CHAPTER II

LITERATURE REVIEW

This chapter presents review of related theory, theoretical framework and review of related studies which are related to speech disfluency. Basically, an overview of psycholinguistics, speech production, and speech disfluency analysis are defined in the first variable of this chapter. Thus, a brief description about kind of speech disfluencies would be distributed. Then, the writer transmits in detail about the possibility factors of doing speech disfluency.

2.1 Theoretical Framework

2.1.1 Psycholinguistics

Psycholinguistics is interdisciplinary study. It is one of the branches of linguistics field. It is the experimental study of the psychological process through which a human subject acquires, produce, and comprehend a language. So, the object of this study is language, whether spoken, written, or sign form.

Caron (1992, p.1) says that psycholinguistics is the experimental study of the psychological processes through a human being acquires and applies the system of a natural language. It is about how we assemble our own speech and writing, then how we understand others. Psycholinguistics teaches us how and

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when we use an exact vocabulary even how we understand and comprehend the construction of language user.

Psycholinguistics concerns on an activity of language which relate with human thought. It was attempting to count the organization of languages impose on human mind**.** The study of psychological states and mental activity associated with the use of language. Psycholinguistics investigates the relationship between language and thought. Forester (1996, p.4) states that psycholinguistics have considerable in how people understand words and sentences, their knowledge of sentence construction, their comprehension of metaphors and numerous other topics.

Psycholinguistics is the study of the relationship between human mind and language. Language has a purely mental reality, but it imposes its rules and structure. Language is neither a simple external object nor purely mental activity, but both at once.

Languages are systems. They must firstly be systems housed in individual minds. When we talk about languages like English or Indonesian, we presuppose their existence in individual minds. Psycholinguistics point it out the approaches of both linguist and psychologist to explain language competence in order to deliver the language which the human' intent.

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2.1.2 Speech Production

Speech productions is responsible to formulate the message into a set of words with a structural organization appropriate to convey that meaning, then to transform the structured message into intelligible speech (Eva, 2011, p.135). Speech production started from speaker's brain, which create the message about what the speakers intends to. Thus, the brain sends impulses along the motor nerves to the muscles of vocal organs to put the message into linguistic form and turn into spoken expression.

Producing speech means forming our ideas into sound of speech (Pramudita, 2014, p.9). Production process consists of a series of decision about what the next output unit will be. Everyone wants to deliver their intention so that they build a decent conversation to the other people they are intend to, hence they produce the speech. Nevertheless, the speaker may confront the difficulty. They must choose the word which appropriate with their intention. They will consider more whether the listener has the same knowledge of vocabulary, morphology, and syntax.

There are number steps to the process of speech production. It associates with a distinct type of linguistic analysis and its own particular type of information. A theory about the process of speech production is proposed

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by Denes and Pinson (1963). He classify 3 levels of the people communicate to others (as cited in Garman, 1990, p.4).

The basic process is termed as the linguistics. It concerns with the formulation of the message. In this stage, the speaker should conceptualize and plan their message. The speakers may include different information in their messages when preparing to speak different languages. They have to formulate their message. In this turn, they need to divide a proper word. Then, they select an exact sound in order to deliver. Deciding which word to use involves selecting a word in one's vocabulary based on its correspondence to semantic and pragmatic specifications. Sound processing, in contrast, involves constructing the phonological form of a selected word by retrieving its individual sounds and organizing them into stressed and unstressed syllables (phonological encoding) and then specifying the motor programs to realize those syllables (phonetic encoding).

The second level is psychological stage. It concerns with the expression of the speaker. How they build a reception of the signal carrying the message toward the speaker's partner. The last level is acoustics. This level is distinguished by being the only level which is outside of, and common to, both individuals- the air gap which has to be bridged for the speech chain to be completed between the heads. It is related with the articulation of the speaker. When the motor programs work in order to execute and pronounce

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the sounds of a word. The speaker decides upon their intention or some content to express and encodes the situational constraints on how the content may be expressed. It should be in formal or informal situations.

In some cases, the flow of speech production faces some difficulties may into the speaker while do the articulation process. There are many reasons influence the execution of speech production. Its phenomena are known as speech disfluency.

2.1.3 Speech Disfluency

When the speakers have no speech between words, produce "ah, er, uh, mm", repeating in a row, it reflects as speech disfluency (Clark and Clark, 1977, p.261). People may face an obstacle in order to release their message. Speech disfluency is not a part of language pathology. Speech disfluency is a natural phenomenon faced by every speaker.

In opposite one, an ideal delivery is the utterance can be executed smoothly and under well intonation contour. Apart from that, most people are producing a daily conversation is far from being perfect. In daily conversation, speakers are full of disfluencies by the different types.

Speech error can be defined as a type of speech disfluency. They are same in the meaning, just different in term. Speech disfluency can be used to investigate the process of speech production.

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2.1.4 Overview of Wolf of Wall Street's Movie

Wolf of Wall Street movie is released on 2013. The duration of the movie is almost 180 minutes. The movie is directed by Martin Scorsese with the main character is by Leonardo DiCaprio. The story of this movie inspired from the autobiography book of the most stock broker in Wall Street at that time, Jordan Belfort. Along the Wolf of Wall Street Movie, the story represents the way how Jordan Belfort who was struggling in order to reach wealthy as stock broker in Wall Street in 1990's.

This movie nominated for five Oscars, including Best Picture. The film has garnered an ardent posse of detractors who declaim the film's amorality and decadence (Philip Conklin, 2004). The four hours of duration in originally movie should be cut in certain part. Many people do not agree with its movie which depicts an epic of drugs, sex, money laundering, stock manipulations, and other sundried cons too much through Jordan Belfort's life.

Many variance responses come from people whom watched the movie. Some people give appreciation about how honest Martin as director depicts the movie. It gives a voice about the system of work investment systems which depict in *The Wolf of Wall Street movie.* The movie emerges the critiques of these systems, creates new ideas about how to be great salesman, and shows us things we have not seen. Some articles note in the page.

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Seitz:

> "Jordan Belfort and men like him represent America, and on some level we must be OK with them representing America, otherwise we would have seen reforms in the late '80s or '90s. How the system these guys are operating in is just part of a larger financial and governmental system that screws over Americans every day.

Another arguments comes from Kofi Outlaw, he (2014) says "the wolf of wall street is an outrageous and repugnant reflection of something very real and very rotten at the core of our society". The Wolf of Wall Street is nothing less than a brilliant and nightmarish portrait of the true face behind America's greed culture, which manages to impress, amuse, offend and outright terrify often.

2.1.5. Types of Speech Disfluency proposed by Clark and Clark

Clark and Clark (1977, p.263) have been categorized kinds of speech disfluency. He divided into nine types. However, the researcher focused on 8 types of disfluency, because the other one is not exist in the conversation, they are: silent pause, filled pause, repeats, false start (un-retraced), false start (retraced), correction, interjection, and stutter.

a. Silent Pause

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Silent pause is a period of no speech between words (Clark and Clark, p.262). There are three areas that enable to do silent speech. In border of the constituent, it means in the first and the last of phrase or sentence. It is called as grammatical juncture. Grammatical juncture is an ideal speech, which suggests as a breath time. It cannot be categorized as speech disfluency. The one and only in silent pause is in the middle position of constituent. The speakers choose to stop their utterances in the middle of their execution, whereas they still have a message to be delivered.

It produces in order to gain time during the process of linguistic production. It happens while someone stops their speech for a while when delivering speech in the middle of her or his conversation. They seem difficult to say what their intentions are. It calls speech disfluency when the duration is longer than 250 milliseconds and occur in middle of the word or sentence (Goldman-Eisler in Harley, 1995). The sign to conveys silent pause is "[//]".

Examples:

(1) The mosque's **[//]** architecture is great, I **[//]** am excited to see it.

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(2) The mosque's architecture is **[//]** great, [//] I am excited to see it.

The silent pause's number (1) include as speech disfluency, while number (2) is not consider as speech disfluency. As mentioned above, if silent pause occur after constituent, it reflects the time for the speaker to breath.

b. Filled Pause

Filled pause is characterized by the expression, such as: ***[um], [mm], [uh], [yeah], [err]***. It is other utterances which not include in message of speech. Filled pause can be placed in the beginning, middle, and last speech. Filled pause can reflect of stalling.

(1) The speech conference will be held on, ***[uh]***, next month.

(2) Take a blu-***[um]***, black circle in that corner.

From the examples above, we can recognize that filled pause like a sign. Its sound or word is released to fill up gaps in utterances (1). Filled pause usually realize to the listener, that the speaker has just misspoken (2).

c. Repetition

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Repetition appears to involve restarting the utterance from the beginning, whether a syllable, lexical word, phrase, even sentence. Mostly, repetition is a consequence of the fast speed while the speaker deals to release the speech.

For Examples:

(1) ***You know [/] you know*** I believe you are never lying.

(2) My lecturer almost teaches ***for [/] for*** seven years.

d. Un-retraced False Start

It occurs when the speaker completely abandons an utterance that is incomplete and embarks on a new one which is lexically and syntactically distinct. In simply, it means the correction of the word does not include the repetition of one or more words before the word that are being corrected word.

(1) Take the ***book [\\] paper*** please

(2) Throw the ***plastics [\\] rubbish*** dear

e. Retraced False Start

Retraced false start happened where a part or all of the original utterances is repeated. Where the speaker partly repeats what has been

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said, while making some changes of grammar or vocabulary, we have an "insertion" or what is generally termed a reformation elsewhere. It is quite similar to un-retraced false start. Its different is the correction of the word including one or more words before the corrected word.

(1) Take ***the book [\] the paper*** please.

(2) Later on when we where demanded ***to have [\] to give*** life performance in different musical festival in America and Africa.

f. Correction

It is like false start. The speakers correct their statement. That makes different is that the speakers proposed as an extra source of information, such as: "I mean", "Sorry". Besides that, there is an editing statement {you know} will find in this analysis.

For example:

(1) Take the book, ***sorry*,** the paper please.

(2) Throw the plastics**, *I mean*,** the rubbish dear.

(3) They are **{you know}** gangs of New York City are our friends now.

From the example above, number (1) and (2) are used to correct the words that previously released. It is quite different with the example number (3), its correction is used to make slightly closer with the previous

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statement. It happens because what his previous speech is not obvious. So, he tries to take over the previous words which make misunderstanding.

g. Interjection

This disfluency indicates that the speakers are getting surprise, shock, pain etc. They are no ideas about what to say next. The interjection signs are likely ***oh, ah,*** *so do like.*

For example:

(1) Marry want to buy, *oh* lemon.

(2) *oh* She is an artist now

Interjection signal sometimes indicates that the speakers forgot something then they just remember what they want to speech (1). An example number (2), depict that the speaker getting surprise of the information they were getting.

h. Stutter

Stuttering is characterized by repetition of sound which has a hard frequency. Stuttering will fully develop when the speaker eventually strong emotional reactions, fear, embarrassment of the untreated. (Richard Culatta, 1990, p.59)

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(1) Give me your ***m-m-m*** money

(2) Turn on the ***h-h-h*** heater switch!

2.1.6. Factors Trigger Speech Disfluency

Process producing language is a normal human activity. Speaking is the way to keep communicates with other people. Unfortunately, in order to produce or execute a speech, the speakers sometimes do any variety of speech error that we commonly known as speech disfluency. The frequency of disfluency in everyday life emerges some questions. What are the factors influence this phenomenon? Can we identify the possibilities? It can be broad explanation.

There are some possibility factors that influence the occurrences of speech disfluency in the normal human being. The writer uses Bortfeld, H., et al., theory. They provide variance possibilities which might trigger speech disfluency. And some appropriate has been chosen by the writer as the possible factors toward the data. They are; processing load relates to complex constituents; coordination function deals with the sequences of time; and social reason covered the topics they were discussing. The description of each factor explains in the next page.

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a. Processing Load

Amount of word is provided in the brain. The possibilities of sentence construction may be a million variances. They have to choose a certain word which conveys the reflection of their intention. A sentence which contains of concrete word, for instance "newspaper, magazine, television, radio" is easier to produce than a sentence which contains an abstract word, like "honour, joy, love" (Clark and Clark, 1977, p.271).

Its case appears because the speaker needs to give description in detail the meaning of its abstract word that he or she has been spoken. It presumably makes the speaker need to consider more to choose a proper word which has relation with abstract word.

Furthermore, they pause longer and use more fillers before producing an answer that they lack confidence in. In this situation, speaker is more likely to be incorrect. Speakers pause longer and use more fillers before a non- answer (e.g., I don' t know), when they actually do know the answer but are just unable to retrieve it.

b. Coordination Function

Shriberg (1996) argues the possibility of why disfluencies are more common at the beginnings of utterances is that they might be used to coordinate interaction (cited on Bortfeld, et al., 2001, p.127). The occurrences

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of speech disfluency happen because the speaker does not want the listener losing their attention among the speaker. Speaker needs to have several times to plan their utterances before execute their speech.

Clark H (1994, p. 247) says if disfluency serve a communicative function, they may provide information that enables two people in conversation to better coordinate interaction, manage turn- taking, or align their mental states. The length of time duration which took in every single utterances of speaker determines the success toward the communication. While, speakers take a long time to produce an utterance, they risk losing her addressee's attention or their speaking turn. Therefore, if speakers rush to produce unintentional word, they risk being misunderstood. So, some speakers may decide to warn her addressee of a delay in producing a word or phrase by uttering a filler such as *um, uh*, err.

Disfluency may also help a listener realize that a speaker has just misspoken. In one series of studies conduct by Brennan & Schober (2001), listeners were faster and more accurate in comprehending repair words such as orange in utterances like move to the yel- uh, orange square when the interrupted word was followed by 'uh' than when it was not (cited in Bortfeld et al., 2001, p.126).

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The story of how fillers affect turn- taking may be more complicated than one where an *uh* simply helps a speaker keep an addressee from interrupting. Here the example:

A: and number 12 is, uh, …

B: chair.

A: with the chair, right.

Here B may have taken "uh" to be a request by A for help in producing the right word; if this is so, then the disfluency was used as a collaborative tool.

c. Social Reason

The topic of the speakers has an important role during the process of delivering their message. Speaking is cannot be separated from social environment. The speakers might face some uncomfortable feeling, either the situation or the topic under discussion. Situational anxiety can affect a nervous. Nervousness tends to produce more correction and certain other speech error. Speaker become tense, and their planning and execution become less efficient when they are anxious (Clark, 1993). It happens by many situations, the speaker may be very difficult to verbalize and express their

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thought, it makes more time to the speaker spend many times doing planning to execute their speech into a right word.

2.2 Review of Related Studies

For several years great effort has been devoted to the study of speech disfluency. Many researchers have been conducting analysis on speech disfluency in the Psycholinguistic's context. The writer collects some relevant references to support this thesis. The most current analysis has been circulating around the speech disfluency in directly speech.

There are two studies that are related to this thesis. These similar issues have been proposed by Dina Kartika (2008), entitled *"Speech Disfluency made by Indonesian Children aged four in Giving Narration"*. The second thesis is presented by Maida Ambarita (2008), entitled "Speech Disfluency in Giving Description made by Kindergarten Student". Dina Kartika wrote a thesis entitled *"Speech Disfluency made by Indonesian Children aged four in Giving Narration on* 2008. The participants are five Indonesia kindergarten children. The data got from the conversation between mother and her children. Dina asked to each mother to guide the children to tell certain narration then recorded by using cassette. After she collected the data, she examined it. She analyzed the speech disfluency in three main types', pauses (filled pause and unfilled pause), false start, and repetition. The most frequent type of speech disfluency produced by

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four years old is unfilled pause. The total number from her finding is 708 speech disfluencies. She found that each child from her data did more than 100 speech disfluencies during giving narration.

And the second is "Speech Disfluency in Giving Description made by Kindergarten Student'. It conducted by Maida Ambarita. She analyzed Kindergarten student's disfluency by asking them. Maida asked them to describe their house, family members, toys, and clothes. She analyzed three types of speech disfluency. There are pauses, false start, and repetition. The result of the analysis that conducted by Dina Kartika and Maida Ambarita were same. The most frequency of speech disfluency is unfilled pause. She got 1349 disfluencies from her research. And 70% is unfilled paused.

In addition, some journal has been conducted by many researchers. Journal from Pcychonomic Bull Rev Journal, volume 19, 921-928, 2012 entitled Disfluency in dialogue: an intentional signal from the speaker? This journal wrote by Ian R. Finlayson and Martin Corley. It conducted in toward two situations, monologue and dialogue. This study proposed to know the factors influence the frequency of speech disfluency. Around twenty native British-English speaking undergraduate students from the University of Edinburg became the subjects. They are designed to name the same alignment images in different situation (monologue and dialog). The result is that dialogue condition influenced the subject (the speaker). In addition, disfluency reflects cognitive

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difficulty. It has proven by the more difficulties of subjects to mention the name of blur images than clear images.

Another journal conducted by Joseph Paul Stemberger, entitled Speech Error in Early Child Language Production. This journal conducted in 1989. This journal compared the pattern of speech error between adults and children. He examined the errors formed linguistically, the role of similarity in conditioning errors, and the degree to use wrong phonological representations than adults. As a corpus in this study, errors made by two young children and adult obtained from diary studies. The data collected from two daughters named Gwendolyn and Morgan. Joseph collected their utterances by recording and noting. He focused on the phonological, lexical, syntactic, and morphological development of the subject's utterances. His findings show that adult contributed the proportion of phonological errors less than two children above. Nevertheless, morphological and syntactic errors are dominant in adult conversation. In detail, word substitution errors are the most speech error did by children, whether the most speech error faced by adult involved consonants, vowels, even both.

However, this study has some differences from both researchers. Both researchers concern only three kinds of speech disfluency which classify by Clark and Clark Theory. Nevertheless, the writer analyzes all types of speech disfluency. The writer also analyzes with the different ways, by analyzing the native English speaker who has been adult which indicate their speaking is

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completely around well. It is intended to build a comprehensive study about speech disfluency.

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