

**PSYCHOLOGICAL ANALYSIS OF STUTTERING PORTRAYED IN THE
CHARACTER BERTIE IN *THE KING'S SPEECH* (2010) FILM**

A FINAL PROJECT



Presented as Partial Fulfillment of Requirements to Obtain the Sarjana

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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE
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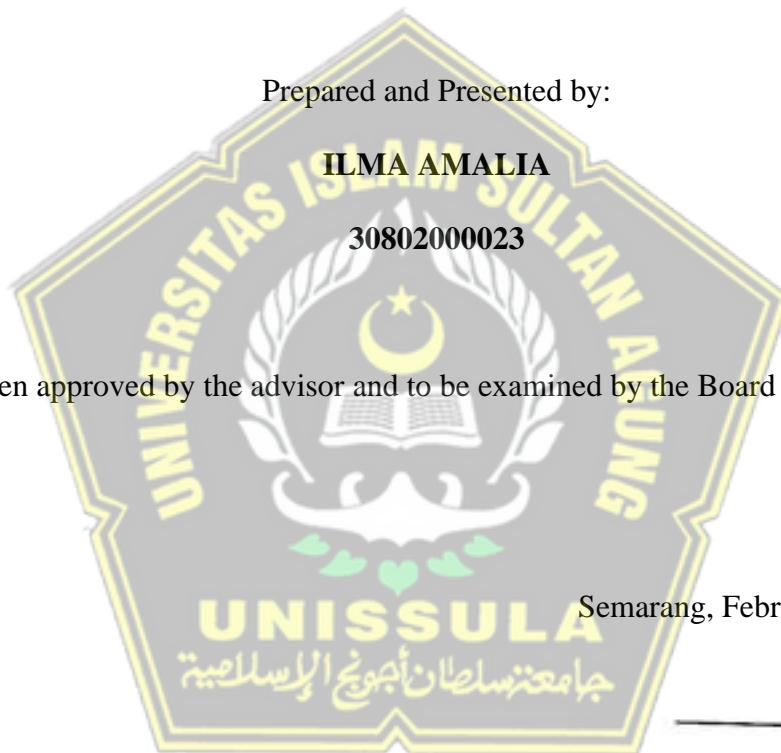
**PSYCHOLOGICAL ANALYSIS OF STUTTERING PORTRAYED IN THE
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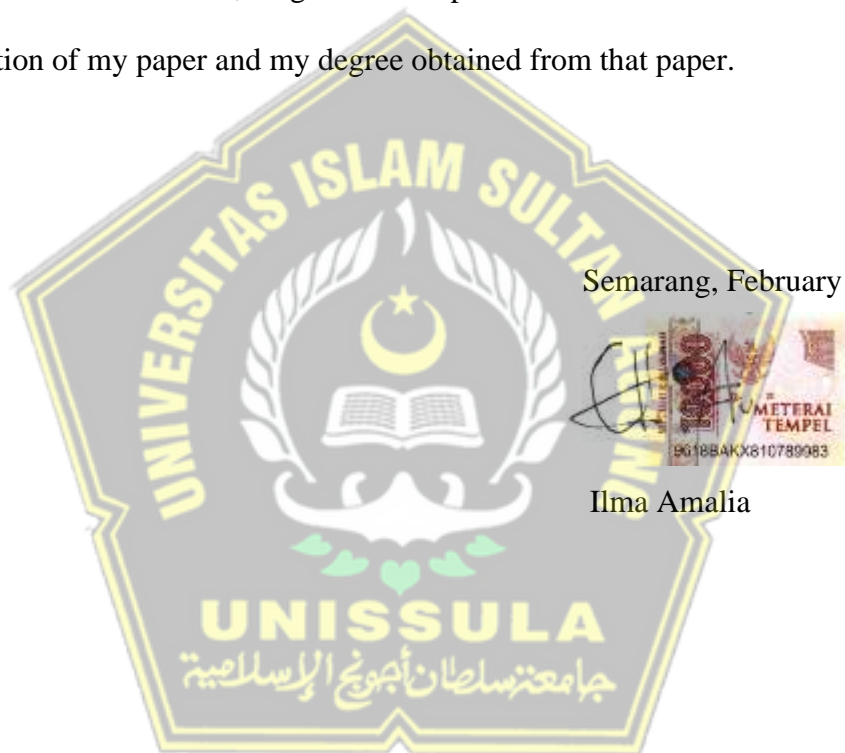
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STATEMENT OF WORK ORIGINALLY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of part of the works of other people, except those which were cited in the quotation and references, as a scientific paper should. If my statement is not valid in the future, I agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



Semarang, February 20th 2024

Ilma Amalia

MOTTOS

So, surely with hardship comes ease.

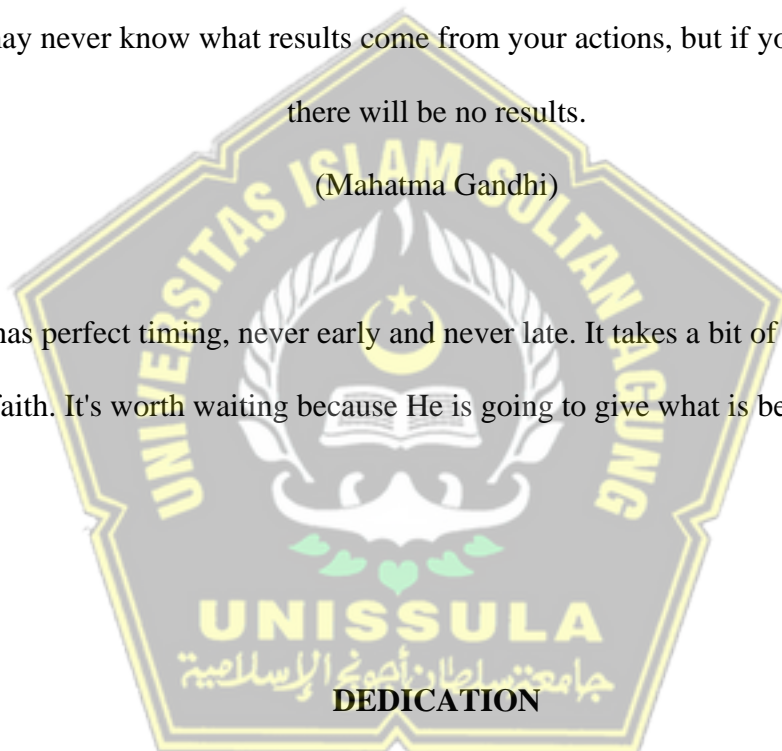
Surely with “that” hardship comes “more” ease.

[Q.S Ash - Sharh (94) 5-6]

You may never know what results come from your actions, but if you do nothing,
there will be no results.

(Mahatma Gandhi)

Allah has perfect timing, never early and never late. It takes a bit of Sabr and a lot
of faith. It's worth waiting because He is going to give what is best for you.



I dedicate this final project to my parents who always support me, give good advice
and be the best parents for me and to everyone who always gives me attention,
support, love and trust. Once again, thank you so much.

ABSTRACT

Amalia, Ilma. 30802000023. Psychological Analysis of Stuttering Portrayed in the Character Bertie in *The King's Speech* (2010) Film. A Final Project of Language and Communication Science Faculty. English Literature Study Program. Sultan Agung Islamic University. Advisor: Nailil Muna, S.S, M.A.

This final project analyses the stuttering experienced by Bertie as the main character in *The King's Speech* (2010) film. This film was first released in 2010 and directed by Tom Hooper. It incorporates a psychological theme in the main character, who is a stutterer or has difficulty speaking in public. Stuttering is a speech disorder that is not only caused by physical, but psychological aspects can be involved. Psychological factors also play an important role in causing and influencing stuttering.

It aims at two purposes; the first is to find out the type of stuttering portrayed in Bertie's character, and the second is to reveal the factors that cause stuttering in Bertie.

This final project used a descriptive qualitative method. It used the psychological theory of stuttering and the psychological theory of stuttering by Joseph Sheehan. Data were obtained from watching films, reading the film scripts, identifying data, and clarifying data. The results of this study are divided into two: the kinds of stuttering experienced by Bertie is a combination of neurogenic and psychogenic stuttering. Apart from that, this study also found that the factors that cause stuttering are psychological factors from internal and external factors.

Keywords: *psychology, stuttering, King George VI, The King's Speech (2010)*

INTISARI

Amalia, Ima. 30802000023. Analisis Psikologis terhadap Kegagapan yang Digambarkan pada Tokoh Bertie dalam Film *The King's Speech* (2010). Tugas Akhir Fakultas Bahasa dan Ilmu Komunikasi. Program Studi Sastra Program Studi Sastra Inggris. Universitas Islam Sultan Agung. Pembimbing: Nailil Muna, S.S, M.A.

Tugas akhir ini menganalisis kegagapan yang dialami Bertie sebagai tokoh utama dalam film *The King's Speech* (2010). Film ini pertama kali dirilis pada tahun 2010 dan disutradarai oleh Tom Hooper. Film ini memasukkan tema psikologis pada tokoh utama yang gagap atau kesulitan berbicara di depan umum. Gagap merupakan gangguan bicara yang tidak hanya disebabkan oleh faktor fisik saja namun aspek psikologis juga bisa ikut terlibat. Faktor psikologis juga berperan penting dalam menyebabkan dan mempengaruhi kegagapan.

Tugas akhir ini bertujuan untuk dua tujuan; pertama untuk mengetahui jenis kegagapan yang digambarkan pada tokoh Bertie, dan kedua untuk mengungkap factor-faktor penyebab kegagapan pada Bertie.

Tugas akhir ini menggunakan metode deskriptif kualitatif. Tugas akhir ini menggunakan teori psikologi tentang kegagapan dan teori psikologi tentang kegagapan oleh Joseph Sheehan. Data diperoleh dari menonton film, membaca naskah film, mengidentifikasi data, dan mengklarifikasi data. Hasil penelitian ini terbagi menjadi dua: jenis kegagapan yang dialami Bertie merupakan gabungan antara kegagapan neurogenik dan psikogenik. Selain itu, penelitian ini juga menemukan bahwa faktor penyebab kegagapan adalah faktor psikologis dari faktor internal dan faktor eksternal.

Kata Kunci: *psikologi, kegagapan, King George VI, The King's Speech (2010)*

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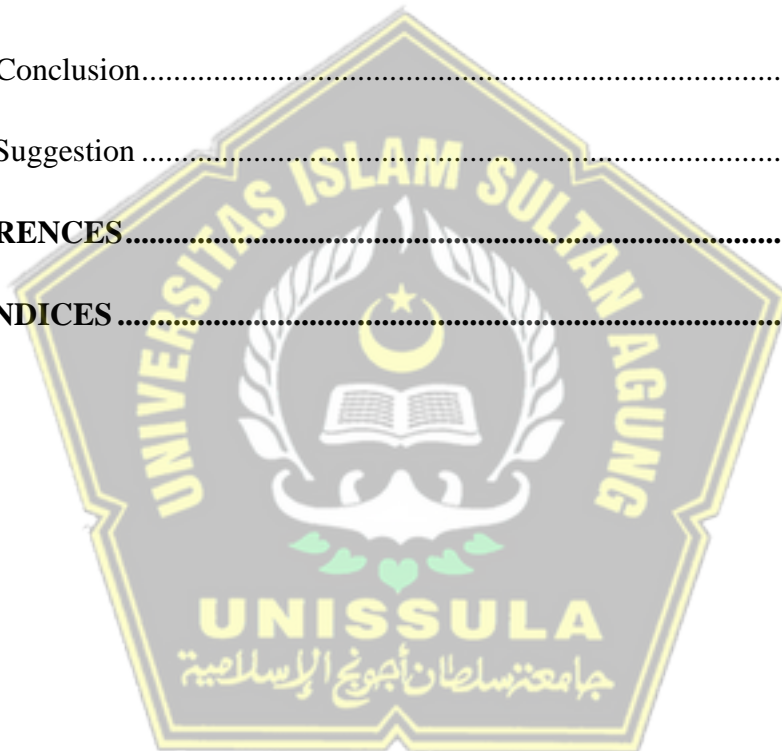
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CHAPTER I

INTRODUCTION

A. Background of the Study

Literature presents a picture of human life which mostly consists of social realities and emotional descriptions of human life. It presents various descriptions of conflicts or problems faced by humans. Literature is packaged by humans as a forum for expressing thoughts, feelings, experiences, ideas and human problems in the form of literary works by using tools in the form of language. Literature is not only in the form of what is written, literature exists in any form (Greil Marcus and Werner Color 161).

Literature can be what is voiced, what is expressed, and what is created. According to the explanation above, literature is not only in the form of writing (books or novels) but is now in the form of audio-visual such as films or movies. Literary works in the form of films are often more popular because they are easier to understand. Films can express feelings and emotions that are in line with human life directly. According to Bria MC Farlane, written in the book *Literature and Film: From Mute to Motion*, explains that “If film did not grow out of literature, it grew towards it; and what novels and films most strikingly have in common is the potential and propensity for narrative” (Bhagawati 147). Therefore, even though a film and a novel use different languages, both of them will be the same or there will still be certain words that same between the words in the film and the words

contained in the novel. This is the infinite link between literature and film and loyalty is only one of them.

Psychology is generally defined as the scientific study of human behaviour and mental processes. According to Robert S. Woodworth and Marquis DG (3-4) psychology is the science that studies the behaviour and activities of humans or individuals with their natural surroundings. Therefore, psychology and literature have a meeting point and cannot be separated. Psychology studies human behaviour, mentality and activity, and literature presents a picture of human life that corresponds to social reality and emotional descriptions. The film is a literary work that can express feelings and emotions that are in line with human life directly. Therefore, literature, psychology and film have a strong and inseparable bond.

In this case, the study of psychology about stuttering is very important to be discussed, because, "stuttering is a disorder that involves quite complex psychological aspects" (Yairi 13). At first glance, the definition of stuttering seems very easy to explain. The facts are not like that. Some people may understand the meaning of "stuttering" when faced with a situation where someone's flow of speech is interrupted, for example, someone who says "um, I found this theory, uh, based on my research, and, uh I think this is good," listeners might thought that was the definition of stuttering. However, the term stuttering cannot be interpreted simply by speech-language doctors, therapists, and stuttering people who are experiencing stuttering. They give a term to all speech disorders, whether it is stuttering or other speech disorders, is dysfluency" (Yairi 4).

The King's Speech (2010) is a film that highlights the problem of stuttering or speech disorders. This film was first released in 2010 and was directed by Tom Hooper. It is adapted from the true story of the British Empire. It is about a king who has a speech disorder, or stuttering. It highlights Bertie's struggle with the psychological aspects of overcoming his stuttering. The stuttering depicted in this character not only shows the difficulty in the physical aspects of sound but also shows the emotional and psychological aspects experienced by Bertie. The psychological factors that cause the character to experience stuttering will be the focus of this study. In this study, the kind of Bertie's stuttering will also be discovered.

In this final project, the writer analyzes the types and causes of the stuttering experienced by Bertie, the main character, due to a psychological disorder. Stuttering is a treatable disorder, it is not a permanent disease. According to Fitzgerald, Djurdic, & Maguin in the journal *Social Anxiety and the Severity and Typology of Stuttering in Adolescents*, explains that negative emotions such as anxiety, fear, and guilt have been associated with stuttering for more than 2000 years (Mulcahy, Kylie et al. 306). Several other factors for stuttering have also been suggested. Bobrick & Sheehan, explain that early writings on this disorder associated stuttering with a range of phenomena including suppressed anger, sexual fixation, and avoidance of approaching conflict (Mulcahy, Kylie et al. 306). Some of the characteristics of stuttering portrayed in Bertie can answer the type of stuttering disorder he experiences, and the factors causing his stuttering are related to internal psychological factors (genetic factors, neurophysiology and

psychological factors) and external factors (for example; family dynamics and child development).

According to Cooper & Cooper, Rustin, Cook & Spence, Yaruss & Quesal, explains that research on the individual experience of stuttering has mostly focused on surface behaviors present in individual speech, while researchers and clinicians have argued for adopting a broader conceptualization of stuttering (Mulcahy, Kylie et al. 306). This statement is the reason the writer chose the topic of the relationship between psychology and stuttering, by analyzing the type of stuttering that exists in Bertie and the psychological factors that cause his stuttering. There have been several studies (theses) that have made stuttering the main topic, but some studies have only focused on types of errors in speech and focused on the treatments used to cure this disorder. The writer found several theses that discuss stuttering on the same research object as the one chosen for this final project, which is the film *The King's Speech* (2010). The thesis entitled "*The King George VI's Speech Errors in David Seidler's movie 'King's Speech'*" written by Mario Ramadhan S. in 2016 analyzes and describes the types of speech errors in the main character of this film and analyzes the treatments used to cure speech errors. The writer also found another thesis that discusses the archetypes in this object, the research entitled "*Tom Hoppers The King's Speech: The Analysis of Anima and Animus*" written by Mei Dian Suryani in 2019, only focuses on identifying the two archetypes in the character and does not relate them to stuttering problems. According to the writers of the two thesis samples above, the topics of discussion are already good, but the writer did not find any research that analyzes the types of stuttering disorders related

to a stutterer and the factors that contribute to causing stuttering in the character Bertie, especially with a research focus on psychological studies. This final assignment uses a psychological theoretical approach to stuttering and the stuttering theory by Joseph Sheehan. These theoretical approaches will help the writer to identify the type of stuttering disorder and the factors that cause Bertie's stutter.

This final project uses the film *The King's Speech* (2010) as the object of the study. This film has won more than twelve award nominations, more than any other film, and it won the main award in the Academy Award as the best film and was included in the list of the top ten best film reviews in 2010. For that reason, this film is very worthy of review, because seeing the theme raised in this film is quite interesting.

Some of the statements that have been explained above are the reasons that encouraged the writer to take this film as research for the final project. There are two reasons why the writer wants to make this film the object of research. First, the writer would like to reveal what is the type of stuttering disorder experienced by the main character in this film. Second, the writer would like to reveal what are the factors that cause stuttering in the main character Bertie.

Some statements above are strong reasons that drive the writer to choose the title "Psychological Analysis of Stuttering Portrayed in the Character Bertie in *The King's Speech* (2010) Film", for the final project. The writer would like to reveal that the psychological side has a big influence on the occurrence of stuttering by looking at the types and factors that cause it in this study.

B. Problem Formulation

To analyze the film *The King's Speech* (2010) using the psychology of stuttering theory, this final project formulates the statements of the problem as follows:

1. What types of stuttering are portrayed in Bertie's character?
2. What are the factors that cause stuttering in Bertie?

C. Limitations of the Study

Based on the research background above, this final project focuses on two aspects. The first is the writer only focuses on the psychological aspects of stuttering. The second is the writer will only focus on the discussion that limits, namely on a stutterer named Bertie.

D. Objectives of the Study

Based on the problem formulation above, this final project formulates the objective as follows:

1. To reveal what type of stuttering disorder affects Bertie as the main character in the film *The King's Speech* (2010).
2. To analyze what factors contributed to the stuttering experienced by Bertie as the main character in the film *The King's Speech* (2010).

E. Significance of the Study

This final project has functions for readers which are:

1. This final project can provide benefits for readers so that they gain broader insights into the knowledge of stuttering.
2. This final project can also give insights to readers, namely providing an understanding of environmental influences and psychological pressures.

F. Organization of the Study

This final project is systematically organized into five chapters. Each chapter contains different matters to be discussed. Chapter one contains an introduction, it consists of Background of the Study, Problem Formulation, Limitations of the Study, the Objective of the Study, Significance of the Study, and Organization of the Study. Chapter two contains the executive summary. This also explains the psychological theory of Carl Gustav Jung regarding the main archetypes of personality. Chapter three contains a research method that consists of types of research, data organizing, and analyzing the data. Data organizing provides a data-collecting method that consists of watching the movie, reading the movie script, identifying the data, classifying the data, and reducing the data. Chapter four consists of findings and discussions. And chapter five consists of conclusions and suggestions based on the analysis in chapter four.

CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter contained reviews of related literature, which had two subchapters. The first sub-chapter was the synopsis of *The King's Speech* (2010) film used as the object of this study. The second sub-chapter was related literature. It consisted of three main points, the theory of personality according to Carl Gustav Jung, archetypes of Carl Gustav Jung and stuttering.

A. Synopsis

The King's Speech (2010) is a film that highlights the problem of stuttering or speech disorders. This film was first released in 2010 and was directed by Tom Hooper. This film was adapted from the true story of the British Empire. Even though it was set in an empire during World War II, this film did not seem boring and was very interesting to watch. This film told the story of a king named Bertie who tried to fight his speech disorder. Bertie's stuttering was purely a physical disorder or the result of his psychological trauma. This disorder could be cured because stuttering was not a permanent physical disorder.

The film began when King George V asked his son, Bertie, to deliver the closing speech at the British Empire Exhibition at Wembley Stadium. However, his speech did not come out smoothly due to stuttering attacking Bertie which was witnessed by thousands of listeners who attended the event. Some of the relatives were sad, and some people waited for Bertie to finish his speech. Because of that, Bertie felt that all treatment and therapy were useless for him. In the next scene,

Bertie agrees to his wife's order to see a therapist, Lionel Logue, one last time. At the start of the meeting, Logue told Bertie to do one thing to confirm Bertie's stuttering. Bertie was told to read a book, at first, Bertie balked, but the persuasion that Logue gave him made Bertie finally do it too. Logue challenged Bertie to read while listening to loud music. In the middle of the sentence that Bertie was reading, he suddenly had a stutter and felt like he was being toyed with. Eventually, he got angry and decided to end his treatment with Logue. In the end, Logue just kept silent and gave the recording of Bertie's voice reading the book earlier.

Furthermore, Bertie was asked by his father to read the text of the speech slowly and not stutter, when Bertie stuttered his father would snap at him. Bertie was frustrated with his predicament, so he took the gramophone that Logue gave him. He played the tape, and He was surprised that on the tape he did not stutter, he read the book fluently. Finally, there was a glimmer of hope that reappeared within Bertie to be able to cure his stutter.

Long story short, Bertie confided in Logue that when he was a kid he was left-handed. However, his father forced him to use his right hand. After that, he experienced bad treatment from his Nannies who did not like him. The Nannies preferred her older brother, so Bertie was punished, pinched, and deprived of food for several days. Because of that, until now he had stomach problems. He also had a curvature of his sternum and his father made him wear some type of armour for a few days to get Bertie's bones back to normal. Furthermore, the bad shadow of Bertie's childhood was obtained from his older brother. David and his friends always made fun of Bertie when he could not say his lines properly, it was because

Bertie was younger than them. Long short story, after the therapy efforts and various motivations that Bertie did every day, Bertie was finally able to speak fluently and finish his speech as a king.

After knowing the summary of *The King's Speech* (2010), this film was not seen as boring and was very interesting to watch. The film won over twelve award nominations, more than any other film. This film even won the main award in the Academy Award as the best film and was included in the list of the top ten best film reviews in 2010. Therefore, this film was worth reviewing, the theme raised in this film was quite interesting and is one of the films that occupy the position of the best film.

B. Related Literature

B.1. Stuttering

Stuttering is an inability to communicate fluently. It is usually characterised by word repetition, elongation of words, pauses, and locked voices. The process of elongation of words is one of the characteristics of stuttering, because a stutterer has difficulty continuing the flow of speech smoothly, and the sufferer is trying to replace the problematic word. Elongation is only one of the characteristic symptoms of stuttering, the fact is that stuttering is a complex speech disorder. The book entitled *Speech and Language*, explains the definition and symptoms of stuttering, “Stuttering is a speech disorder in which fluency is disrupted by repetitions and prolongations in syllables, sounds, and words” (Sleeper 69). Another term for stuttering in the Diagnostic and Statistical Manual-5 or DSM-5 (Hu, Rona 11) is

Childhood-Onset Fluency Disorder, which is still included in the category of communication disorder diagnosis. Childhood-onset fluency Disorder (stuttering) is a disorder of the smooth tempo of speech and disturbance of individual language skills. This can persist over time. According to Wintage in the book *Communication Disorders in Educational and Medical Settings: An Introduction for Speech-Language Pathologists, Educators, and Health Professionals*, explains that stuttering is a disorder that is not immediately controllable and may be accompanied by other movements and by emotions of a negative nature such as fear, embarrassment, or irritation (Haynes, Moran, Pindzola 218).

Stuttering is a complex speech disorder. Genetic and neurobiological factors generally provide the initial understanding of the causes of stuttering. However, many treatments for speech therapy patients also take a psychological approach. This provides an understanding that the psychological dimensions can influence and provide a much wider scope. In this case, the psychological dimension can be a factor causing stuttering. The book entitled, *STUTTERING: Foundations and Clinical Applications* explains that according to Fraiser, “Old study based on personal interviews adolescents who stutter regarding their "theory" of stuttering found that they, too, adhere to psychologic factors as probable causes”. Furthermore, Yairi & Carrico support by explaining “A national survey of pediatricians revealed a similar set beliefs” (Yairi, Ehud, and Carol 118).

Joseph Sheehan is a prominent psychologist and speech therapist who made significant contributions to the study of stuttering. According to him, “Stuttering is a result of a conflict between opposed urges to speak and to hold back from

speaking. The holding back may be due to either learned avoidances resulting from specific speech experiences, or to unconscious motives for avoiding, such as inhibition of unacceptable feelings, difficulty in interpersonal relations, or defensive needs on the part of the stutterer” (Sheehan 27). The explanation from Sheehan summarizes that stuttering occurs as a result of the urge to speak and the urge to refrain from speaking. A person's self-refrain when they are an urge to speak can come from unconscious speech avoidance motives, such as; difficulties in interpersonal relationships, or defensive needs (defending or protecting from attacks) on the person who stutters. Furthermore, self-refrain can also be caused by the stutterer avoiding responding to speak because they have certain speaking experiences, this can be obtained from someone's traumatic or embarrassing experience related to speaking.

The “Iceberg” analogy is a simple but powerful analogy used by Sheehan to describe the relationship between stuttering and the model of an iceberg. He explained this analogy to help provide a comprehensive understanding of stuttering that this disorder is not only influenced by directly visible aspects, but also deeper aspects (psychological aspects) are also involved in stuttering. In the book of *Stuttering and Cluttering: Frameworks for Understanding and treatment* explains Sheehan's Iceberg analogy about stuttering, that “like the iceberg, stuttering has a visible component above the waterline, but also a greater and potentially more significant mass, hidden from view, underpinning the visible aspect” (Ward 179). Components of stuttering that occupy a position on the “above the waterline” include blocks, word prolongations, and repetitions. Meanwhile, the fundamental

components that are also more significant or "below the view" relate to cognitive and affective aspects that are not observed by the listener. In this book cognitive and affective aspects are explained, including; embarrassment, frustration, shame, fear, anger and avoidance, and emotional struggles that may not be visible to others.

B.2. The Classes of Stuttering

Stuttering is classified into a diagnostic category of communication disorders (Hu, Rona J. 11). The Study of the psychological theory of stuttering, organizes in models of stuttering into three classes. There are three classes of stuttering: developmental, neurogenic, and psychogenic (Sleeper 70). The explanation of these three types of stuttering is related to the interaction between stuttering and the factors that cause stuttering symptoms from a psychological perspective.

1. Developmental Stuttering

Developmental stuttering is defined as stuttering that appears in childhood and continues into adulthood. In some cases, children can recover from speech disorders, however, if the disorder persists into adulthood, it is certainly a developmental stuttering disorder. According to book *The Neurophysiology of Developmental Stuttering: Unraveling the Mysteries of Fluency*, explains the definition of Developmental Stuttering (DS) as "Idiopathic form, usually characterized by speech disorders, such as blocks and repetitions, especially at the beginning of words and sentences" (Busan P, Neef NE, Rogić Vidaković M. Battaglini PP and Sommer M 5). This disorder is included in neurodevelopmental disorders and is multifactorial.

Some signs to recognize this disorder include abnormalities in speech function and the brain's motor system.

Individuals who have Developmental Stuttering disorder can be observed when they show a lack of fluency in producing words. In the book *Understanding Stuttering*, this disfluency can be observed from the repetition of sounds and syllables, lengthening of sounds, and broken words (Lavid 2). Furthermore, disfluency is the minimum to diagnose that an individual is experiencing Developmental Stuttering disorder. Developmental Stuttering is more than just dysfluency. This disorder is associated with secondary motor behaviour and is also associated with the presence of a form of anxiety called "anticipatory anxiety" in individuals (Lavid 4). Anticipatory anxiety is anxiety related to the fear of stuttering. It can be created as a result of individuals feeling embarrassed and awkward when faced with social situations. Individuals who are confident that they can communicate well, coupled with attention and listening that are focused and not distracted, then anticipatory anxiety will not arise so that good communication can be created. On the other hand, if anticipatory anxiety appears it can affect the individual's ability to communicate.

2. Neurogenic stuttering

Neurogenic stuttering occurs because of signalling problems between the brain and nerves and the muscles required to execute speech, leaving the brain unable to coordinate the components required for fluid speech. The book *Stuttering: An Integrated Approach to Its Nature and*

Treatment, explains that neurogenic stuttering is stuttering caused by disease or nerve damage (Guitar 319). This disorder can be caused by various neurological conditions, such as; stroke, traumatic brain injury, Parkinson's disease, multiple sclerosis, and cerebral palsy. Neurogenic stuttering can occur at any age. Furthermore, individuals who have Neurogenic stuttering disorder can be observed with irregular and unpredictable repetitions, lengthening, and blocks of sounds or words. Neurogenic stuttering is different from developmental stuttering, this disorder often causes more difficulty in starting to speak. Furthermore, more extensive disfluencies such as repetition of phrases or sentences may indicate a diagnosis of this disorder.

The book *Finding Your Voice*, explains that speech therapy is a treatment that can be carried out on individuals who experience neurotic stuttering disorder. This aims to treat the neurological condition or injury that underlies the disorder, and also to improve fluency in speaking (Swatantra Bahadur 26). Speech therapy techniques for this disorder include slow and deliberate chirping, pacing techniques, strategies for increasing breathing, and techniques for reducing tension in the muscles when speaking.

3. Psychogenic stuttering

Psychogenic stuttering is a disorder that occurs in the late stages (late teens and older). In the book *Understanding and Managing Fluency Disorders*, it is explained that psychogenic stuttering is most likely to occur

in adults (Maruthy, Santosh, and Pallavi Kelkar 5). The emergence of this disorder usually begins after a stress disorder suffered by the individual for a long time and/or appears after a traumatic event. These are characterized as conversion symptoms (namely, physical or behavioural expressions of psychological conflict) (Guitar, Barry 441). This disorder can occur together with signs of psychological or neurological involvement, and in addition, it can occur by itself. A series of psychologically burdensome events or a series of events that cause emotional trauma can be the cause of the disorder.

The emergence of stuttering occurs due to stressful events, or a series of other events that traumatize someone emotionally. In the book entitled *Stuttering and Cluttering: Frameworks for Understanding and Treatment*, according to Bleumel, the principle of this stuttering disorder is that several reports initially referred to the term hysterical stuttering, therefore the sufferer is not someone who stutters but is someone who is hysterical in response to emotional trauma. Bleumel's statement is written in the book, "a broad pattern of disorganization consisting of excitement, restlessness, confusion, and perhaps hysterical vomiting or hysterical stuttering" (Ward 336). Furthermore, Freund also supports the idea of hysterical stuttering with his statement that the characteristics of developmental stuttering are a lack of emotional reaction to the person who stutters, the consistency of stuttering in various situations, and the stutterer's relative detachment from stuttering (Ward 336).

There is a definition that cannot be understood and is even excluded from understanding the meaning of this disorder, namely that stuttering experienced in childhood which has resolved and then reappears under prolonged or sudden stress is not the definition of psychogenic stuttering. This type of stuttering is a disorder that occurs accidentally, and is not carried out by malingering or faking or is not a behaviour carried out consciously or voluntarily by the individual.

As developmental and neurogenic stuttering, individuals who have psychogenic stuttering disorder can be observed with core characteristics, namely repetition of syllables, lengthening, hesitation, blocking, tense pauses, repetition of words, repetition of phrases, and interjections (Duffy 5). The strategies in speech therapy for psychogenic stuttering are the same as those used in developmental stuttering therapy strategies. In treatment efforts, speech therapists need to collaborate with psychologists in solving the psychological problems of individuals who experience stuttering. Psychogenic stuttering is likely to disappear after the stressful event and the psychological burden is resolved. However, each individual has a different duration and time of treatment. The shortest recovery in cases of psychogenic stuttering occurs due to some cases such as the effects of grief, but in some cases, this disorder does not recover despite exposure to therapy (Ward 5).

B.3. The Factors of Stuttering

Factors that cause stuttering are still being investigated. Ambrose (13) explains that stuttering is influenced by 3 aspects; psychological, biological, and genetic aspects.

1. Psychological aspects

Sigmund Freud's writings on the psychoneurotic approach explain that the causes of stuttering focus on the personality conflicts that exist in each individual. This approach sees stuttering as a profoundly neurotic disorder. The great anxiety that an individual experiences can make him stutter. Some of the critical found in the research of received reports of 64 adult speech restructuring treatments, up to two-thirds of the participants were diagnosed with one or more mental health disorders, the majority being anxiety disorders. The research also distinguished the severity of stuttering between those with mental health disorders and those who were not before treatment, and the result is a higher relapse rate in patients with mental or anxiety disorders. More recent research has also shown that adults who stutter are at increased risk of developing social anxiety disorder. Social anxiety disorder is a common but can be a serious psychological condition characterized by an extreme and debilitating fear of negative judgment from others in social settings (Iverach, Lisa et al. 50).

Stuttering is described as an emotional, learning, neurotic, and psychosexual disorder. Even though most scientists view stuttering as a cause of physiological disorders, this does not mean that scientists have not

found evidence to view stuttering as a disorder that occurs due to psychological disorders. The idea of stuttering is written in the book *Advanced Educational Psychology*. According to Johnson, Soloman and others, "stuttering is mainly caused by emotional tension as observed in excessive fear. However, it is observed even in the absence of emotional tension, the cause in such a situation is one of insecurity and incongruity". According to some psychologists, "stuttering occurs due to a lack of balance between the two hemispheres of the brain." Furthermore, according to others, "the main cause of stuttering is auditory amnesia", and according to some psychologists, "stuttering is the result of changes in handedness that give rise to emotional tension" (Sharma 156).

2. Biological aspects

This aspect describes several things that cause a person to stutter, such as; (1) Problems with the tongue; (2) Motor deficit. According to Bloodstein (p 83), he wrote that Aristotle believed that stuttering stemmed from a problem with the tongue. This is evidenced by the presence of tongue surgery performed to reduce stuttering in the 1840s. On the other hand, according to Zimmerman in the journal *Theoretical Perspectives on the Cause of Stuttering* explains that conducted an articulatory dynamics experiment to explore the cause of stuttering as a motor deficit disorder (Ambrose 85). Zimmerman concludes that "Stuttering is a movement disorder, where there is a sluggish movement when speaking." According

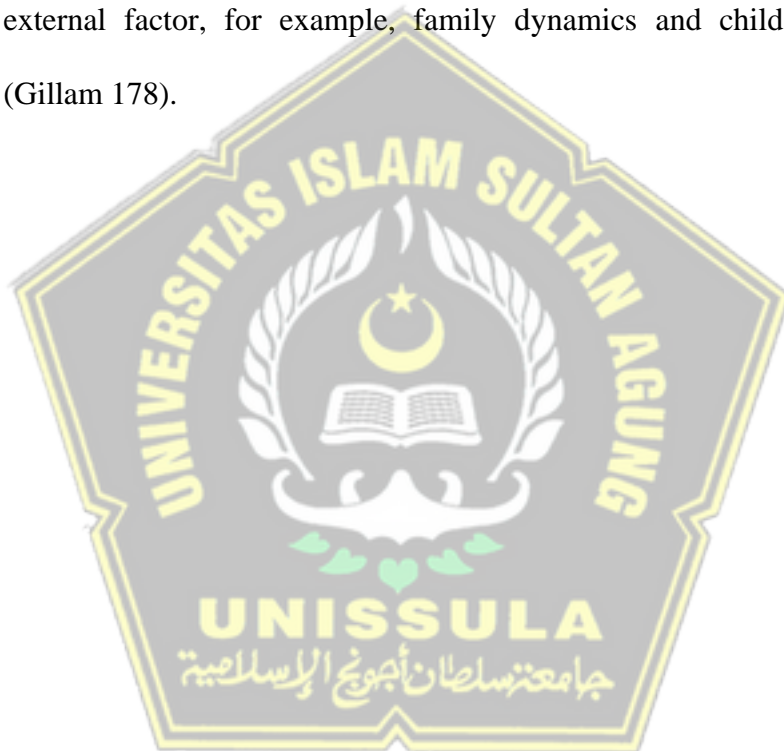
to him, stuttering is a movement disorder in which when a person speaks there is a range of temporal or spatial movement that can be tolerated by the system. As long as one speaks within that range, stuttering will not occur. However, when this range is exceeded, due to emotional, perceptual, or physiological events, the system becomes unbalanced with conflicting signals to and from the brain at the reflex level, causing oscillations (repetitions) and fixations (blocks and extensions).

3. Genetic aspects

The Stuttering Foundation, which is an international foundation that treats stutterers explains that four factors cause stuttering. Those four factors are genetics, child development, neurophysiology, and family dynamics. Genetics is one of the causative factors of Stuttering, as about 60% of them stutter with family members too. The first analysis published by Andrews, G. and et al (87) discusses the pattern of stuttering expressions in families. They found that male relatives had a higher risk of stuttering than female relatives. According to Kidd in the *Journal of Genetic Contributions to Stuttering: the current evidence*, confirmed this finding by suggesting that susceptibility to stuttering is vertically transmitted from generation to generation, with sex-modified expression and consistency of genetically controlled traits (Frigerio, Carlos, and Dennis 87). On the other hand, Yairi, Ehud, and Nicoline Ambrose (87) report different conclusions that the risk of stuttering for male and female relatives is the same. Meanwhile, according to the American Speech-Language-Hearing Association, in

addition to genetic factors, frustration can also cause stuttering. Individuals who are easily frustrated are more likely to tighten or tense their muscles when speaking, this muscle tension causes stuttering.

From the explanation above it can be concluded that the factors that cause stuttering include internal factors such as genetic factors, neurophysiology and psychological factors. The second factor is the external factor, for example, family dynamics and child development (Gillam 178).



CHAPTER III

RESEARCH METHODOLOGY

Chapter three explains the research methodology which consists of some points. It is divided into three parts: types of research, data organizing, and the technique of analyzing the data.

A. Types of the Research

The type of this final project was qualitative. The method used in analyzing was the descriptive qualitative method because the data were presented descriptively. The technique used in collecting this qualitative data is triangulation (combined), it aimed to get comprehensive and accurate results that were supported by evidence. According to Mixed Methods In Social Inquiry book, explained that "Triangulation seeks enhanced validity or credibility through convergence and corroboration" (Greene, Jenifer C. 43). According to Miles & Huberman in the book Aviation Social Science: Research Methods in Practice, "Qualitative research usually takes the form of words rather than numbers" (W. Wiggins & Catherine 159). Words were usually taken from stories such as novels, script films, short stories, and poems. "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis (Brownell 108)". In this term, this final project used film and film scripts as objects to obtain social life content that can tell the problems of human life. The writer used a psychological theory approach to analyze problems on the topics discussed. This approach is used

to solve problems to obtain data on the topics discussed and ensure that the qualitative data obtained is accurate data with relevant theories.

B. Data Organizing

B.1 Data Collecting Method

The steps of data collection and types of data were explained in data collection. There were four steps used in collecting data, which are: 1) watching the film 2) reading the film script, 3) identifying the data, and 4) classifying the data. Those steps will be discussed one by one below:

B.1.1 Watching the Film

The first stage for collecting data was to watch the film *The King's Speech* (2010) several times. It was one of the particular things that must not be forgotten, the purpose was to get a deep understanding of the story, namely being able to identify characters, understand the themes, conflicts, and plots in the film, and get the elements needed by the writer in the analysis.

B.1.2 Reading the Script Film

The second stage was to read the film script. After watching the film several times, the next stage was to read the script for *The King's Speech* (2010) intensively. It took more than one reading of the film's script. The main purpose was to gain a deeper understanding, namely know other things in the film that are much more detailed, get a thorough understanding of the topics involved, and get more

complete data from the scenes in the film that are needed for research purposes. The steps of watching and reading the film script were the most important steps for the writer to get elements related to the issues raised, the writer read the film script critically to present a more objective perspective.

B.1.3 Identifying the Data

The third stage was to identify the data. After collecting data by watching and reading film scripts several times, the next step was to find more specific data in the film *The King's Speech* (2010). The main purpose was to collect important data from films related to the research topic and include all data from relevant dialogues, monologues, and film narratives. After that, these important data need to be analysed and consulted. The writer identified the data by noting and underlining the important data found. Furthermore, the writer separated the data, then noted down the minutes and seconds carefully and precisely from the film, and finally noted down the script film pages. The important data was to be collected into one and entered into a table called an appendix as shown below. All of this was done to make it easier for the writer to identify the data, to make it easier to provide further explanations in the research, and to use the data as relevant evidence in the research.

Appendix 1. Table of Classified Data

No	Quote	Type	Page/Time	References	Comment
1.					

At this stage, data related to the research topic was obtained in moderate quantities. Therefore, the writer did not need to reduce the data that has been found.

B.1.4 Classifying the Data

The fourth stage was to classify the data. Data classification is used to classify all identified data, furthermore, it would be sorted based on the corresponding problem formulation into an appendix. The purpose of classifying the data was to make it easier for researchers to analyze the data, and answer the problem formulation, and the data could help the needs of chapter four. The appendix contained numbers, quotes in the film script, types of data, page/time, references, and comments regarding citations and references. The quotes column contained important and identifiable data that related to the research topic in the film *The King's Speech* (2010), this data was taken from film scripts in the form of dialogues, monologues, and narrations from films. Furthermore, the type of data column contained identified data from the film script in the form of dialogue, monologue, or narration. The page/time column contained the page in the script and then contained the hours, minutes and seconds according to the data identified in the research object. The reference column contained theories related to the research topic, then used to analyze the data found. Finally, the comments column contained the interrelationships between the writer's arguments, theories, and the data that has been analyzed.

B.2 Types of the Data

This data was divided into two types, primary and secondary data:

1. Primary data are collected directly from the field or area under study by the investigator (Maity 9). This primary data was the main data that could be taken from the object of research. Primary data as the main source was taken from films and script films, such as dialogues, monologues, and narrations in *The King's Speech* (2010) as research objects. This 1 hour 58-minute film was directed by Tom Hooper with a 90-page script written by David Seidler.
2. Secondary data are collected from published books or journals, offices, internet sources, and institutions (Maity 9). This Secondary data was data that supported primary data to complete the analysis. Secondary data could be taken from journals, e-journals, books, e-books, theses, and articles related to this research. The secondary data was used to make it easier for researchers to find information about subjects or theories that helped answer this research.

C. Analyzing the Data

The last part was the data analysis technique which consists of data analysis and reporting. The purpose of this section was to analyse object data taken from script film, as evidenced by secondary data collected from journals, e-journals, books, e-books, theses, articles, and others regarding the psychological theory of stuttering. The full analysis was reported in Chapter IV as a result of the study. Completed data was show in the appendix.

CHAPTER IV

FINDINGS AND DISCUSSION

The problem formulation will be answered in this chapter to complete the discussion of the study. The study has two problem formulations that analyze the type of stuttering portrayed in Bertie's character and analyze the factors that cause stuttering in Bertie's character in the film *The King's Speech* (2010). The findings and discussion will put quotations from the references that are taken from journals, books, etc about the theory psychology of stuttering. Those quotations will be used to analyze and prove this study. It also gives explanations to correlate the quotation of the references and the contents of the film to get an understanding and result of the discussion.

A. Types of stuttering portrayed in Bertie

A.1. Analysis of Developmental Stuttering

Developmental Stuttering is more than just dysfluency. This disorder is associated with secondary motor behaviour and is also associated with the presence of a form of anxiety called "anticipatory anxiety" in individuals (Lavid 4). Anticipatory anxiety is anxiety related to the fear of stuttering. It can be created as a result of individuals feeling embarrassed and awkward when faced with social situations. This can be seen in *The King's Speech* film where Bertie begins to experience stuttering when faced with situations that cause feelings of fear and anxiety.

KING GEORGE V (CONT'D): “Sit up, straight back, face boldly up to the bloody thing and stare it square in the eye, as you would any decent Englishman. Show who’s in command.”

Bertie regards the BBC microphone as though it were an alien creature.

BERTIE: “D-d-don’t thu-thu-think I c-c-can.”

In the presence of his father, Bertie’s stammering returns in full form, his breathing short and shallow, the neck muscles in spasms. (Datum Number 1).

As explained by the theory of stuttering above, the data can be observed that these characteristics are related to the definition of Developmental Stuttering disorder. Bertie was not sure he could speak fluently. In the data, the situation forces Bertie to imagine that the microphone is a living creature that has a pair of eyes, and then it is waiting for Bertie to speak fluently like a commando. In this situation, Bertie's stuttering appeared. His stuttering appeared to be caused by his imagination trying to pass off the BBC microphone as if it were an alien creature. This proves that Bertie's stuttering will occur when faced with social situations, whether it arises because of Bertie's feelings of fear or awkwardness. However, both of them must be one of the reasons Bertie's stuttering occurred.

The book of *The Neurophysiology of Developmental Stuttering: Unraveling the Mysteries of Fluency*, explains the definition of Developmental Stuttering (DS) as "Idiopathic form, usually characterized by speech disorders, such as blocks and repetitions, especially at the beginning of words and sentences" (Busan P, Neef NE, Rogić Vidaković M. Battaglini PP and Sommer M 5). This disorder is included in neurodevelopmental disorders and is multifactorial. Some signs to

recognize this disorder include abnormalities in speech function and the brain's motor system. Furthermore, in the book Advanced Educational Psychology, according to some psychologists, "stuttering is the result of changes in handedness that give rise to emotional tension" (Sharma 156).

Lionel has been watching Bertie work on the model.

LIONEL: "Naturally right handed?"

BERTIE: "Left. I was punished. Now I use the right."

LIONEL: "Yes, that's very common with stammerers. Anything other corrections?"

BERTIE: "Knock knees."

Lionel waits.

BERTIE (CONT'D): "Metal splints were made...worn night and day."

LIONEL: "That must have been painful."

BERTIE: "Bloody agony. Straight legs now."

(Datum Number 4)

Following the theory, in the data above, it is shown that Bertie is left-handed. However, because he is a descendant of the royal family, being left-handed is considered something that is not good and is one of the shortcomings of the royal family. Therefore, Bertie was forced to use his right hand like a normal person, even though being left-handed was normal. A person who is originally left-handed and is forced to be able to use the right side of his body can certainly affect his brain and motor skills. As a result, the brain's response will slow down and can disrupt concentration. A person's level of concentration certainly influences the individual's ability to communicate. Individuals who are confident that they can communicate well, coupled with focused and undistracted attention and hearing, will certainly create good communication.

A.2 Analysis of Psychogenic Stuttering

In the book *Understanding and Managing Fluency Disorders*, it is explained that psychogenic stuttering is most likely to occur in adults (Maruthy, Santosh, and Pallavi Kelkar 5). The emergence of this disorder usually begins after a stress disorder suffered by the individual for a long time and/or appears after a traumatic event. These are characterized as conversion symptoms (namely, physical or behavioural expressions of psychological conflict) (Guitar, Barry 441).

Bertie tries to read the King's speech.

BERTIE: "Through one of the m-"

KING GEORGE V: "Get it out boy!"

BERTIE: "...m-marvels of m-"

KING GEORGE V: "Modern - just take your time - form your words carefully

BERTIE: "Science, I am enabled, this C-"

KING GEORGE V: "Relax!"

(off Bertie's continued inability)

"Just try it!"

BERTIE: "...this Christmas Day, to speak to all my p-"

KING GEORGE V: (all patience lost) "Do it!"

(Datum Number 2).

In the data above, the related type of stuttering in Bertie is psychogenic stuttering. Bertie's stuttering can be said to have arisen due to stress disorders and traumatic events. Seeing this scene, his father forced Bertie not to stutter and encouraged him to get the words out of his mouth smoothly. This coercion and encouragement certainly affect Bertie physically and emotionally because he has to adapt according to his father's wishes. The impact is visible, namely that stress disorders cause Bertie's stuttering to become worse. Furthermore, Bertie's traumatic feelings about

the bad experiences during his childhood given to him by his father can also affect his mentality and emotions when faced with his father. This could be the reason why his stuttering appears worse when talking to his father.

LIONEL: “Did David tease you?”

BERTIE: “They all did. “Buh-buh-buh-Bertie”. Father encouraged it. “Get it out, boy!” Said it would make me stop. Said...”I was afraid of my father, and my children are damn well going to be afraid of me”.

(Datum Number 3).

As explained in the theory above, characteristics of psychogenic stuttering disorder are also visible in the next data. There was a traumatic event experienced by Bertie which was caused by David. In this data, Bertie’s stuttering does not get worse, in fact, it almost does not occur, because Bertie does not get stress disorders and traumatic events from his therapist, Lionel. There was a moment of silence in the scene, Bertie tried to calm himself when his emotional side emerged when telling about the bad experiences he had as a child. Therefore, the burden of past experiences with David creates traumatic feelings for Bertie, so when talking about and remembering it, his stuttering appears.

The psychogenic stuttering disorder can be observed with core characteristics, namely repetition of syllables, lengthening, hesitation, blocking, tense pauses, repetition of words, repetition of phrases, and interjections (Duffy 5). The emergence of this disorder usually begins after a stress disorder suffered by the individual for a long time and/or appears after a traumatic event. These are characterized as conversion symptoms (namely, physical or behavioural expressions of psychological conflict)

(Guitar, Barry 441).

LIONEL: "Who were you closest to in your family?"

BERTIE: "Nannies. Not my first nanny, though..she loved David...hated me. When I was presented to my parents for the daily viewing, she'd..."

The stammering produced by the memory halts him.

LIONEL: "Sing it."

BERTIE: " (tunelessly) She pinch me so I'd cry, and be sent away at once, then she wouldn't feed me, far far away."

(speaks)

Took three years for my parents to notice. As you can imagine, it caused some stomach problems. Still.

(Datum Number 5).

In the data above, Bertie's stuttering appears when talking to Lionel. Bertie's stuttering would hardly have emerged in people providing him comfort, such as his wife and Lionel as his therapist. The psychogenic stuttering disorder experienced by Bertie is related because the stuttering appeared when Bertie talked about his bad past experiences. The persecution he received from his Nannies created emotional stress on Bertie, resulting in feelings of trauma when recounted. Bertie experiences word lengthening and momentary pauses when the bad experience is retold, then creating an emotional edge and causing Bertie to stutter.

DAVID: "Sounds like you've studied our wretched constitution."

BERTIE: "Sounds like you haven't."

DAVID: "Is that what this is all about? Is that why you've been taking elocution lessons?"

BERTIE: " I'm attempting t-t..."

DAVID: "That's the scoop around town. Yearning for a larger audience are we, B-b-b-bertie?"

BERTIE: "D-don't say such a th-"

DAVID: "Young brother trying to push older brother off throne...Positively medieval."

BERTIE: "D-"

Bertie is completely locked.

(Datum Number 6).

As explained the psychogenic stuttering disorder above, the data is related in the data that Bertie's stuttering appears when he tries to rebuke David's behaviour which is contrary to royal regulations. However, when David argued back and instead attacked his words, his voice began to lock and his stuttering became very bad. Bertie couldn't avoid and finish his words in front of David, because he finally accepted the treatment that David gave him. This was of course influenced by the presence of David who took part in giving Bertie a traumatic experience, which made him stutter when dealing with his older brother.

BERTIE: "All that work, down the drain. My own brother... I couldn't say...I could say...I couldn't say a word in reply!"

LIONEL: "Why do you stammer more with David than you do with me?"

BERTIE: "Because you're bloody well paid to listen!"

The latter, angry, sentence is flawless.

LIONEL: "I'm not a geisha girl."

BERTIE: "Stop trying to be so bloody clever!"

(Datum Number 7)

The next set of analyses is based on the theory above, in the data, Lionel, Bertie's speech therapist, realizes that Bertie's stuttering appears worse when he is with his older brother, who is his own family. However, Bertie did not suffer from a severe stutter when he was around him. This is further evidence that Bertie's stuttering will appear even worse when dealing with people who contribute to bad experiences, traumatic events, and pressure that makes him stressed.

Based on the analysis above, the writer concludes that the type of stuttering disorder experienced by the character Bertie is a combination of

developmental stuttering and psychogenic stuttering. Not only one was found, but both had characteristics and definitions that were very much in line with the stuttering experienced by Bertie. This type of combination of developmental and psychogenic stuttering arises due to feelings of fear and anxiety, stress disorders and also the traumatic experiences experienced by Bertie since his development which then influenced his stutter.

B. The Factors are cause stuttering in Bertie

In the second section, the psychological theory of stuttering is used to analyze the factors that can cause Bertie to stutter.

B.1. Analysis of Internal Factors that Cause Bertie' Stuttering

The "Iceberg" analogy is a simple but powerful analogy used by Sheehan to describe the relationship between stuttering and the model of an iceberg. He explained this analogy to help provide a comprehensive understanding of stuttering and that this disorder is not only influenced by directly visible aspects but also deeper aspects (psychological aspects) are also involved in stuttering. The idea of stuttering is written in the book *Advanced Educational Psychology*. According to some psychologists, "stuttering is the result of changes in handedness that give rise to emotional tension" (Sharma 156).

Lionel has been watching Bertie work on the model.

LIONEL: "Naturally right handed?"

BERTIE: "Left. I was punished. Now I use the right."

LIONEL: "Yes, that's very common with stammerers. Anything other corrections?"

BERTIE: "Knock knees."

Lionel waits.

BERTIE (CONT'D): "Metal splints were made...worn night and day."

LIONEL: "That must have been painful."

BERTIE: "Bloody agony. Straight legs now."

(Datum Number 8)

In the first analysis of this section, internal psychological factors were found to be the causes of Bertie's stuttering. The data above explains how Bertie was punished for being left-handed and was required to use his right hand. Lionel responded that this case is a very common thing that happens to people who stutter. The fact is forcing left-handedness to become active using the right hand can affect emotional tension. This coercion is dangerous, not only for physical health but also for mental health. Concerning psychology, this can lead to impaired cognitive and fine motor skills. Not only that, the ability to concentrate is also disturbed, in this case, a person with a history of stuttering easily should need a higher level of focus or concentration. As has been explained, confident individuals combined with focused attention and focused listening, it will create fluent communication.

Sigmund Freud's writings on the psychoneurotic approach explain that the causes of stuttering see stuttering as a profoundly neurotic disorder. The great anxiety that an individual experiences can make him stutter (Iverach, Lisa et al. 50). Furthermore, according to Johnson, Soloman and others, "stuttering is mainly caused by emotional tension as observed in excessive fear. However, it is observed even in the absence of emotional

tension, the cause in such a situation is one of insecurity and incongruity (Sharma 156).

INT. ACCESSION COUNCIL CHAMBER - CONTINUOUS

The Council is made up of Privy Councillors, members of the House of Lords, the Lord Mayor of the City of London, the Aldermen of the City of London and the High Commissioners of some Commonwealth countries.

Standing before them, Bertie is handed his Accession speech. **All of Bertie's old symptoms reappear: the tightening of the neck muscles, the protruding Adam's apple, the jaw locking.**

BERTIE: :I meet you today in circumstances which are -"

Bertie has come to a complete muscle-locked halt. He bows his head in humility. And shame.

The next internal factor seen in the data above, Bertie replaces his older brother who has resigned from the throne. Accession to the throne occurs and Bertie unexpectedly becomes king. This situation that Bertie has always feared because he carries the burden of social expectations. Furthermore, this scene is shown where Bertie has to take an oath and give a speech in front of the royal council who are watching. In the main room containing the council which usually witnessed the future king giving his oath and speech, it turned out that Bertie's stuttering came up very severe. Emotional tension occurs in Bertie. The pressure of the historical context demands Bertie demanded of himself to be able to speak and make speeches as fluently as previous kings, this emotional conflict gives rise to excessive fear and great anxiety that he cannot do it right. It became clear that this internal personal conflict was causing his stuttering to be so severe.

B.2. Analysis of External Factors that Cause Bertie' Stuttering

The factors that cause stuttering include internal factors such as genetic factors, neurophysiology and psychological factors. The second factor is the external factor, for example, family dynamics and child development (Gillam 178). According to the American Speech-Language-Hearing Association, in addition to genetic factors, frustration can also cause stuttering. Individuals who are easily frustrated are more likely to tighten or tense their muscles when speaking, this muscle tension causes stuttering.

DAVID: "Sounds like you've studied our wretched constitution."

BERTIE: "Sounds like you haven't."

DAVID: "Is that what this is all about? Is that why you've been taking elocution lessons?"

BERTIE: "I'm attempting t-t..."

DAVID: "That's the scoop around town. Yearning for a larger audience are we, B-b-b-bertie?"

BERTIE: "D-don't say such a th-"

DAVID: "Young brother trying to push older brother off throne...Positively medieval."

BERTIE: "D-"

Bertie is completely locked.

(Datum Number 9)

In the data above, Bertie has a stutter and his voice is locked in the presence of David, his older brother. He couldn't continue his sentence at all, this was due to frustration within Bertie which caused muscle tension, Bertie, who stutters easily, experienced severe stuttering. This condition occurred due to a mismatch between Bertie's expectations and the reality of David's response. A family aspect that played a role in influencing his

stuttering was the relationship between David and Bertie, in the scene they created tension when discussing matters of responsibility and royal position. Bertie was unable to convey his thoughts fluently, which gave rise to misunderstandings which made him unable to complete his ideas and thoughts. Bertie's attempts to overcome his stuttering add to the increasing tension which results in his stuttering sounding so severe.

KING GEORGE V (CONT'D): “Sit up, straight back, face boldly up to the bloody thing and stare it square in the eye, as you would any decent Englishman. Show who’s in command.”

Bertie regards the BBC microphone as though it were an alien creature.

BERTIE: “D-d-don’t thu-thu-think I c-c-can.”

In the presence of his father, Bertie’s stammering returns in full form, his breathing short and shallow, the neck muscles in spasms. (Datum Number 11).

Following the theory, the factors that cause stuttering include internal factors such as genetic factors, neurophysiology and psychological factors. The second factor is the external factor, for example, family dynamics and child development (Gillam 178). In this data, Bertie's stuttering arises as a result of complicated family relationship dynamics, especially between Bertie and his father. Bertie is under pressure to obey the royal family's rules by following his father's expectations. The pressure exerted by his father included improving Bertie's left-handedness because this was considered abnormal for Bertie, who was a descendant of the royal family. Furthermore, the repair of a crooked knee and the other pressure on him to be what the father expects him to be. That is what causes Bertie not to feel comfortable and safe when dealing with his father. The pressure that

his father always gave Bertie, especially the pressure so that he could speak fluently, actually triggered Bertie to increasingly stutter in front of him.

BERTIE : "All that work, down the drain. My own brother... I couldn't say...I could say...I couldn't say a word in reply!"

LIONEL: Why do you stammer more with David than you do with me?"

BERTIE: "Because you're bloody well paid to listen!"

The latter, angry, sentence is flawless.

LIONEL: "I'm not a geisha girl. "

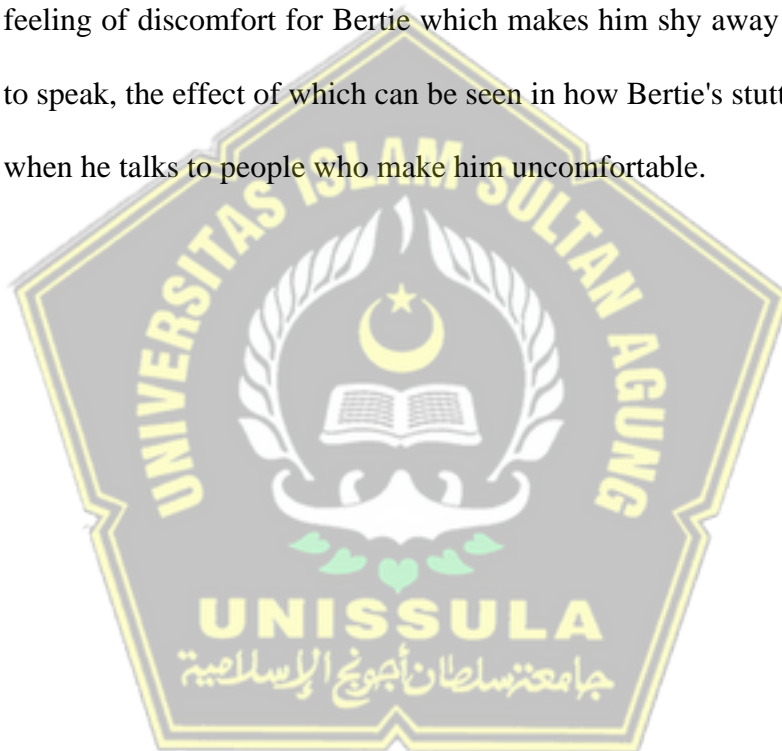
BERTIE: "Stop trying to be so bloody clever!"

(Datum Number 12)

The last set of analyses by following the theory that the factors that cause stuttering include internal factors such as genetic factors, neurophysiology and psychological factors. The second factor is the external factor, for example, family dynamics and child development (Gillam 178). In the data, Lionel realizes that Bertie's stuttering is worse when he talks to David. This could be a factor because David contributed to creating a bad relationship with Bertie. Past experiences in the form of stutter taunts given to him by David held bad memories for Bertie, the results of which affected him into adulthood. Bertie did not feel comfortable and safe when starting a conversation with David, so the urge to speak and feelings of insecurity within himself emerged, causing stuttering.

Based on the analysis above, the writer concludes that the factors causing Bertie's stuttering are psychological factors, including internal and external factors. Internal psychological factors such as the great anxiety and stress experienced by Bertie made his stuttering increasingly severe. Bertie, who stutters easily, if faced with situations under pressure or anxiety, will

make his muscles tense, which results in his speech flow not being fluent and even his voice becoming locked. Furthermore, the external psychological factor that caused his stuttering was how the royal environment did not understand Bertie's shortcomings and there was no awareness that Bertie was actually also trying to overcome his stuttering. The lack of understanding provided by the people around him creates a feeling of discomfort for Bertie which makes him shy away from the urge to speak, the effect of which can be seen in how Bertie's stuttering is worse when he talks to people who make him uncomfortable.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the explanation of the analysis result described in chapter four and suggestion for further research.

A. Conclusion

The King's Speech (2010) is a film that highlights the problem of stuttering or speech disorders. This film was first released in 2010 and was directed by Tom Hooper. It is adapted from the true story of the British Empire. It is about a king who has a speech disorder, or stuttering. It highlights Bertie's struggle with the psychological aspects of overcoming his stuttering. The stuttering depicted in this character not only shows the difficulty in the physical aspects of sound but also shows the emotional and psychological aspects experienced by Bertie. The psychological factors that cause the character to experience stuttering will be the focus of this study. In this study, the kind of Bertie's stuttering will also be discovered.

The factors that were found to cause stuttering in Bertie's character are the combination of developmental and psychogenic stuttering. Based on the analysis, the writer concludes that the type of stuttering disorder experienced by the character Bertie is not only one that was found, but both had characteristics and definitions that were very much in line with the stuttering experienced by Bertie. This type of combination of developmental and psychogenic stuttering arises due to feelings of fear and anxiety, stress

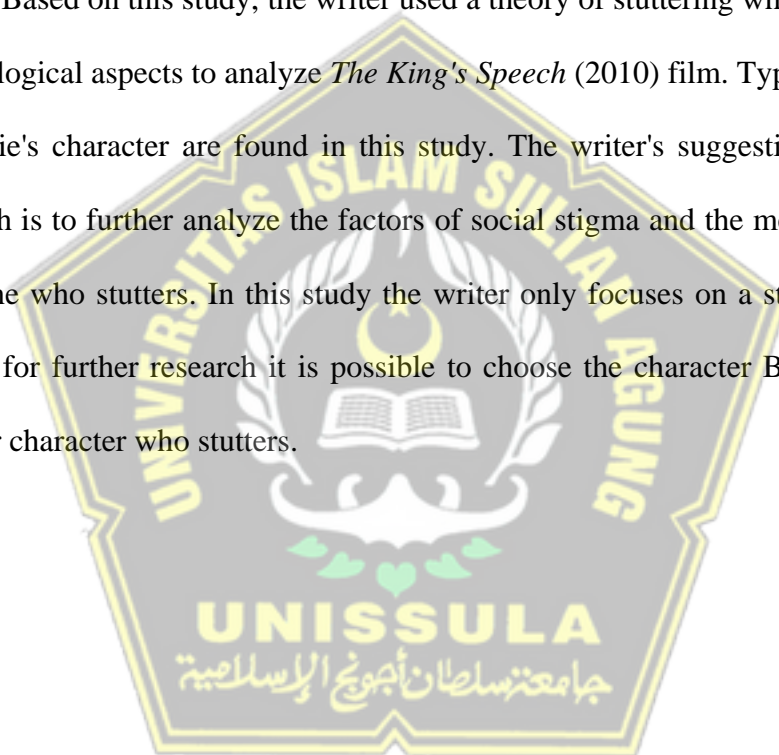
disorders and also the traumatic experiences experienced by Bertie since his development which then influenced his stutter. Developmental stuttering is associated with secondary motor behaviour and is also associated with the presence of a form of anxiety called "anticipatory anxiety" in individuals. Anticipatory anxiety is anxiety related to the fear of stuttering. It can be created as a result of individuals feeling embarrassed and awkward when faced with social situations. Furthermore, this stuttering is can the result of changes in handedness that give rise to emotional tension. While, psychogenic stuttering is a disorder that occurs in the late stages (late teens and older). It is most likely to occur in adults. The emergence of this disorder usually begins after a stress disorder suffered by the individual for a long time and/or appears after a traumatic event. These are characterized as conversion symptoms. The emergence of stuttering occurs due to stressful events, or a series of other events that traumatize someone emotionally.

The factors causing Bertie's stuttering are psychological factors, including internal and external factors. Internal psychological factors such as the great anxiety and stress experienced by Bertie made his stuttering increasingly severe. Bertie, who stutters easily, if faced with situations under pressure or anxiety, will make his muscles tense, which results in his speech flow not being fluent and even his voice becoming locked. Furthermore, the external psychological factor that caused his stuttering was how the royal environment did not understand Bertie's shortcomings and there was no awareness that Bertie was also trying to overcome his

stuttering. The lack of understanding provided by the people around him creates a feeling of discomfort for Bertie which makes him shy away from the urge to speak, the effect of which can be seen in how Bertie's stuttering is worse when he talks to people who make him uncomfortable.

B. Suggestion

Based on this study, the writer used a theory of stuttering which focuses on psychological aspects to analyze *The King's Speech* (2010) film. Types and factors in Bertie's character are found in this study. The writer's suggestion for further research is to further analyze the factors of social stigma and the mental health of someone who stutters. In this study the writer only focuses on a stutterer named Bertie, for further research it is possible to choose the character Bertie or better another character who stutters.



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