THE STUTTERING ANALYSIS EXPERIENCED BY BOBBY BOUCHER IN *THE WATERBOY* MOVIE

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Abstract

Stuttering is one of the speaking troubles that disturbs a person's ability to speak fluently. This study has two purposes: (1) the types of stuttering and (2) the consequences of being a stuttering person in social life experienced by Bobby Boucher in *The Waterboy* movie. Moreover, this study was conducted by using a content analysis qualitative method. Dealing with the research purposes, it was found that Bobby Boucher experienced four stuttering types namely; repetition, sound prolongation, block (silent pause), and broken word. It was also found that the consequences experienced by a stuttering character depend on social life. The consequences experienced by Bobby Boucher are; hard to get friends or partners and mocking or bullying.

Keywords: Speech Disorder, stuttering, types of stuttering, consequences

Abstrak

Gagap merupakan salah satu gangguan berbicara yang mengganggu kemampuan seseorang untuk berbicara dengan lancar. Penelitian ini memiliki dua tujuan: (1) jenis-jenis gagap, dan (2) akibat menjadi penderita gagap dalam kehidupan sosial yang dialami oleh tokoh dalam film The Waterboy. Selain itu, penelitian ini dilakukan dengan menggunakan metode kualitatif analisis isi. Peneliti menghasilkan data dari film dan naskah film dalam bentuk ucapan, dialog, dan kata-kata. Berkaitan dengan tujuan penelitian di atas, ditemukan bahwa Bobby Boucher mengalami empat jenis gagap yaitu; pengulangan, pemanjangan bunyi, terhenti (jeda senyap), dan kata yang salah. Selain itu, ditemukan bahwa ada konsekuensi menjadi penderita gagap didalam kehidupan sosial tergantung pada karakter yang dialami dalam film. Akibat yang dialami oleh Bobby Boucher adalah; sulit untuk mendapatkan teman atau pasangan dan mendapatkan perlakuan terintimidasi.

A. INTRODUCTION

Communication is an essential thing in daily life, and speaking is one way for people to communicate with others. The process of speaking itself requires thoughts and

feelings carried out by the human brain to produce words or sentences. In producing language, four stages must be passed: the first stage is conceiving a message, the second stage is arranging words, the third stage is formulating the structure of a sentence, and the last stage is articulating the sentence. According to Taylor (1990), at the speech production level, a speaker must successfully undergo those four stages or else (as cited in Kormos, 2006)

In communication, some speakers usually make interruptions in the normal flow of "fluency," while the disruption in the flow of speech is called "disfluency." The speakers are disfluent at times, especially when they speak too fast, angry, confused, nervous, surprised, or at a loss for words. Either speech errors or speech disorders cause this disfluent phenomenon.

Speech disorder is a disorder in speaking occurs due to limitations in speaking. Lanier (2010) stated that speech disorders affect the way a person talks. A person with a speech disorder usually knows exactly what he or she wants to say and what is appropriate for the situation, but he/she has trouble in producing the sounds to communicate it effectively. The main cause of a person experiencing speech disorder is damage to the mechanism of speech (larynx, lips, teeth, tongue and palate) but sometimes the cause of the speech disorder is unknown. One kind of speech disorders is stuttering.

Stuttering is a disorganized speech because it often falters suddenly and then repeats the first syllable, the following words, and after successfully saying the words, the sentence complete. Speakers are frequently unable to pronounce the initial syllable, but it is difficult to tell the initial consonant or vowel. Instead, they pick another word and try to finish the sentence with difficulty.

Stuttering phenomenon is part of the story in a movie entitled *The Waterboy*. *The Waterboy* tells the story of a stuttering young man named Bobby who works as a water carrier in a football club. He is always being mocked and treateds strangely by people. He gets fired from his job because a coach from the club where he works hates him. One day, there is a football player that taunts him. Bobby gets mad and pushes the man down. A coach from another football club witnesses that tragedy. The coach realizes that Bobby has a talent and wants to recruit him. And it turns out that Bobby brings luck to the team.

The researcher is interested in using The Waterboy as the research object because it shows the stuttering phenomenon and the characteristics of a stutterer. Not only the characteristics, but also how a person who stutters interacts with his environment. The purposes of this research were to identify the types of stuttering and to identify the

consequences being stuttering character depend on social life in the *The Waterboy* movie. It was expected that this research can inspire another researcher to analyze stuttering in linguistics point of view.

B.   THEORETICAL BACKGROUND

1.   Psycholinguistics

Psycholinguistics is a combination of two sciences, namely psychology and linguistics. Psycholinguistics studies how the meaning of a word or a sentence is interpreted in the mind, study how complex words or phrases are formed in speech, and how speech divided into their constituents in listening and reading activities. In short, psycholinguistics seeks to understand how language is done (William, 2001).

2.   Speech Disorder

Lanier (2010) states that speech disorder is a condition in which a person has problems creating or forming the speech sounds needed to communicate with others. Speech disorder can affect the way person talks. A person who has speech disorder actually knows what he or she want to say but is constrained in producing a sound so affecting in the fluency of language. This certainly gives effect on how someone speaks. Speech disorder can occur in all ages, from children to adults.

3.   Fluency Disorder

Lanier (2010) states that a fluency disorder is a relationship between smooth and rhythm in speaking. A person with a fluency disorder always repeats the word and lengthens a voice, a word, and a sentence. Types of fluency disorder are stuttering and cluttering, but stuttering is the most common fluency disorder. In some cases, children develop through this fluency disorder phase within a few months. As they learn to compose complex statements, questions, and commands, children often interject extra words or sounds between words (adding "uh" or "you know"), revise or change the sentence ("mom went – Mom drove to the store"), repeat certain phrases ("We are going, we are going home") or repeat particular word ("I – I – I want that").

4.   Cluttering

Cluttering is a speech disorder of fluency that affects the ability to convey messages to others in a clear and concise manner. Person with cluttered speech often report that their listeners have difficulty understanding them, and attribute this to factors such as their rate of speech, the clarity of their speech, and/or the organization or relevance of their message (Ward, 2006)

5.   Stuttering

Sleeper (2007) states that Stuttering is a speech disorder in which repetition and prolongation of syllables, sound, and phrase interfere with fluency. Someone who experiences stuttering will have a hard time to start the word because of disruption in repetition, vocals and articulation involve the throat, palate, tongue, lips, and teeth. Stuttering may be worse when the person is excited, tired or under stress, or when feeling self-conscious, hurried or pressured. A situation such as speaking in front of a group or talking to the phone can be particularly difficult for people who stutter. Both Stutterer and normal human can speak fluently and also can make mistakes or disruptions in speak. However, speak fluency is easier to be noticed stutterer's utterances. A person repeats a word for more than ten times in five minutes can be identified as a stutterer (Ward, 2006). People who stutter often develop negative emotional reactions, such as embarrassment, guilt, and frustration. Finally, many develop negative attitudes and beliefs about themselves and their speaking abilities. These physiological, emotional and (cognitive) reactions are often very disruptive to the communication process and to the life of the person's in general. Campbell and Hill as cited in Ward (2006) divided types of stuttering into 4 they are:

a. Repetition

Repetition is a common types that happen when units of speech experience repetition of words that are not very common or very numerous. Dealing with repetition Campbel and Hill categorize repetition into 3 types; part-word repetition, whole-word repetition, and phrase repetition.

b. Sound Prolongation

Sound prolongation is a phenomenon where the unit speaks unnaturally prolonged or lengthened. The prolonged unit is usually the first sound of a syllable or word. This happens when the articulator cannot move from the first voice position to the next.

c. Block (Silent Pause)

Block is a complete stop of speak which is caused by the inappropriate cessation of sound. In other words, block is a condition where you cannot say any sound even if you have the intention to speak.

d. Broken Words

Broken word is when stutterer experiences 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 incorrect, they usually retrace and correct it.

6.   Consequences of being Stuttering in Social Life

Stuttering is a smooth speech disorder that mostly occurs in childhood and its prevalence is around 1% of the total population. Stuttering includes various forms of unintentional disturbances in speech such as syllable repetition, prolongation, blocking sounds, substitution, and avoidance of words. This speech disorder is a communication and social problem, which has a negative impact on mental and emotional health and various aspects of adult life. Therefore, in most people who stutter, daily activities are affected and in some cases, stuttering causes problems in communication during speaking activities including making calls or speaking in front of other people. And most often, communication problems will occur in various activities at school, at home or at work (Kasbi, 2014).

According to Dickson (cited in Hundsaker, 2011) Stuttering that lasts for years is very annoying because it can affect how well a person adjusts to the environment and the social situation outside the home. Adults who experience sustained stuttering often experience difficulties with social interactions because they are embarrassed by their inability to speak fluently. From the explanation above, Dickson (cited in Hundsaker, 2011) divided several consequences being stuttering in communication into 4 types, they are fear to talk, failure in communication, mocked or bullying, and hard to get friends or partners.

a.   Fear to Talk

Most people talk without much difficulty most of the time. It is true that people hesitate and stumble over words at times, especially when under stress or fatigue, but they show little concern over such mistakes. However, people who stutter overreact to their mistakes. They were afraid that it would happen become tense and felt helpless. As long as the tension is so high, the flow of speech stops or won't start.

b.   Failure in Communication

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. Communication refers to any verbal or nonverbal behavior that influences the behavior, ideas, or attitudes of others (West, 2010). However, who stutter people must have an indicator that makes them fail in communication with people. The first indicator is nervousness. Nervous which causes stutterers to experience communication failure is not being able to complete what they want to convey, because the mouth becomes heavy to talk when talking to others so there is a reluctance to express opinions while in a discussion forum.

The last indicator is to avoid answering questions. This is because stutterers difficult to find the right words or look for words that do not make them stutter. So, they are difficult to answer questions quickly and clearly.

c. Mocked or Bullying

Bullying can take many forms, can be directed at anyone, and seems to come from anyone. Bullying can be intentional, vindictive, open or can be more covert, such as a degrading view or patronizing tone in someone's voice. Bullying can be physical, verbal, intimidation, or it may be nothing more than social alienation. Stuttering children only consist of a small group of children who are ridiculed. However, most of these people were intimidated because of the difference in their speech. The type of bullying that occurs most is imitation and calling names (Roth and Beal, 1999).

d. Hard to get Friends or Partners

Stuttering can affect one's employment opportunities, other people's perceptions, self-image, relationships with peers and intimate relationships. Dickson (cited in Hundsaker, 2011) states that an individual who stutters are viewed as less desirable romantic partners and friends. Therefore, stutterers are often lonely and do not have friends or partners. They also feel that no one wants to be friends with them because of this disfluency.

C. RESEARCH METHOD

In this research, the method used is qualitative research. Vanderstoep and Jhonston (2008) state qualitative research produces descriptive data, including written and oral words of research objectives, whether it is about a community or a book. The purpose of qualitative research is more descriptive than predictive. The goal is to understand, in depth, the viewpoint of the researcher. Qualitative research deals with people's interpretation of their experiences. The approach use in this research was content analysis. According to Hsiech and Shannon (2005) content analysis is a systematic technique to analyze content and process of message; or a tool for observing and analyzing the content of open communication behavior of selected communicator (object of the study). In the case of this study, the content analysis can be interpreted as an observational tool to examine the object through communication behavior towards others. The researcher use qualitative content analysis in order to identify the speech disorder experienced by the stuttering character through the systematic process.

There are some processes in analyzing the data in this research based on Miles and Huberman (1994). First the researcher selected and categorized the data based on types

of stuttering and consequences of being stuttering person. Second, the researcher uses the theory of Campbell and Hill, and Dickson to analyze types of stuttering and the consequences of being a stuttering person in social life. The researcher will use data sheets to display the data. The arrangements of the codes used in the data are data number, the types of stuttering, the consequences of stuttering, and the dialogue's duration that shows utterances that indicate as data. After the data has been reduced and presented, the researcher draws conclusions from the entire data described in the previous discussion based on research questions. The researcher presented the table that shows the codes of data which can help the researcher to identify the data.

Table 1. The Types of Stuttering

Types of Stuttering	Code
Part-word Repetition	PW
Whole-word Repetition	WW
Phrase Repetition	PH
Sound Prolongation	SP
Block (Silent Pause)	BL
Broken Words	BW

Table 2. The consequences of being Stuttering in Social Life

Consequences of being Stuttering	Code
Fear to Talk	FtT
Failure in Communication	FiC
Mocked or Bullying	M/B
Hard to get Friends or Partner	HtgFP

In addition to the code above, the researcher also used page of script and time of the scene as coding.

Table 3. Other Coding of Data

Name	Code
Scene	SN
Data	D

D. FINDINGS AND DISCUSSION
1.   Types of Stuttering
a.   Repetition

The first type of disfluencies is repetition when a unit of speech is unusually repeated once or many times. According to Campbell and Hill theory, the unit of speech can be in the forms of a single sound, a syllable, a word, a phrase, and a group of words.

> Football Player : Smell like you could use a shower, stinky.
>
> Bobby   : Oh! Listen, you-you could think what you want a-about my personal hygiene, but, please, don't-don't waste any water. That-That's bad policy if you need to amuse yourself at my expense, just-just rough me up or something.
> <div align="right">(D01/PW/WW/SN 00:03:07-00:03:18)</div>

The conversation above happened when Bobby prepared the water for the players during training, and then he read the criticism paper there. However, Bobby ignored the contents of the message. Afterward, he was surprised by a football player who came to him and sprayed the water into his face, so Bobby fell. In this dialogue, Bobby repeated several whole words such as "you," "don't," "that" and "just" several times. When Bobby experienced bullying from football players, he was then angry and upset. It is made him unable to control his emotions and made Bobby stutter. It is followed by a "clenching fist" and "rapid eye blink" indicated as stuttering symptoms.

b.   Sound Prolongation

Sound Prolongation is a phenomenon producing a speech in which the speaking unit is unnaturally prolonged or lengthened. The prolonged unit is usually the first sound of a syllable or word. It happens when the articulator cannot move from the first sound's

position into the next one so that it becomes a single continuous long sound. An example of data of Sound Prolongation is presented in the following.

> Derek : Yo! Water's better cold.
> Bobby : Yes, Iiii agree, but to guarantee (pause) that the $H2O$ is-is purified, i-i-it's good to use (pause) the heating source, Sssterno. it's like my mama always says, "Bbbetter safe than-than sorry."
>
> (D12/WW/PH/SN   00:11:48-00:12:03)

The conversation above happened when Bobby was still busy preparing good water and ensuring that H20 was purified. Afterward, a football player came to him and talked about good water. In this dialogue, Bobby prolonged the sound "I" when he said, "I agree." Moreover, he prolonged the sound "s" for "Sterno" and "b" for "Better." Bobby's speaking contained stuttering sentences because he was surprised when his friend was coming, then he was in a hurry to explain. For people who stutter, talking in a hurry can make stuttering worse and repeat words more often. It is happened because of the asymmetry between the brain and the organ of speech.

c. Block (Silent Pause)

Block is a complete stop of speech caused by the inappropriate cessation of both sound and air. In other words, a block is a condition in which people are unable to utter any sounds, although they have had an intention to speak. An example of data of block is presented in the following.

> Mama : Somebody hurt you, my boy ? Who hurt you? You tell Mama who hurt you.
> Bobby : Nobody, Mama. It's just that (pause) I lost my position as the team's (pause) water distribution engineer.
>
> (D03/BL/SN   00:04:52-00:05:01)

The conversation above occurred when Bobby came home sadly when he had problems where he worked. His mother asked him who would dare to make his son sad and hurt. Then Bobby told his mom that nothing hurt him, only that he had just lost his job. In this dialogue, Bobby pauses the sound after the word "that" for 3 seconds, then follows the word "I" and the word "teams," then follows the word "water" and finished what he wanted to convey. In that dialogue, Bobby pauses sound followed by two types of secondary behavior when he was stuttering. The first pause occurs after the word "that," followed by eye behavior such as "eye blink" when stuttering. The second pause occurs after the word "teams" followed by a "head movement" or moving his head sideways.

d. Broken Words

Broken words happen when a stutterer experiences some interruptions of words without any effort of completion by retracing and correcting them. 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.

> Mama : Remember when that man wanted you to play fool's ball, Bobby?
> Bobby : Yeah, I—He-- Roy Orbison-- Coach Klein. I-I-I remember.
> Mama : So, Bobby, did they ever catch that gorilla what escaped from the zoo and punched you in the eye?
> Bobby : No, Mama, he-- The-The search continues.
> (D28/WW/BL/SN   00:33:42-00:34:00)

The conversation above happened when Bobby, Vicki, and Bobby's Mother have lunch in Bobby's house. In this dialogue, Bobby changed his word from "I" to "He" to "Roy Orbison" to "Coach Klein." Pronunciation error occurred when the stutterer utters nonsense words or something that cannot be identified as a word. This phenomenon is when stuttering people experience interruptions of words without any effort of completion by retracing or correcting it.

2. Consequences of Being Stutterer in Social Communication Life

According to Dickson (in Hunsaker, 2011), stuttering that lasts for years is very annoying because it can affect how well a person adjusts to the environment and the social situation outside the home. Adults who experience sustained stuttering often experience difficulties with social interactions because they are embarrassed by their inability to speak fluently. From the explanation above Dickson (in Hundsaker, 2011) divided several consequences being stuttering in communication into four types, they are fear to talk, failure in communication, mocking or bullying, and hard to get friends of partners. But in this research, there are only two consequences that the researcher found in the movie.

a. Mocking or Bullying

Bullying can take many forms, it can be aimed at anyone, and it seems to come from anyone. Bullying can be deliberate, vindictive, transparent, or more subtle, such as a negative perception or a patronizing tone in someone's voice. Bullying can be physical, emotional bullying, or it can be nothing more than social alienation. The following data are a clear example of Mocking or Bullying.

> Football Player : Smell like you could use a shower, stinky
> Bobby   : Oh! Listen, you-you could think what you want a-about my personal hygiene, but, please, don't-don't waste any water.

(D01/MoB/SN   00:03:07-00:03:18)

The conversation above happened when Bobby prepares the water for the players during training, and then he reads the criticism paper there. In this situation, a football player saw Bobby came to him. Afterwards, the football player spraying the water into Bobby's face, so he fell and other players bully Bobby and laugh at him.

b. Hard to Get Friends

Stuttering can affect one's job opportunities, other people's perceptions, self-image, peer relationships, and intimate relationships. Dickson (cited in Hundsaker, 2011) suggests that individuals who fail are less suitable romantic partners and friends. As a result, stutterers are often depressed and do not have friends or partners. We even fear that no one wants to be friends with them because of this drift. The following data are a clear example of Hard to Get Friends.

Supporter   : What an idiot.
Football Player   : Waterboy, you stink!
Gee   : Nice job, shithead. You just lost us the game.
Bobby   : I'm sorry. Would you please still be my friend?
Gee   : No ! Get away from me.
Bobby   : Okay.

(D11/MoB/HtGF/SN   00:30:49-00:31:09)

The conversation above happened when the match was going on. The enemy team taunted Bobby and made Bobby angry. Bobby also attacked that person until Bobby made a mistake, so Bobby's team lost. And Gee, one of the team members, is mad at Bobby. And he refuses to be friends with Bobby.

3. Discussion

Based on the finding, the researcher found that Bobby Boucher experienced four types of stuttering, namely: repetition that divided into three subtypes: part-word repetition, whole-word repetition, phrase repetition; broken words; and block (silent pause). Therefore, he also does whole-word repetition rather than broken words. This research does not stop in categorizing the types of stuttering. However, the researcher also going identifying the consequences of being stuttering in the social life experienced by Bobby Boucher in the movie. According to Dickson (cited in Hundsaker, 2011) consequences being stuttering in communication divided into four types of consequences they are: fear to talk, failure in communication, mocked or bullying, and hard to get friends or partners. But the data of failure in communication and fear to talk does not found in the movie. The reason why those consequences not found in the movie,

because Bobby has high self-confidence and he is not afraid to speak, although he always becomes a victim of ridiculed by people around him.

E. CONCLUSION

Firstly, in *The Waterboy* movie, Bobby Boucher, as the stuttering character, experienced four types of stuttering. They are repetitions divided into three subtypes part-word repetition, whole-word repetition, phrase repetition; sound prolongation, block (silent pause), and broken word. Whereas whole-word repetition is the most frequently experienced because Bobby Boucher usually repeats sounds when he makes disfluency in his utterances. The broken word is the least frequently experienced by Bobby Boucher because he usually repeats whole-word than change words when he makes disfluency in his utterances.

Second, Bobby Boucher experienced two consequences. They are mocking or bullying, and hard to get friends. Mocking or bullying is equally common in people who stutter because people around stutterers will think people stutter freaks, so they mock stutterers with imitation to speak stuttering. In this research, the consequences of fear of talking and failure in communication are not found in the movie because Bobby has high self-confidence and is not afraid to speak, although he always becomes a victim of ridicule by people.

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