as impatience.

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