

ARTIKEL

**SPEECH DYSFLUENCE AND MEMORY PROCESSING:
LANGUAGE DISORDERS IN THE INDONESIAN
TELEVISION SERIES**



Oleh:
Robi'ah Adawiyah
NIM: 2111231031

**PROGRAM STUDI TADRIS BAHASA INDONESIA
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS KH. MUKHTAR SYAFAAT
BLOKAGUNG BANYUWANGI
2025**



PERSYARATAN GELAR

SPEECH DYSFLUENCE AND MEMORY PROCESSING: LANGUAGE DISORDERS IN THE INDONESIAN TELEVISION SERIES

ARTIKEL

Diajukan Kepada Fakultas Tarbiyah dan Keguruan
Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi
Untuk Memenuhi Salah Satu Persyaratan Guna Memperoleh Gelar
Sarjana dalam Memyelesaikan Program Sarjana Pendidikan

Oleh:
Robi'ah Adawiyah
NIM: 2111231031

**PROGRAM STUDI TADRIS BAHASA INDONESIA
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS KH. MUKHTAR SYAFAAT
BLOKAGUNG BANYUWANGI
2025**

PERSETUJUAN PEMBIMBING

Artikel dengan Judul:

SPEECH DYSFLUENCE AND MEMORY PROCESSING: LANGUAGE DISORDERS IN THE INDONESIAN TELEVISION SERIES

Telah disetujui untuk sidang ujian artikel

Pada tanggal: 06 Juli 2025

Mengetahui,



Ketua Prodi
Tadris Bahasa Indonesia

Ali Manshur, M.Pd.
NIPY: 3151402098401

Pembimbing

Fina Zaidatul Istiqomah, M.Pd.
NIPY: 3152417099701

PENGESAHAN PENGUJI

Artikel saudara Robi'ah Adawiyah telah di Munaqosah Kepada Dewan
Penguji Artikel Fakultas Tarbiyah dan Keguruan
Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi:

Pada tanggal: 06 Juli 2025

Dan telah diterima serta disahkan sebagai salah satu syarat untuk
memperoleh gelar Sarjana Pendidikan (S.Pd.).

Tim penguji

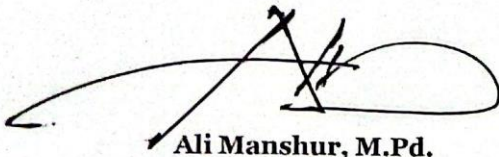
Ketua



Moh. Syamsul Ma'arif, M.Pd.

NIPY: 3151806088908

Penguji I



Ali Manshur, M.Pd.

NIPY: 3151402098401

Penguji II



Fina Zaidatul Istiqomah, M.Pd.

NIPY: 3152417099701



Dekan
Fakultas Tarbiyah dan Keguruan

Dr. Siti Ainiyah, S.Pd.I., M.Si.

NIPY: 3150801058001

MOTO DAN PERSEMBAHAN

Moto: *“Berbicaralah dengan pikiranmu sebelum kamu berbicara dengan lisanmu”*

“Allah tidak pernah mematahkan hatimu, kecuali untuk membentukmu menjadi lebih kuat dari sebelumnya”

“Investasikan waktu Anda dalam hal yang membuat Anda bahagia”

Persembahan:

Dengan segala puji dan syukur tiada henti kepada Allah SWT. yang memampukan hati dan menghadirkan kekuatan di setiap langkah, sehingga tugas akhir ini dapat terselesaikan. Tugas akhir ini bukan sekadar lembaran akademik, melainkan jejak dari doa, usaha, dan perjuangan yang diam-diam menguatkan. Maka, dengan kerendahan hati, karya sederhana ini dipersembahkan untuk:

1. **Abah dan Ibu tercinta**, atas segala doa yang tak pernah putus, tangan yang selalu menengadah dalam doa, peluh yang tak pernah pamrih, cinta yang tak mengenal batas waktu. kerja keras kalian adalah kisah keteladanan, dan cinta tanpa syarat kalian adalah cahaya dalam setiap gelapku. Segala pencapaian ini hanyalah setitik kecil dari pengorbanan kalian yang tak pernah terhitung.
2. **Dosen pembimbing dan seluruh dosen pengajar**, terima kasih telah menjadi lentera ilmu di perjalanan panjang ini. Dari setiap kata yang kalian ucapkan, lahir semangat untuk terus belajar dan menjadi lebih baik. Terima kasih atas kesabaran, ilmu, dan keteladanan yang begitu berarti.
3. **Sahabat seperjuangan**, yang kebersamaian dalam setiap lelah dan tawa, dalam keraguan dan harapan, terima kasih telah menjadi sandaran di kala rapuh dan penguat di kala lemah. Perjalanan ini lebih indah karena kehadiran kalian.
4. **Almamater tercinta, Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi**, tempatku belajar, tempat jiwa ini ditempa, akal diperkaya, juga tempat dimana mimpi-mimpi ditumbuhkan. Semoga ilmu yang ditanamkan selalu menjadi cahaya dalam langkah masa depan.
5. **Dan untuk diriku sendiri**, yang tak menyerah pada badai, yang tetap berdiri meski diterpa gelombang, terima kasih telah bertahan. Untuk setiap langkah kecil yang mengantarkan ke titik ini. Teruslah melangkah karena perjalanan masih panjang dan mimpi masih menunggu.

PERNYATAAN KEASLIAN ARTIKEL



Yang bertanda tangan di bawah ini, saya:

Nama : Robi'ah Adawiyah
NIM : 2111231031
Program Studi : Tadris Bahasa Indonesia
Fakultas : Fakultas Tarbiyah dan Keguruan
Alamat : Dusun Kedawung RT.06 RW 05, Desa
Candirenggo, Kecamatan Ayah, Kabupaten
Kebumen, Provinsi Jawa Tengah

Dengan sungguh-sungguh menyatakan bahwa artikel ini secara keseluruhan adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian yang merujuk sumbernya.

Banyuwangi, 2 Juni 2025

Yang Menyatakan,

Robi'ah Adawiyah
NIM : 2111231031

KATA PENGATAR

Puji syukur penulis panjatkan ke hadirat Allah SWT, karena dengan rahmat dan karunia-Nya penulis dapat menyelesaikan penelitian yang berjudul *Speech Dysfluency and Memory Processing: Language Disorders in the Indonesian Television Series* ini dengan baik. Penelitian ini dilatarbelakangi oleh fenomena disfluensi bicara yang kerap muncul dalam komunikasi lisan, khususnya dalam situasi spontan seperti kuis maupun interaksi langsung di televisi.

Penelitian ini membahas disfluensi bicara dalam acara *Arisan!* dengan tujuan mengkaji bagaimana tekanan situasi dan interaksi sosial memengaruhi kelancaran berbicara seseorang. Gangguan bahasa seperti pengulangan, jeda, perbaikan, dan penggunaan kata pengisi sering muncul dalam percakapan lisan dan dipengaruhi oleh berbagai faktor, seperti kondisi psikologis, kognitif, sosial, serta lingkungan. Penelitian ini diharapkan dapat memberikan pemahaman lebih dalam tentang faktor-faktor yang memengaruhi kelancaran berbicara serta mendorong peningkatan keterampilan komunikasi.

Penulis menyadari bahwa laporan ini tidak akan terselesaikan tanpa dukungan dari berbagai pihak. Oleh karena itu, penulis ingin menyampaikan rasa terima kasih yang sebesar-besarnya kepada:

1. KH. Ahmad Hisyam Syafa'at, S.Sos. I., M.H., Pengasuh Pondok Pesantren Darussalam Blokagung.
2. Dr. H. KH. Ahmad Munib Syafa'at, Lc., M.E.I., Rektor Universitas KH. Mukhtar Syafa'at.
3. Dr. Siti Aimah, S.Pd.I., M.Si., Dekan Fakultas Tarbiyah dan Keguruan Universitas KH Mukhtar Syafa'at.
4. Fina Zaidatul Istiqomah, M.Pd., Dosen Pembimbing Tugas Akhir Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafa'at.
5. Seluruh Dosen di Program Studi Pendidikan Bahasa Indonesia yang telah memberikan dan mengajarkan ilmu yang sangat berharga.
6. Seluruh Keluarga Khususnya Kedua orang tua saya, yang telah memberikan dukungan luar biasa, baik secara material maupun moral, yang memungkinkan saya menjalani dan menyelesaikan proses ini dengan baik.
7. Rekan-rekan seperjuangan, yang telah memberikan dukungan moral, motivator dan saling membantu dalam menyelesaikan tugas akhir ini.
8. Serta pihak-pihak lain yang tidak dapat disebutkan satu per satu, yang telah memberikan bantuan dan dukungan selama proses ini berlangsung.

Penulis juga menyadari bahwa penelitian ini masih jauh dari sempurna, sehingga kritik dan saran sangat diharapkan demi perbaikan di masa mendatang. Semoga artikel ini bermanfaat dalam memahami disfluensi bicara dan meningkatkan keterampilan komunikasi.

Banyuwangi, 2 Juni 2025

Penulis

DAFTAR ISI

SAMPUL DALAM	i
PERSYARATAN GELAR	ii
PERSETUJUAN PEMBIMBING	iii
PENGESAHAN PENGUJI	iv
MOTO DAN PERSEMBAHAN	v
PERNYATAAN KEASLIAN ARTIKEL.....	vi
KATA PENGATAR	vii
DAFTAR ISI.....	ix
ABSTRACT	1
INTRODUCTION	2
METHODS	6
RESULT AND DISCUSSION.....	6
a. Froms of language disorders in the television series <i>Arisan</i>	6
b. Psychological factors	14
c. Cognitive factors.....	14
d. Social factors (influence of interaction with others)	14
e. Language habit factor	15
f. Technical and environmental factors	15
CONCLUSION	15
REFERENCES	16
LAMPIRAN-LAMPIRAN	26
Lampiran 1: Link Publish	26
Lampiran 2: Kartu Bimbingan	26
Lampiran 3: Cek Plagiasi	27
Lampiran 4: Daftar Riwayat Penulis	28

Speech Dysfluency and Memory Processing: Language Disorders in the Indonesian Television Series

Disfluensi Berbicara dan Pemrosesan Memori: Gangguan Bahasa dalam Serial Televisi Indonesia

Robi'ah Adawiyah

Universitas KH. Mukhtar Syafaat, Banyuwangi,

Jawa Timur, Indonesia e-mail:

robiah2422@gmail.com

Fina Zaidatul Istiqomah

Universitas KH. Mukhtar Syafaat, Banyuwangi,

Jawa Timur, Indonesia e-mail: finazi@iaida.ac.id

Submitted 13 March 2025

Revised 22 May 2025

Accepted 27 May 2025

Abstract

Speech disfluency is a language phenomenon that often occurs during spontaneous oral communication, especially on interactive media such as television. This study aims to explore the forms and factors that cause disfluency in the television series Arisan. The method in this study uses Qualitative with a descriptive approach. Data were obtained through observation and documentation studies of dialogues broadcast in December 2024. Data collection techniques in this study used direct observation and documentary studies. While the data analysis technique used in this study was content analysis. The results of the study revealed that disfluency in Arisan! can be classified into four main types: repetition, pauses, speech repair, and use of filler words. These four types can occur at various levels, from words, syllables, to phrases. This is caused by unpreparedness or immature speech planning, psychological factors such as nervousness, mental burden, and situational pressure as well as social factors such as interaction with the interlocutor and listener expectations also contribute to the emergence of disfluency. This study shows that disfluency is not only a barrier in communication, but also part of the speaker's adjustment strategy in managing spontaneous verbal interactions. With this study, it is expected to be a source of knowledge related to the phenomena of language disorders that appear in daily activities.

Keywords: *dysfluency; language disorder; memory processing; TV Series*

I. INTRODUCTION

Speaking is a way for humans to interact between individuals (Tontodimamma et al., 2021; Keating et al., 2023; Vincenzi et al., 2021). In the process of interaction and adaptation, it is important for humans to have clarity of speech when communicating. Clarity in speaking is often related to the words spoken in the context of natural communication. The quality of clarity of speech is an important factor in ensuring that the message conveyed by the sender and recipient of the message can be received well. Several factors that affect clarity in speaking are the closeness between the speaker and the topic being discussed, the presence of unclear pronunciation can cause misunderstandings in communication and disrupt social interactions which can then cause behavioral problems (Kusrini et al., 2023; Piazza et al., 2022; Burhanuddin, 2024). In other words, clarity of speech can be interpreted as the level of clarity of a person in speaking, so that the message conveyed can be fully understood by the listener (Janah, 2020; Asafo-Adjei et al., 2023).

The main purpose of speaking is to communicate. Meanwhile, the communication tool that is considered the most influential in human life is language. Humans use language in everyday life. Language has an important role in human life as a whole (Sedivy, 2021; Babelyuk et al., 2021; Zheng et al., 2025). When language is used appropriately and the use of language can be understood well according to the intent and purpose of the speaker, it can be said that language has succeeded in conveying the message in communication. In the communication process, both communicators and communicants need good language skills in order to understand the content of the conversation. They rely on language to analyze and distinguish every social issue that arises in the communication process (Tasruddin & Syamsuddin, 2022; Budiyo et al., 2021; Haerul et al., 2021). Language always adapts to its users, so that the language aspect has a very important role in the communication process.

Language is one of the fundamental aspects in building social interactions and conveying information. However, in verbal communication, language disorders often occur which cause disfluency and hinder the delivery of messages. The term "language disorder" refers to a situation where an individual has difficulty using or understanding language (Ekström et al., 2023; Yuniari & Sudarmawan, 2022; Bintoro & Winarsih, 2022). According to Manshur and Zaidatul Istiqomah (2021), this disorder often occurs in the form of difficulty speaking which can interfere with the smoothness of communication, these disorders can be in the form of silent interruptions, pronunciation of sounds, words or sentences that are not relevant to the message to be conveyed.

According to *Kamus Besar Bahasa Indonesia (KBBI)*, disorders are defined as obstacles, barriers, temptations or anything that causes difficulties. This term also refers to conditions that can cause abnormalities or insanity in the mental, health, or mental aspects, and can result in inability to carry out activities smoothly. Speaking in the context of language means communicating using a language, which includes various abilities such as speaking, writing, reading, and listening (Kehing & Yunus, 2021; Yuliantini, 2021; Zhussupova & Shadiev, 2023). One of the productive skills in language is speaking skills, which can be defined as the ability to produce articulated sounds or words as a means of expressing, conveying, and expressing thoughts, ideas, and feelings. In this case, language disorders refer to any form of obstacle or difficulty experienced by a person when pronouncing articulated sounds or words to express and convey their thoughts, ideas, and feelings.

There are several diseases or disorders that have an impact on a person's ability to speak. One form of such disorder is language disfluency, which is often referred to as stuttering or stuttering. Dysfluency is a term that refers to the difficulty in speaking which can appear in various forms, such as repeating words (Didirková, 2024; Diachek & Brown-Schmidt, 2023; Hermawan, 2022), prolongation of sounds, sudden pauses, and mispronunciations. This phenomenon occurs naturally in everyday interactions and often occurs in stressful communication situations, where psychological, emotional, and cognitive factors play a role in speech fluency. If dysfluency occurs too often or is disruptive, it could be an indication of a disorder in the speech aspect.

Speech dysfluency or disruption in speech fluency, is an interesting and very complex linguistic phenomenon (Susanto, 2022; Pistono et al., 2024; Diachek & Brown-Schmidt, 2023). This phenomenon not only indicates errors in language production, but also illustrates the cognitive processes that underlie the way we communicate, as well as the psychological and social dynamics that support everyday communication. The television series "*Arisan!*", as a reflection of Indonesian social and cultural life, presents an in-depth picture of interactions between individuals in various social situations. The dialogues in this series often reflect realistic everyday conversations, making it a relevant source for studying speech dysfluency (Pirinen et al., 2023; Saeed & Omar, 2024; Yeomans et al., 2023). Speech disfluency is often found in television series, one of which is the television series *Arisan* which began airing on Trans7 on January 16, 2023.

Arisan! is a game show with a comedy theme. This show is hosted by Surya Insomnia and features various captains who are famous celebrities, with participants consisting mostly of mothers or women. In certain episodes, this show also presents participants from other groups, including men, teenagers, families, communities, and celebrities (Zhao, 2024;

Valerius & Behm- Morawitz, 2024; Khan et al., 2023). This show presents various attractive prizes, ranging from cash reaching more than IDR 45,000,000.00 in episodes 1 to 257, since episode 256, the total prize has reached IDR 54,000,000.00, and on several occasions even reaching IDR 59,000,000.00 or more, this is due to the first segment which often gives prizes of up to IDR 4, 000,000.00, plus an additional prize of IDR5,000,000.00 from sponsors. In addition to cash, participants also have the opportunity to win various daily necessities such as household furniture, electronics, and even a motorbike. All prizes can be taken home immediately, without having to wait a long time. To get a prize, the participating team must successfully collect points by answering questions or winning the game. There are also prizes obtained through a draw like *arisan* in general, which are given to the team with the most points in each round. The questions asked cover a variety of themes, ranging from general knowledge, music, words, food, mathematics, language, pictures, to extraordinary and unexpected topics, making this quiz different from other quizzes.

Speech dysfluency often occurs in social interactions as a reflection of psychological stress and cultural dynamics. Speech dysfluency is not only a result of cognitive disorders, but is also influenced by the social, cultural, and psychological contexts in which individuals interact (Jaishankar et al., 2025; Deb et al., 2022; Jokar et al., 2023). Television series such as "*Arisan!*" depict various dynamics of interpersonal relationships, such as social pressure, emotional conflict, and cultural expectations, which can affect speech fluency. In the series "*Arisan!*", there are many scenes showing characters experiencing speech fluency disorders, for example through word repetition, long pauses, or mispronunciations. These scenes usually occur when the character is facing an emotional situation, such as facing conflict, social pressure in relationships, or the need to process complex information. This shows how the social environment and psychological conditions can affect speech patterns. Thus, speech disfluency in social interactions not only reflects disturbances in memory processes and language production, but is also a response to social dynamics and psychological stress (Zhussupova & Shadiev, 2023). The "*Arisan!*" as a representation of social life in Indonesia provides a relevant picture of how social and cultural factors play a role in influencing verbal communication.

This study aims to analyze the forms and factors of speech disfluency displayed in the television series *Arisan!* through two main aspects. First, this study focuses on identifying the forms of speech disfluency that appear in dialogue and interactions between characters, such as repetition, pauses, or mispronunciations (Gulkhay, 2025; Hockaday, 2024). Through this approach, it is hoped that patterns of disfluency can be found that often appear

in the conversations of characters involved in various social situations. Second, this study aims to examine the factors that influence speech disfluency in memory processing depicted in the series. The researcher will examine whether the language disorders seen in the characters in the series reflect psychological stress, emotional conflict, or cognitive difficulties that they experience, and how these factors play a role in influencing speech fluency. Through this study, it is hoped that a deeper understanding can be obtained regarding the relationship between speech disfluency, social context, and psychological factors in everyday interactions displayed in *Arisan!* (Lei et al., 2024; Koudenburg et al., 2022; Pirinen et al., 2024).

Previous research on speech disfluencies was conducted by Sari dan Wijaya (2021) who examined the use of disfluencies in Indonesian television programs. They found that disfluencies such as repetitions, pauses, and mispronunciations often appear in interactions between characters, reflecting social and psychological tensions. This study provides important insights into the role of disfluencies in depicting communication dynamics in the media, including in Indonesian television series. This is in line with the findings of Rma Khoirot Daulay, Epiana Banjarnahor, dan Thio Tarigan (2020) who studied the effect of stuttering on a 16-year-old woman, who identified obstacles in sentence formation due to speech disorders. In addition, Cindy Sintyawati dan Gigit Mujiyanto (2021) in their study emphasized the impact of unpreparedness in constructing sentences in people with stutterers, which leads to psychological discomfort and disrupts conversation. Meanwhile, Alenza Mutiara Stefani dan Nina Yuliana (2022) in their study on the representation of communication skills of people with speech disorders in the film *Miracle in Cell No. 7* showed how obstacles in verbal communication affect character interactions with others. These studies show that disfluencies and speech disorders, such as stuttering, have a significant impact on communication, both in social interactions and in media contexts.

The novelty of this study lies in the integration of speech disfluency analysis in the socio-cultural context of Indonesia, which has rarely been explored in previous linguistic and psychological studies. Its strengths lie in its relevance to social and cultural dynamics, as well as its multidisciplinary approach that enriches communication studies (Chakraborty & Ji, 2024; Rahbari et al., 2025; Tariq, 2024). However, this study also faces challenges, such as sample limitations and possible difficulties in measuring psychological factors that influence language disorders. This study provides significant contributions to readers in understanding that speech disfluency, which includes word repetition, long pauses, or mispronunciations can be indicators of psychological distress, emotional conflict, or cognitive difficulties. In addition, readers will gain insight into the influence of social

and emotional factors on speech fluency, which will make them more sensitive in recognizing a person's mental state through their speech patterns (T. Jin et al., 2022; Afifah et al., 2024; S. Jin, 2024). This study also reveals how the *Arisan!* represents psychological and social realities through the dialogues of its characters, thus increasing appreciation of the role of language in depicting human complexity. In addition, the results of this study can be a reference for educators, speech therapists, and mental health professionals in understanding and identifying speech disfluency as part of certain psychological or cognitive conditions.

II. METHODS

The research method used is a qualitative research method approach. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture. The picture is something that can be presented in words, reporting detailed views and obtained from informant sources, and carried out in a natural setting. This study uses a qualitative- descriptive approach to explore and understand the phenomenon of speech disfluency in the *Arisan!*. This approach was chosen because it aims to describe in detail how disfluency appears in dialogue and interaction between characters in the series, as well as the factors that influence it. The object of this study is speech disfluency displayed in dialogues and interactions between characters in the television series *Arisan!* in episodes broadcast during December 2024. This study focuses on the phenomenon of language disorders in verbal communication that occur in the social and cultural contexts depicted in the series. The design of this study uses a descriptive qualitative approach with content analysis. This study aims to identify and describe the phenomenon of speech disfluency that appears in the conversations of the characters in the series, as well as to analyze the factors that influence the emergence of disfluency, both from a psychological, cognitive, and social perspective (Masitoh&Rohana, 2023; Riemer & Peter, 2021; Musdalifa et al., 2022).

The data sources in this study are primary and secondary. The primary data in this study are transcriptions of dialogues from several episodes of the *Arisan!* which aired in relevant to the theme of speech disfluency, memory processing, and media analysis (Gao & Fan, 2024; Li et al., 2024; Soroski et al., 2022). The data analysis technique used in this study is content analysis.

III. RESULT AND DISCUSSION

a. Forms of language disorders in the television series *Arisan*

In the process of oral communication, fluency in speaking cannot always be maintained perfectly. Often, speakers experience obstacles such as repetition of words, unplanned pauses, or correction of speech before being able to convey their ideas completely (Susanto, 2022; Ghasemi & Mozaheb, 2021; Kennedy, 2021). This phenomenon is called speech disfluency and is a natural component of verbal interaction, especially in situations that require quick and spontaneous responses. In the context of the *Arisan!* event on TransTV hosted by Surya Insomnia, speech disfluency is an interesting phenomenon to analyze, considering the time pressure, social dynamics, and psychological aspects that influence the way participants construct and deliver their speech. The following discussion will outline the forms of speech disfluencies that emerged during the event. following discussion will outline the forms of speech disfluencies that emerged during the event.

1. Repetition

Repetition is a form of language disorders that occurs when a person repeats certain sounds, syllables, words, or even phrases in a statement before completing his sentence (Susanto, 2022; Cantabaco et al., 2023; Chouaf, 2023). This phenomenon often occurs accidentally and can reflect a variety of factors, such as feelings of nervousness, unpreparedness, or difficulty finding the right words in the context of communication. In more natural situations, this repetition can be a hallmark of a person's speaking style. In the Arisan TV series, repetition can also indicate a speech disorder, such as stuttering. The data in the field is as follows.

Table 1 Data on repetition type disfluency

No	Types of Repetition	Incorrect Sentence	Correct Sentences
1	Sounds/ Syllables	a. S-s-I want to choose box number Five. (S-s saya ingin memilih kotak nomor lima). b. Se... Select this one only. (Pi... pilih yang ini saja). c. N-next, Participant number two. (S-selanjutnya, peserta nomor dua).	a. I want to select box number five. (Saya ingin memilih kotak nomor lima). b. Select this one only. (Pilih yang ini saja). c. Next, participant number two. (Selanjutnya peserta nomor dua).

2	Word	a. I... I think the answer is this one. (Saya... saya pikir jawabannya yang ini). b. Uh, I'll choose... choose number three... no... number four I mean!".(Eh, saya pilih... pilih nomor tiga...no... nomor empat, maksud saya!"). c. So, the prize for the winner is... is a shopping voucher. (Jadi, hadiahnya untuk pemenang adalah... adalah voucher belanja).	a. I think the answer is this one. (Saya.... saya pikir jawabannya yang ini). b. Uh, I'll choose number three... I mean, number four!. (Eh, saya pilih nomor tiga... maksud saya, nomor empat!). c. So, the prize for the winner is shopping voucher. (Jadi, hadiahnya untuk pemenang adalah voucher belanja).
3	Phrases	a. I think, I think it's the right choice. (Aku rasa, aku rasa ini pilihan yang tepat). b. I choose the one that... I choose the number three. (Saya pilih yang...sayapilih yang nomor tiga). c. I think... I think we should repeat the question. (Saya pikir..saya pikir kita harus mengulang pertanyaannya).	a. I think this is the right Choice. (Aku rasa ini pilihan yang tepat). b. I chose number three. (Saya pilih nomor tiga). c. I think we should repeat the question. (Saya pikir kita harus mengulang pertanyaannya).
4	Short Sentences	a. Let's try again, let's try again!. (Ayo kita coba lagi, ayo kita coba lagi!). b. The answer is A... the answer is A. (Jawabannya A...Jawabannya A). c. He who wins... He who won tonight. (Dia yang menang... dia yang menang malam ini).	a. Let's try again!. (Ayo kita coba lagi!). b. The answer is A. (Jawabannya A). c. He who wins tonight. (Dia yang menang malam ini).

Based on the data above, repetition in speaking can be categorized into four main types, namely repetition of sounds or syllables, repetition of words, repetition of phrases, and repetition of short sentences. Sound or

syllable repetition occurs when a person repeats a small part of a word, such as *"S-s-I want to pick box number five"*, which is often caused by nervousness or lack of fluency in speaking. Word repetition occurs when a person repeats one word before moving on to the next (Fairuz et al., 2022; Teng & Xu, 2025; Wood et al., 2022), e.g. *"I... I think the answer is this one"*, which usually appears when a person is still compiling his thoughts. Phrase repetition occurs when the same phrase is repeated in a single sentence, such as *"I think, I think this is the right choice"*, which can become a habit of speaking. The repetition of short sentences, such as *"Let's try again, let's try again!"*, often appears in spontaneous situations and can make communication sound less effective. Understanding these types of repetition can help a person reduce dysfluency and improve speech fluency.

2. Pause

Pause in speaking is a phenomenon that occurs when a speaker pauses for a moment before continuing (Sinaga et al., 2021; Cossavella & Cevasco, 2021; Kosmala & Crible, 2022). This pause can be categorized into two types, namely silent pause and filled pause. A silent pause is a state in which no sound is produced, while a filled pause usually involves the use of words such as *"uh"*, *"em"*, *"anu"*, *"hmm"*, or other terms that do not have a specific meaning. The pause phenomenon often appears when the speaker is thinking, trying to find the right word or experiencing fluency in composing sentences.

Table 2 Data on disfluency types of pauses

No	Pause Type	Incorrect Sentence	Correct Sentences
1	Silent Pause	a. I want to choose... (pa use for a few seconds) number three. (Saya ingin memilih... (diam beberapa detik))... nomor tiga). b. I... (stand still for a few seconds) pick number one. (Saya... (diam beberapa detik) pilih nomor satu). c. The winner is (silence for a few seconds) the yellow group. (Pemenangnya adalah (diam beberapa detik) kelompok kuning).	a. I want to choose number three. (Saya ingin memilih nomor tiga) b. I choose number One. (Saya pilih nomor satu). c. The winner is the yellow group. (Pemenangnya adalah kelompok kuning).

2 Filled Pause	a. I think... uh..The answer is A. (Saya pikir...uh... jawabannya adalah A). b. For a moment I... hmm... Not sure of that answer. (Sebentar Saya... hmm... kurang yakin dengan jawaban itu). c. Ouch, this is hard! I'm still trying to remember the answer. (Aduh, ini susah! Saya masih mencoba mengingat jawabanny).	a. I think the answer is A. (Saya pikir jawabannya adalah A). b. For a moment I was not sure of the answer. (Sebentar saya kurang yakin dengan jawaban itu). c. Ouch, this is hard! I'm still trying to remember the answer. (Aduh, ini sulit! Saya masih mencoba mengingat jawabannya)
3 Pause with Unnecessay Words	a. So, this... w hat is it... the next challenge. (Jadi, ini... apa ya... tantangan berikutnya). b. Maybe... Eh... This one is more appropriate. (Mungkin... eh... yang ini lebih tepat). c. I... Yes, maybe I will choose number five. (Saya... ya, mungkin saya akan pilih nomor lima).	a. This is the next challenge. (Ini tantangan berikutnya). b. Maybe this one is more appropriate. (Mungkin yang ini lebih tepat). c. I will choose number five. (Saya akan pilih nomor lima)

In speaking, there are three types of pauses that can affect smooth communication, namely silent pauses, filled pauses, and unnecessary pauses (Cahyo et al., 2025; Ding & Yan, 2023; Aziez et al., 2024). A pause in silence occurs when a person stops speaking for a few seconds without making a sound, as in the sentence "*I want to choose... (pauses for a few seconds)... number three*", which can make the conversation feel disconnected. A filled pause occurs when someone fills the pause with a voice or word like "*uh*", "*hmm*", or another expression, for example in the sentence "*I think... uh... the answer is "A"*", which often arises due to doubt or the need for time to think. A pause with words doesn't need to occur when someone inserts additional words that don't contribute to the meaning of the sentence, such as "*So, this... what is it... the next challenge*", which can make the speech sound less clear. Reducing unnecessary pauses can improve speech fluency and make communication more effective.

3. Repair

Improvement in speech occurs when a person realizes that what he or she is saying is inaccurate or contains errors (Rahmawati et al., 2021; Lea et al., 2023; Klüber et al., 2025). In this type of situation, the individual tries to correct or clarify his speech in the middle of a conversation. This phenomenon reflects the awareness of the mistakes that have been made and the desire to provide accurate information.

Table 3 Data on disfluency of repair types in the TV series "Arisan"

No	Types of Repairs	Incorrect Sentence	Correct Sentences
1	Word or phrase correction	a. He went to... I mean, he just came from home. (Dia pergi ke...maksud saya, dia baru datang dari rumah). b. Oh, I chose number two, eh, eh... number three, yes. (Oh, saya pilih nomor dua, eh, eh... nomor tiga, ya). c. I'm going to pick team A... eh, but team B also seems to be more excited. (Aku akan memilih tim A... eh, tapi tim B juga keliatannya lebih bersemangat)	a. He just came from home. (Dia baru datang dari rumah). b. Oh, I chose number three, yes. (Oh, saya pilih nomor tiga, ya). c. I chose team team B to be more excited. (Aku memilih tim B, keliatannya lebih bersemangat).
2	Sentence Structure ImproveMents	a. Today we will play with three teams... Eh, I mean, four teams!. (Hari ini kita akan bermain dengan tiga tim..eh, maksud saya, empat tim!). b. The one who won earlier, eh... I mean the winner is number seven. (Yang menang tadi itu, eh... yang saya maksud pemenangnya adalah nomor tujuh). c. Australia's capital city is Sydney... eh, I mean, Canberra. True or false?. (Ibu kota Australia adalah Sydney... eh, lebih tepatnya, tentang film komedi).	a. Today we will play with four teams. (Hari ini kita akan bermain dengan empat tim). b. The winner is number seven. (Pemenangnya adalah nomor tujuh). c. Australia's capital city is Canberra. True or false?. (Ibu kota Australia adalah Canberra. Benar atau salah?).

3	Fixes with clarification	a. You win... Eh, wait, I mean you're just advancing to the next round!. (Kamu menang... eh, tunggu, maksudku kamu baru maju ke babak selanjutnya!). b. Congratulations to the winner of number five... eh, I mean, number six!. (Selamat kepada pemenang nomor lima...eh, maksud saya, nomor enam!). c. The question is about the movie...eh, more precisely, about comedy films. (Pertanyaannya adalah tentang film... eh, lebih tepatnya, tentang film komedi).	a. You just advanced to the next round!. (Kamu baru maju ke babak selanjutnya). b. Congratulations to the winner of number six!. (Selamat kepada pemenang nomor enam). c. The question is about comedy movies. (Pertanyaannya adalah tentang film komedi).
---	--------------------------	---	---

In speaking, there are three types of improvements that are often made to correct errors, namely word or phrase correction, sentence structure improvement, and clarification correction (Mzury, 2023; Tarigan et al., 2023). Word or phrase correction occurs when someone replaces the wrong word or phrase with a more appropriate one, such as in the sentence *"I'm going to pick team A... eh, but team B seems to be more excited"*, which indicates a revision in word choice. Sentence structure improvements are made when someone corrects errors in sentence construction, such as in *"Today we will play with three teams... eh, I mean, four teams!"*, which indicates a change in the number of teams mentioned. Improvements with clarification occur when someone adds an explanation to make the information clearer, such as in *"The question is about the movie... eh, more precisely, about comedy films"*, which provides further specifications. The use of these improvements helps to improve clarity and precision in oral communication.

4. Use of filler words

The filler word is a term or phrase that has no special meaning, but is often used to fill in the gaps in conversation (Sarira et al., 2023; Gandeza, 2023). Words such as *"kayak gitu"*, *"well"*, *"so"*, *"anyway"*, *"actually"*, and the like often appear unconsciously in everyday communication. The use of a certain number of filler words is still acceptable, but if used too often,

it can reduce the clarity of the message you want to convey.

Table 4 Disfluency data on the use of filler words

No	Types of use of filler words	Incorrect Sentences	Correct Sentences
1	Filler words in the beginning of a sentence	a. So, in my opinion, this is the right choice. (Jadi , menurutku, ini pilihan yang tepat). b. So... I chose that one. (Jadi.. saya pilih yang itu). c. Okay , let's move on to the next question. (Oke , mari kita lanjut ke pertanyaan berikutnya).	a. In my opinion, this is the right choice. (Menurutku ini pilihan yang tepat). b. I choose that one. (Saya pilih itu). c. Let's move on to the next question. (Kita lanjut ke pertanyaan berikutnya).
2	Filler words in the middle of a sentence	a. I think, I think , this is the answer. (Aku rasa, kayaknya , jawabannya ini deh). b. Ouch, so it's like this , uh... I mean, here's the answer!. (Aduh, jadi kayak gini , eh maksud saya, ini dia jawabannya! c. Oh, so that's how it is, well... I mean, this is the answer!, (Lho, ternyata begitu, nah... maksud saya, ini jawabannya!	a. I think is the answer.(Aku rasa jawabannya ini). b. Ouch, so it's like this , I mean, here's. (Aduh, jadi kayak gini, maksud saya, ini dia jawabannya!). c. Lho, ternyata begitu.. ya ini jawabannya!. (Lho, ternyata begitu.. ya ini jawabannya!).
3	Repeated filler words	a. Anyway, in essence , we have to win!. (Pokoknya, intinya, kita harus menang!). b. Okay, so, yeah, we're going to start the next round now. (Oke, jadi, ya, kita akan mulai putaran berikutnya sekarang). c. Okay, so, let's start now, so, everything is ready, right?. (Baiklah, jadi, mari kita mulai sekarang, jadi, semuanya sudah siap, kan	a. We must win!(Kita harus menang). b. Okay, we will start the next round now. (Oke, kita akan mulai putaran berikutnya sekarang). c. okay, let's start now, is everyone ready?. (oke, kita mulai sekarang, semuanya siap, kan?).

b. Psychological factors

Anxiety or tension can be a major cause of speech disorder (Rood & de Jong, 2023; Cantabaco et al., 2023; Karimi et al., 2024). When a person feels anxious or depressed, his or her nervous system reacts by increasing levels of stress hormones, which can hinder the thinking and speaking process. As a result, a person may have difficulty composing words fluently, speak in a trembling voice, or experience involuntary pauses. Research by Sari and Susanti (2024) identified that psychological factors, such as fear of being wrong, embarrassment, and lack of confidence, contribute significantly to students' speaking anxiety in an academic context. In events like *Arisan!*, the pressure to perform in public can increase participants' anxiety, which in turn affects their speaking fluency.

c. Cognitive factors

Complex thought processes are often the cause of pauses or the use of filler words in speaking (Zulhemindra et al., 2022; Kirjavainen et al., 2022; Lofgren & Hinzen, 2022). When a person tries to make sense of information, organize an idea, or make a decision in a short period of time, the brain needs time to process it before it can express it verbally. In situations like these, individuals often fill in the gaps with words like "um" or "eee" as a strategy to maintain the flow of the conversation. According to an article from Sunan Gunung Djati State Islamic University Bandung (2022), the use of filler words often occurs because the speed of thinking is out of sync with the speed of speech, so the mouth makes sounds like "um" or "eee" when the brain is not ready for the next word. In spontaneous situations like *the Arisan!* event, participants may use filler words when thinking to keep the flow of the conversation going and avoid the impression of hesitation.

d. Social factors (influence of interaction with others)

Social interaction and pressure from the audience can be factors that affect fluency in speech (Chollet et al., 2022; Thao, 2023; S. Jin, 2024). The desire to make a good impression, gain approval from others, or the pressure to speak in a socially appropriate way can increase a person's anxiety. This pressure often causes a person to speak more carefully, slow down the tempo of speech, or even experience a disfluency. Sari and Susanti (2024) found that pressure from friends and unsupportive lecturer responses are social factors that affect students' speaking anxiety. In *Arisan!* event, direct interaction with the host and other participants creates social pressure that can lead to word

repetition or the use of filler words as a strategy to maintain the flow of communication so that it does not stop suddenly.

e. Language habit factor

A person's language habits can also affect their fluency in speaking, especially if individuals often use filler words excessively (Fajarwati, 2024; Anggara et al., 2025; Khusna & Indriani, 2022). Filler words such as "yes", "gitu", "em...", or "what yes" often appear unconsciously as part of a person's communication pattern. These filler words can be part of a thinking strategy or simply a speaking habit formed from daily interactions. Clark & Fox Tree (2002) states that filler words serve as a signal that the speaker is still holding the speaker's turn to speak despite being thinking. In *the Arisan!* event, participants who are used to using filler words in everyday conversation tend to use them more when speaking in public, which can have an impact on their speech fluency.

f. Technical and environmental factors

External disturbances in a speaking environment can affect a person's speech fluency (Anggraini and Pane 2025; Adawiah and Yuliantika 2024). Factors such as noise, unsupportive lighting, or technical issues in the audio system can distract participants, resulting in them losing focus and experiencing involuntary pauses in speaking. Environmental disturbances can also slow down cognitive processes related to speech production and word selection. Research by Mattys et al. (2012) shows that background noise can interfere with the speaker's concentration, leading to an increase in the use of filler words or long pauses in speaking. In *Arisan!* events, technical disturbances or a less conducive environment can increase the likelihood of speech distraction, especially for participants who are more sensitive to external stimuli.

IV. CONCLUSION

Speech dysfluency is a phenomenon that often appears in oral communication, especially in spontaneous situations such as quiz shows and live interactions on television. In the context of *an Arisan!* event, language disorders can provide insight into how pressure and social interaction affect a person's speech fluency. Understanding and reducing distractions can help in improving communication skills and effectiveness of public speaking. The phenomenon of diffusion occurs in repetition, pause, improvement, and the

use of filler words. These four types can occur at various levels, ranging from words, syllables, to phrases. Speech disorders can appear in many forms and are influenced by many factors, including psychological, cognitive, social, speaking habits, as well as environmental disorders. In the context of *the Arisan!* event, where participants are often faced with urgent situations and spontaneous interactions, speech disfluency has become a very real phenomenon. By understanding these factors, we can be more sensitive to mental states and situations that affect the way people communicate, as well as appreciate the complexity of the speech process that we often take for granted, so that it could help a person design strategy to reduce distractions, such as speaking practice, anxiety management, and the creation of a more conducive environment. Thus, fluency in speaking does not only depend on individual abilities but also on various external factors that play a role in the communication process.

V. REFERENCES

- Afifah, M., Ningrum, A. S. B., Wahyuni, S., & Syaifulloh, B. (2024). Self-Efficacy, Anxiety, and Emotional Intelligence: Do They Contribute to Speaking Performance? *Journal of Languages and Language Teaching*, 12(2), 793–806.
<https://doi.org/10.33394/jollt.v12i2.10798>
- Anggara, D. Y., Fikry, S., & Lubis, Y. (2025). An Analysis of Common Errors in Conversation. *MUDABBIR Journal Research and Education Studies*, 5(1), 329–344.
- Asafo-Adjei, R., Bukari, F., & Klu, E. K. (2023). A critical discourse analysis of a female vice-presidential candidate's acceptance speech. *REiLA: Journal of Research and Innovation in Language*, 5(1), 48–62. <https://doi.org/10.31849/reila.v5i1.12331>
- Aziez, F., Nita, A., Istikharoh, L., & Sotlikova, R. (2024). Analyzing the development of university English students' speaking fluency. *Journal of English and Education (JEE)*, 10(2), 111–136.
<https://doi.org/10.20885/jee.v10i2.36345>
- Babelyuk, O., Koliassa, O., & Smaglii, V. (2021). Language means of revealing postmodern ludic absurd in English literary text. *Wisdom*, 4 (20), 166–179. <https://doi.org/10.24234/wisdom.v20i4.531>
- Bintoro, T., & Winarsih, M. (2022). Identifying Language Learning Strategies for Children with Communication Disorder in New Normal Era. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(2), 305–316.
<https://doi.org/10.23887/jipp.v6i2.48892>
- Budiyono, S., Pranawa, E., & Yuwono, S. E. (2021). Language as a

- communication tool, motivation, achievement, negotiation, and business professionally. *Proceedings*, 5, 73–78.
- Burhanuddin, W. (2024). Unveiling the Factors Influencing Willingness to Communicate in English; Revisiting MacIntyre et al.'s Theory-Driven Exploration in the EFL Context= Universitas Hasanuddin.
- Cahyo, D. W., Fatsah, H., & Tanipu, Z. (2025). The Use of Fillers in Spoken Discourse Video by Students at English Language Education Study Program of State University of Gorontalo. *Research Review: Jurnal Ilmiah Multidisiplin*, 4(1), 38–46.
- Cantabaco, H., Banda, E. J., Husain, J., Bucog, F., & Bacatan, J. (2023). Exploring Speech Disfluency Patterns in 10th Grade Students at Samal National High School. *International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE) Vol, 5*. https://doi.org/10.31098/ijtaese.v5i1.83_8
- Chakraborty, S., & Ji, S. (2024). A review of integrating space syntax analysis into heritage impact assessment: a comprehensive framework for sustainable historic urban development. *International Journal of Urban Sciences*, 1–28. <https://doi.org/10.1080/12265934.2024.2438190>
- Chollet, M., Marsella, S., & Scherer, S. (2022). Training public speaking with virtual social interactions: Effectiveness of real-time feedback and delayed feedback. *Journal on Multimodal User Interfaces*, 16(1), 17–29. <https://doi.org/10.1007/s12193-021-00371-1>
- Chouaf, C. (2023). Investigating the Typology and Frequency of Disfluencies in Students' Speech: The Case of First-year Students at Freres Mentouri University, Constantine 1. *Journal of Human Sciences*, 34(4), 65–81.
- Cossavella, F., & Cevasco, J. (2021). The importance of studying the role of filled pauses in the construction of a coherent representation of spontaneous spoken discourse. *Journal of Cognitive Psychology*, 33(2), 172–186. <https://doi.org/10.1080/20445911.2021.1893325>
- Deb, S. S., Roy, M., Bachmann, C., & Bertelli, M. O. (2022). Specific learning disorders, motor disorders, and communication disorders. In *Textbook of Psychiatry for Intellectual Disability and Autism Spectrum Disorder* (pp. 483–511). Springer. https://doi.org/10.1007/978-3-319-95720-3_18
- Diachek, E., & Brown-Schmidt, S. (2023). The effect of disfluency on memory for what was said. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 49(8), 1306. <https://doi.org/10.1037/xlm0001156>
- Didirková, I. (2024). Disfluency in speech and language disorders. In

- Clinical linguistics & phonetics* (Vol. 38, Issue 4, pp. 285–286).
Taylor & Francis.
<https://doi.org/10.1080/02699206.2023.2277122>
- Ding, C., & Yan, J. (2023). The Study of Pauses in Oral Production from the Perspective of Language Proficiency. *International Journal of Language, Literature and Culture*, 3(6), 1–15.
<https://doi.org/10.22161/ijllc.3.6.2>
- Ekström, A., Sandgren, O., Sahlén, B., & Samuelsson, C. (2023). ‘It depends on who I’m with’: How young people with developmental language disorder describe their experiences of language and communication in school. *International Journal of Language & Communication Disorders*, 58(4), 1168–1181. <https://doi.org/10.1111/1460-6984.12850>
- Fairuz, D. E., Arifin, M. B., & Ariani, S. (2022). The stuttering analysis experienced by Bobby Boucher in The Waterboy movie. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, dan Budaya*, 6(3), 884–896.
- Fajarwati, N. D. (2024). Error Analysis in Students English Speech of Public Speaking. *Journal Corner of Education, Linguistics, and Literature*, 4(001), 145–156.
<https://doi.org/10.54012/jcell.v4i001.372>
- Gandeza, C. C. (2023). Language fillers used by students in conversation. *Journal of Social Work and Science Education*, 4(2), 539–555.
<https://doi.org/10.52690/jswe.v4i2.394>
- Gao, B., & Fan, J. (2024). Understanding student engagement with teacher feedback in Chinese-to-English consecutive interpreting courses. *Language Teaching Research*,
<https://doi.org/10.1177/13621688241304168>
- Ghasemi, A. A., & Mozaheb, M. A. (2021). Developing EFL Learners’ Speaking Fluency: Use of Practical Techniques. *Mextesol Journal*, 45(2), n2.
<https://doi.org/10.61871/mj.v45n2-15>
- Gulkhayo, A. (2025). Enhancing Pronunciation Skills of English Language Learners (Ells) Through English Films. *Western European Journal of Linguistics and Education*, 3(2), 1–6.
- Haerul, H., Sastramiharjo, A., Damaianti, V. S., & Mulyati, Y. (2021). The Communication Culture of the Cyberspace in the Perspective of Language Politeness. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 62–73.
- Hassan, W., Awang, S., & Abdullah, N. (2021). Fillers as communication strategies among English second language speakers in job interviews. *International Journal of English Linguistics*, 12(1), 30.
<https://doi.org/10.5539/ijel.v12n1p30>

- Hermawan, S. (2022). The speech disfluency in Ellen De Generes talk show: A psycholinguistics study. *AMCA Journal of Education and Behavioral Change*, 2(1), 32–38.
<https://doi.org/10.51773/ajeb.v2i1.142>
- Hockaday, T. (2024). Exploring hearing people's experiences of working with sign language interpreters in the workplace. *Interpreting and Society*, 27523810241297864.
<https://doi.org/10.1177/27523810241297865>
- Indriyana, B. S., Sina, M. W., & Bram, B. (2021). Fillers and their functions in emma watson's speech. *Ranah: Jurnal Kajian Bahasa*, 10(1), 13–21. <https://doi.org/10.26499/rnh.v10i1.135>
- Jaishankar, D., Raghuram, T., Raju, B. K., Swarna, D., Parekh, S., Chirmule, N., & Gujar, V. (2025). A Biopsychosocial Overview of Speech Disorders: Neuroanatomical, Genetic, and Environmental Insights. *Biomedicines*, 13(1), 239. <https://doi.org/10.3390/biomedicines13010239>
- Jin, S. (2024). Speaking proficiency and affective effects in EFL: Vlogging as a social media-integrated activity. *British Journal of Educational Technology*, 55(2), 586–604.
<https://doi.org/10.1111/bjet.13381>
- Jin, T., Jiang, Y., Gu, M. M., & Chen, J. (2022). “Their encouragement makes me feel more confident”: Exploring peer effects on learner engagement in collaborative reading of academic texts. *Journal of English for Academic Purposes*, 60.
<https://doi.org/10.1016/j.jeap.2022.101177>
- Jokar, A. H. R., Roche, S., & Karimi, H. (2023). Stuttering on Instagram: What is the focus of stuttering-related Instagram posts and how do users engage with them? *Journal of Fluency Disorders*.
<https://doi.org/10.1016/j.jfludis.2023.106021>
- Karimi, H., Rasoli Jokar, A. H., Salehi, S., & Aghadoost, S. (2024). Behind the mask: Stuttering, anxiety, and communication dynamics in the era of COVID-19. *International Journal of Language & Communication Disorders*, 59(6), 2454–2464.
<https://doi.org/10.1111/1460-6984.13096>
- Keating, C. T., Hickman, L., Leung, J., Monk, R., Montgomery, A., Heath, H., & Sowden, S. (2023). Autism-related language preferences of English-speaking individuals across the globe: A mixed methods investigation. *Autism Research*, 16(2), 406–428.
<https://doi.org/10.1002/aur.2864>
- Kehing, K. L., & Yunus, M. M. (2021). A systematic review on language learning strategies for speaking skills in a new learning environment.

- European Journal of Educational Research*, 10(4), 2055–2065.
<https://doi.org/10.12973/eu-jer.10.4.2055>
- Kennedy, S. (2021). Difficulties understanding L2 speech due to discourse-versus word-level elements. *Journal of Second Language Pronunciation*, 7(3), 315–342.
<https://doi.org/10.1075/jslp.18015.ken>
- Khan, H., Abbas, M. A., & Ashiq, M. (2023). Teen Nick Children Television Programs: A Thematic Analysis. *Human Nature Journal of Social Sciences*, 4(2), 453–465. <https://doi.org/10.71016/hnjss/dqmo4j16>
- Khusna, F. A., & Indriani, L. (2022). Identifying the Used of Filers in Speaking Fluency of Asian Novice Teachers. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 2(2). <https://doi.org/10.21111/ijelal.v2i2.7175>
- Kirjavainen, M., Crible, L., & Beeching, K. (2022). Can filled pauses be represented as linguistic items? Investigating the effect of exposure on the perception and production of um. *Language and Speech*, 65(2), 263–289. <https://doi.org/10.1177/00238309211011201>
- Klüber, K., Schwaiger, K., & Onnasch, L. (2025). Affect-Enhancing Speech Characteristics for Robotic Communication. *International Journal of Social Robotics*, 1–19.
<https://doi.org/10.1007/s12369-025-01221-w>
- Kosmala, L., & Crible, L. (2022). The dual status of filled pauses: Evidence from genre, proficiency and co-occurrence. *Language and Speech*, 65(1), 216–239.
<https://doi.org/10.1177/00238309211010862>
- Koudenbourg, N., van Mourik Broekman, A., & Stellingwerf, S. (2022). An event- contingent method to track disfluency effects on the relationship and the self. *International Journal of Language & Communication Disorders*, 57(4), 895–905.
<https://doi.org/10.1111/1460-6984.12729>
- Kusrini, N., Sajarwa, S., Baskoro, B. R. S., & Cholsy, H. (2023). Facultative Liaison as a Formal Register Marker in French Oral Communication. *Jurnal Arbitrer*, 10(1), 19–23. <https://doi.org/10.25077/ar.10.1.19-23.2023>
- Lea, C., Huang, Z., Narain, J., Tooley, L., Yee, D., Tran, D. T., Georgiou, P., Bigham, J. P., & Findlater, L. (2023). From user perceptions to technical improvement: Enabling people who stutter to better use speech recognition. *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*, 1–16.
<https://doi.org/10.1145/3544548.3581224>

- Lei, X., Sasisekaran, J., & Nguyen-Feng, V. N. (2024). The experience of stuttering in everyday life among adults who stutter: The impact of trait social anxiety and the social situations. *Journal of Fluency Disorders*, 80, 106061. <https://doi.org/10.1016/j.jfludis.2024.106061>
- Li, S., Nair, R., & Naqvi, M. (2024). Acoustic and text features analysis for adult ADHD screening: A data-driven approach utilizing DIVA interview. *IEEE Journal of Translational Engineering in Health and Medicine*. <https://doi.org/10.1109/JTEHM.2024.3369764>
- Lofgren, M., & Hinzen, W. (2022). Breaking the flow of thought: increase of empty pauses in the connected speech of people with mild and moderate Alzheimer's disease. *Journal of Communication Disorders*, 97, 106214. <https://doi.org/10.1016/j.jcomdis.2022.106214>
- Masitoh, F., & Rohana, Y. (2023). A Psycholinguistic Study on Expressive Language Disorder of Autistic Characters in Miracle Run Movie. *Journal of English Language Teaching and English Linguistics*, 8(1), 1–15. <https://doi.org/10.31316/eltics.v8i1.4524>
- Musdalifa, M., Sili, S., & Ariani, S. (2022). An analysis of conversational implicatures of the main characters in lady bird film: A pragmatic study. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya*, 6(1), 1–12.
- Mzury, D. (2023). Exploring EFL learners' Linguistic Error and/or Mistakes: Causes, and Correction Techniques. *Zanco Journal of Human Sciences*, 27(4), 333–346. <https://doi.org/10.21271/zjhs.27.4.23>
- Nematizadeh, S. (2021). Willingness to Communicate and Second Language Speech Fluency: An Idiodynamic Investigation of Attractor States. *Journal for the Psychology of Language Learning*, 3(1), 26–49. <https://doi.org/10.52598/jpll/3/1/2>
- Nurrahmi, I., Sahril, S., & La Sunra, L. S. (2021). Students' Filler in Academic Presentation Jeda yang Digunakan Mahasiswa dalam Presentasi Akademik. *Pinisi Journal of Art, Humanity & Social Studies*, 1(4).
- Piazza, G., Martin, C. D., & Kalashnikova, M. (2022). The acoustic features and didactic function of foreigner-directed speech: A scoping review. *Journal of Speech, Language, and Hearing Research*, 65(8), 2896–2918. <https://doi.org/10.1044/2022.JSLHR-21-00609>
- Pirinen, V., Eggers, K., Dindar, K., Helminen, T., Kotila, A., Kuusikko-Gauffin, S., Mäkinen, L., Ebeling, H., Hurtig, T., & Mäntymaa, M. (2024). Associations between social anxiety, physiological reactivity, and speech disfluencies in autistic young adults and controls. *Journal of*

- Communication Disorders*, 109, 106425.
<https://doi.org/10.1016/j.jcomdis.2024.106425>
- Pirinen, V., Loukusa, S., Dindar, K., Mäkinen, L., Hurtig, T., Jussila, K., Mattila, M.-L., & Eggers, K. (2023). A comprehensive analysis of speech disfluencies in autistic young adults and control young adults: Group differences in typical, stuttering-like, and atypical disfluencies. *Journal of Speech, Language, and Hearing Research*, 66(3), 832–848. https://doi.org/10.1044/2022_JSLHR-22-00265
- Pistono, A., Maziero, S., Chaix, Y., & Jucla, M. (2024). Speech disfluencies in children with developmental dyslexia: How do they differ from typical development? *International Journal of Language & Communication Disorders*, 59(3), 1032–1042.
<https://doi.org/10.1111/1460-6984.12978>
- Rahbari, L., Kramer, D., Deserno, M., Tse, T., & Matos, T. R. (2025). Activism and academia: an interdisciplinary dialogue on academic freedom and social engagement. *Journal of Higher Education Policy and Management*, 47(1), 73–89.
<https://doi.org/10.1080/1360080X.2024.2390197>
- Rahmawati, R., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The effect of e-learning on students speaking skill progress: A case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal*, 7(1), 69–78.
<https://doi.org/10.25134/ieflj.v7i1.3995>
- Riemer, K., & Peter, S. (2021). Algorithmic audiencing: Why we need to rethink free speech on social media. *Journal of Information Technology*, 36(4), 409–426.
<https://doi.org/10.1177/02683962211013358>
- Rood, M. M. S. J., & de Jong, N. H. (2023) A mixed-methods study on the effects of manipulated speaking anxiety on L2 utterance and L2 cognitive fluency. *Journal of the European Second Language Association*, 7 (1). <https://doi.org/10.22599/jesla.96>
- Saeed, B. M., & Omar, R. Y. (2024). Linguistic Analysis of Unplanned Discourse in David Sedaris “Calypso.” *Zanco Journal of Human Sciences*, 28(1), 171–191. Sarira, P., Mahmud, M., Affandi, A., & Burhamzah, M. (2023). The existence of fillers in converting the written language to spoken language. *Borneo Journal of English Language Education*, 5(1). <https://doi.org/10.35334/bjele.v5i1.3384>
- Sarira, P., Mahmud, M., Affandi, A., & Burhamzah, M. (2023). The existence of fillers in converting the written language to spoken language. *Borneo Journal of English Language Education*, 5(1).
<https://doi.org/10.35334/bjele.v5i1.3384>

- Sedivy, J. (2021). *Memory speaks: on losing and reclaiming language and self*. Harvard University Press.
<https://doi.org/10.4159/9780674269637>
- Sinaga, Y. K., Tannuary, A., & Saputra, N. (2021). Turn-taking strategies analysis in conversation between president Jokowi and Boy William in Nebeng Boy Youtube channel. *LingLit Journal Scientific Journal for Linguistics and Literature*, 2(3), 91–102.
<https://doi.org/10.33258/linglit.v2i3.509>
- Soroski, T., da Cunha Vasco, T., Newton- Mason, S., Granby, S., Lewis, C., Harisinghani, A., Rizzo, M., Conati, C., Murray, G., & Carenini, G. (2022). Evaluating web-based automatic transcription for Alzheimer speech data: transcript comparison and machine learning analysis. *JMIR Aging*, 5(3), e33460.
<https://doi.org/10.2196/33460>
- Susanto, F. F. (2022). An Analysis Of Disfluencies For Describing Phenomena In Spontaneous Speech. *At-Ta'lim: Jurnal Pendidikan*, 8(1), 35–66.
<https://doi.org/10.55210/attalim.v8i1.726>
- Tarigan, K. E., Stevani, M., Ginting, F. Y. A., Prayuda, M. S., Sari, D. W., & Lumbanraja, B. (2023). Oral Corrective Feedback and Error Analysis: Indonesian Teachers' Beliefs to Improve Speaking Skill. *World Journal of English Language*, 13(6).
<https://doi.org/10.5430/wjel.v13n6p140>
- Tariq, S. (2024). Breaking Boundaries: How Multidisciplinary Research Fuels Innovation Across Fields. *Physical Education, Health and Social Sciences*, 2(03), 15–28.
- Tasruddin, R., & Syamsuddin, A. B. (2022). Communication towards the Vehicle of Community Interaction (Analysis of Sociology of Contemporary Communication). *International Journal of Social Science and Education Research Studies*, 2(12), 699–702.
- Teng, M., & Xu, J. (2025). Pushing vocabulary knowledge from receptive to productive mastery: Effects of task type and repetition frequency. *Language Teaching Research*, 29(2), 588–606.
<https://doi.org/10.1177/13621688221077028>
- Thao, N. T. P. (2023). The Impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, 7 (3), 393–413.
<https://doi.org/10.26858/ijole.v7i3.50617>
- Tontodimamma, A., Nissi, E., Sarra, A., & Fontanella, L. (2021). Thirty years of research into hate speech: topics of interest and their evolution. *Scientometrics*, 126, 157–179.

- <https://doi.org/10.1007/s11192-020-03737-6>
- Utomo, B. (2022). Students perception of factors affecting fluency during speaking performance in higher education student. *RETAIN: Journal of Research in English Language Teaching*, 10(01), 17–24.
- Valerius, D., & Behm-Morawitz, E. (2024). Minoritized Celebrities & Counter-Narratives: Media Storytelling and Audience Perceptions of Red Table Talk. *Howard Journal of Communications*, 1–22. <https://doi.org/10.1080/10646175.2024.2424849>
- Vincenzi, B., Taylor, A. S., & Stumpf, S. (2021). Interdependence in action: people with visual impairments and their guides co-constituting common spaces. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW1), 1–33. <https://doi.org/10.1145/3449143>
- Wood, W., Mazar, A., & Neal, D. T. (2022). Habits and goals in human behavior: Separate but interacting systems. *Perspectives on Psychological Science*,
- X. (2025). Praxeology, humanism, equity, and mixed methods: Four pillars for advancing second language acquisition and teaching. *The Modern Language Journal*, 109(S1), 64–89. <https://doi.org/10.1111/modl.12977>
- Yeomans, M., Boland, F. K., Collins, H. K., Abi-Esber, N., & Brooks, A. W. (2023). A practical guide to conversation research: How to study what people say to each other. *Advances in Methods and Practices in Psychological Science*, 6(4). <https://doi.org/10.1177/25152459231183919>
- Yuliantini, P. (2021). The use of Powtoon as media to enhance EFL students' English skill. *Journal of Educational Study*, 1(2), 28–37. <https://doi.org/10.36663/joes.v1i2.150>
- Yuniari, N. M., & Sudarmawan, I. P. Y. (2022). Teaching Strategies for Children with Expressive Language Disorder. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(3), 654–664. <https://doi.org/10.23887/jipp.v6i3.57791>
- Zhao, J. J. (2024). From 'Kill This Love'to 'Cue Ji's Love': The convergence of queer, feminist and global TV cultures in China. *Journal of Intercultural Studies*, 45(2), 155–173. <https://doi.org/10.1080/07256868.2023.2232317>
- Zheng, Y., Ortega, L., Pekarek Doehler, S., Sasaki, M., Eskildsen, S. W., & Gao, English fluently. *Journal of Language and Linguistic Studies*, 18(1).
- Zhussupova, R., & Shadiev, R. (2023). Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom. *Journal of Computers in Education*, 10(3),

- 499–526. <https://doi.org/10.1007/s40692-023-00259-x>
- Zulhemindra, Z., Munir, S., Yulnetri, Y., & Putra, K. P. (2022). Investigating Filled Pauses Found in English Students' Conversation. *Ahmad Dahlan Journal of English Studies*, 9(1), 14–26. <https://doi.org/10.26555/adjes.v9i1.35>
- Zrekat, Y., & Al-Sohbani, Y. (2022). Arab EFL University learners' perceptions of the factors hindering them to speak 17(2), 590–605. <https://doi.org/10.1177/1745691621994226>

LAMPIRAN-LAMPIRAN

Lampiran 1: Link Publish

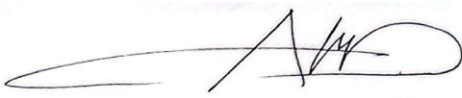
<https://suarbetang.kemdikbud.go.id/jurnal/index.php/BETANG/article/view/30724>

Lampiran 2: Kartu Bimbingan

NIM	2111231031	
NAMA	ROBIAH ADAWIYAH	
FAKULTAS	TARBIYAH DAN	
PROGRAM	KEGURUAN	
JUDUL	DISFLUENSI BICARA DAN PEMROSESAN MEMORI: GANGGUAN BERBAHASA DALAM SERIAL TELEVISI	

No	Periode	Tanggal Mulai	Tanggal selesai	Uraian Masalah	Bimbingan
1	20241	30 April 2025	06 Mei 2025	ACC Submit	Submit Artikel
2	20241	24 April 2025	30 April 2025	ACC Template	Penyesuaian Template
3	20241	16 April 2025	23 April 2025	ACC Sistematika Kepenulisan Secara Keseluruhan	Sistematika Kepenulisan Secara Keseluruhan
4	20241	10 April 2025	16 April 2025	ACC Abstrak	Abstrak
5	20241	27 Maret 2025	30 Maret 2025	Daftar Rujukan	Daftar Rujukan
6	20241	2 April 2025	09 April 2025	ACC Daftar Rujukan	Daftar Rujukan
7	20241	19 Maret 2025	26 Maret 2025	ACC Kesimpulan	Kesimpulan Penelitian
8	20241	13 Maret 2025	17 Maret 2025	Hasil dan Pembahasan	Pembahasan Penelitian
9	20241	18 Maret 2025	20 Maret 2025	ACC Hasil dan Pembahasan	Pembahasan Penelitian
10	20241	28 Februari 2025	15 Maret 2025	ACC Hasil Penelitian	Hasil penelitian
11	20241	23 Februari 2025	01 Maret 2025	Sistematika Penulisan Pendahuluan-Metode	ACC Sistematika Penulisan Pendahuluan-Metode
12	20241	16 Februari 2025	22 Februari 2025	Metode Penelitian	ACC Metode Penelitian
13	20241	29 Januari 2025	15 Februari 2025	Penelitian Terdahulu	ACC Penelitian Terdahulu
14	20241	03 Januari 2025	15 Januari 2025	Pendahuluan	Pendahuluan
15	20241	16 Januari 2025	24 Januari 2025	Pendahuluan	ACC Pendahuluan
16	20241	28 Desember 2024	01 Januari 2025	Judul Artikel Penelitian	ACC Judul Artikel Penelitian

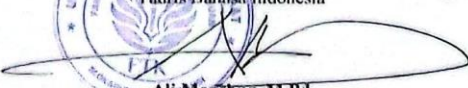
Lampiran 3: Cek Plagiasi


 ALI MANSHUR 21/6/2021

artikel saya.docx

Similarity Index	Internet Sources	Publications	Student Papers
19%	2%	1%	18%

Source	Similarity Index
Submitted to Universitas PGRI Semarang	18%
Submitted to Ambassador International Academy	<1%
doaj.org	<1%
Katarzyna Zawadzka, Oliwia Zaborowska, Ewa Butowska, Krzysztof Piątkowski, Maciej Hanczakowski. "Guessing can benefit memory for related word pairs even when feedback is delayed", <i>Memory & Cognition</i> , 2023	<1%
Kate Favot, Vivienne Marnane, Vijayalakshmi Easwar, Carmen Kung. "The Use of Telepractice to Administer Norm-Referenced Communication and Cognition Assessments in Children With Hearing Loss: A Rapid Review", <i>Journal of Speech, Language, and Hearing Research</i> , 2024	<1%
journal.uniku.ac.id	<1%
www.redfame.com	<1%


 Mengetahui,
 Ketua Program Studi
 Tadris Bahasa Indonesia

 Ali Manshur, M.Pd
 NIPY. 3151402098401

Lampiran 4: Daftar Riwayat Penulis



Robi'ah Adawiyah lahir di Kebumen pada tanggal 01 November 2002. Penulis menempuh pendidikan dasar di MI Ma'arif NU Candirenggo, kemudian menempuh Pendidikan tingkat SLTP/ sederajat di MTs Qomarul Hidayah yang berada di bawah naungan Yayasan Pondok Pesantren Qomarul Hidayah Trenggalek. Setelah lulus ia melanjutkan pendidikan di MA Qomarul Hidayah. Melihat latar belakang keluarga yang semuanya adalah santri membuat ia mengikuti jejak sang ayah serta saudara-saudaranya. Pada tahun 2021 Penulis memutuskan untuk melanjutkan studi jenjang perguruan tinggi di Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan memilih jurusan

Program Studi Tadris Bahasa Indonesia, Fakultas Tarbiyah dan Keguruan. Ketertarikannya pada dunia bahasa dan komunikasi mendorong penulis untuk meneliti fenomena komunikasi lisan dalam kehidupan modern. Hal ini dituangkan dalam artikel tugas akhirnya yang berjudul *“Speech Dysfluence and Memory Processing: Language Disorders in the Indonesian Television Series”*. Jika diterjemahkan yaitu, “Disfluensi Berbicara dan Pemrosesan Memori: Gangguan Bahasa dalam Serial Televisi Indonesia”.

Melalui penelitian ini, penulis berupaya memahami bagaimana tekanan situasi dan interaksi sosial membentuk pola kelancaran bicara, serta mengungkap faktor-faktor yang mempengaruhi kualitas komunikasi dalam konteks publik dan mengungkap dinamika disfluensi sebagai bagian dari proses komunikasi manusia serta berkontribusi dalam penguatan keterampilan berbicara di ranah akademik maupun sosial.

