CHAPTER I

INTRODUCTION

1.1. Background of the Study

Communication serves primarily as the major function of language. Sapir (1921:8) defined language as a method of human beings to communicate their ideas, feelings, through symbols which are articulated in a form of sounds. This does not necessarily mean that animals are not able to communicate. They have their own ways to communicate as in for telling the others where the source of food is, to give warning about threats and danger, to attract a mate, be it in a form of movement, sight, sound, and so on. However, human language is the most unique communicative system. Hocket (1958: 574) proposed seven properties that construct a language i.e. duality, productivity, arbitrariness, interchangeability, specialization, displacement, and cultural transmission. That is, off course, only human language that covers them all.

Someone with language knowledge has the ability to link sounds with meanings in order to comprehend speech and to express their thoughts (Fromkin et al., 2000:7). Therefore, the way we speak affects how we think and vice versa. In relation to that, psycholinguistics as a branch of linguistics explores the correlation between them. As its name suggests, psycholinguistics is a combination field of psychology and linguistics which particularly concern on

how human acquire, comprehend, produce a language and how brain represent and process language (Fernandez & Cairns, 2010: 1).

Even though we might have no difficulties in expressing our ideas, language production is not as simple as we think. In fact, based on Levelt's model of speech production (1999: 3), it is a complex mental process that requires at least three stages: conceptualisation, formulation, and articulation. Conceptualisation is the stage in which we decide the idea that we want to express. After having the idea, we need to choose the best way to express that idea in formulation stage. Finally in articulation stage, we need to move our muscle to produce speech sounds.

In producing speech, we might face interruption or breakdown in particular process that leads to disfluency. Disfluency refers to the breakdown in the flow of speech where the speaker has an unpredictable pause in a certain length of time (Lickley, 2018: 374). It is quite normal because speech disfluency happens in spontaneous speech. No one has ever reached the level where the spontaneous speech is perfectly fluent. According to Bortfeld et al. (2001: 135), disfluency occurred around 6 times in every 100 words. Its rate might be higher or lower depends on the length and complexity of the sentences. Moreover, individuals with brain damage including memory loss, aphasia, dementia, dyslexia, and the other issues might have the higher rate of disfluency.

One of memory problems arises in this research is short-term memory loss, a condition where the sufferer is easily forgetting recent events or

information in a short time (Cascella, 2019:5). The sufferer may find it difficult to store the new received information into short-term memory. As a result, the new information is unable to be transferred into long-term memory and it will fade away eventually. In other words, the sufferer finds it difficult to form new memories. Individuals with short-term memory loss typically ask the same questions over and over, have issues in quick learning and thinking, forget what they just said or saw or read.

Based on the theory of speech disfluency and short-term memory loss that have been stated above, I am interested to explore these phenomenon as depicted in an animation movie entitled Finding Dory by Disney's Pixar. Finding Dory tells a story of a blue tang fish named Dory who is separated from her parents after being swept away by the undertow. She is suffering from short-term memory loss which unfortunately cause her to forget her parents. Despite the memory issue she is suffering from, her journey of exploring the entire ocean with the help of Marlin and Nemo leads to an unexpected ending. She manages to find her parents unexpectedly right after giving up on looking for them.

The analysis of speech disfluency will be focused only on the main character's utterances by classifying them into 7 sub-types. Later, I reveal the possible causes of speech disfluency related to short-term memory loss experienced by the main character.

1.2. Research Objectives

The objectives of this research are as follows:

1. To classify the speech disfluencies experienced by the main character of *Finding Dory*.

2. To discover causes of speech disfluencies produced by the main character of *Finding Dory.*

1.3. Previous Studies

There have been several studies which explored the phenomenon of speech disfluencies on normal daily speech. The first study came from Hermawan (2022), she analyzed the speech disfluencies on Ellen Degeneres Talk Show by classifying them into four types using Yarrus and Reardon theory. Her result showed that interjections have the highest rate among all types of disfluencies. The second study is conducted by Yanti (2022) in which she explored the phenomenon of speech disfluencies in *Inside Out* animated movie. The classification is based on Fox Tree's theory that classifies the disfluency into six types. She concluded that lexical fillers and filled pauses occurred most often.

In relation to the phenomenon of speech disfluencies, I have also discovered and reviewed several studies which explored speech disfluencies in disordered individuals. The first study is conducted by Sukriana (2018) in which she investigated the speech disfluencies on an anxiety disorder sufferer. She classified the speech disfluencies using Clark & Clark's theory. She concluded that the sufferer produced more disfluencies when he is anxious to speak in front of many audiences. The second study is conducted by Salvatore (2013). He explored the speech disfluencies phenomenon of psychogenic stuttering on a conversion disorder sufferer using Hedge and Davis' theory. His data indicated

that repetitions occurred most often as the other types required more effort to produce. He concluded that disfluencies produced by the sufferer were caused by three factors which related to psychogenic stuttering, including both physical and mental abuse and also abandonment.

In terms of disfluency causes related to Levelt's model of speech production, I have reviewed a study conducted by Felker et al. (2019) which explore how conceptualization difficulties affect first language and second language acquisition on Dutch native speaker. She suggested that people produce hesitations because they have problems during conceptualizing or generating the speech. Her major finding is that higher conceptualisation demands lead to higher rate of silent pauses, filled pauses, prolongations, and repairs.

Furthermore, I have also reviewed several studies on *Finding Dory* movie. The first study by Intan (2021) analyzed the social deixis and the function in utterances. Her findings indicated that there were two types of social deixis: relational social deixis and absolute deixis. In terms of function, she concluded that they function to make sentences more effective, to differentiate social level between the characters, to be polite and to keep social attitude. The second study by Utami (2020) was conducted by textual analysis to explore the values of educational character through Dory's characterization. She discovered 18 types of values authorized by the Indonesian Ministry of Education. She concluded that *Finding Dory* movie can be educative for children to form good personality through habituation as it contains educational values.

Based on the previous studies I have been reviewed above, there has been no research which explore speech disfluencies on short-term memory loss sufferer in *Finding Dory* movie. In terms of disfluencies causes, I haven't found any research which focus on the interruption of speech production process related to certain disorder. Furthermore, there has been no research which is based on Lickley's theory in classifying speech disfluencies. Lickley's theory is chosen for this study because the classification is quite simple compared to the others in which there are only three major types of speech disfluencies.

1.4. Scope of the Study

The analysis of this study focuses on the main character of *Finding Dory*'s utterances. The selected utterances for the discussion contain speech disfluencies.

1.5. Limitation

This research has some limitations regarding the analysis of speech disfluencies causes. The causes presented here only focuses on the interruption during the process of speech production and its relation to short-term memory loss.

1.6. Writing Organization

CHAPTER I INTRODUCTION

The first chapter consists of five sub-chapters: background of the study, research objectives, previous studies, scope of the study, and writing organization.

CHAPTER II THEORY AND METHOD

This chapter is divided into two sub-chapters, the first sub-chapter is theoretical framework which consist of psycholinguistics, speech production, speech disfluency, and short-term memory loss. The second sub-chapter is the

methodology section which is divided into method of collecting and analyzing data.

CHAPTER III RESULTS AND DISCUSSION

This chapter presents the results and discussion based on the analysis of speech disfluencies produced by Dory. There are two sub-chapters which correspond to the research objectives, the first sub-chapter discusses the types of speech disfluencies produced by Dory and the second sub-chapter discusses the causes of speech disfluencies related to short-term memory loss.

CHAPTER IV CONCLUSION

This chapter presents the conclusion based on the results and discussion.