INTERVIEW WITH THE STUTTERERS:
HOW DO THEY MANAGE THE CONVERSATION?
(AN ANALYSIS ON TURN-TAKING STRATEGIES)

Salma Nurfaiza[1], Ruminda[2], Lili Awaludin[3]
UIN Sunan Gunung Djati Bandung
e-mail address: salma.faiza45@gmail.com
DOI : 10.21107/prosodi.v19i1.29574

ABSTRACT

Stutterers are people with disfluencies in talking. They have problems maintaining their turn in a conversation. For that reason, they need to find some strategies to manage the conversation well. This study aims to find out what types of turn-taking strategies were used by stuttering people and why they tend to use them. The theories used in this research are from Stenstrom and Bloodstein. The data for this research are taken from three interview YouTube videos with stuttering people. The video was then analyzed based on Stenstrom's turn-taking strategy theory as well as Bloodstein's stuttering theory. The results of the analysis showed that the strategy most often used by the stuttering people is filled pause/verbal filler which is part of the holding the turn strategy. The purpose of this most commonly used strategy is to maintain the stutterer's turns to speak so that there is no interruption by the interlocutor and it becomes part of the disfluencies suffered by people with stuttering, as a thought process in expressing words.

Keywords: Interview, stuttering, turn-taking strategies.

BACKGROUND

Conversation is one of the most commonly used forms of communication, where two or more individuals exchange information through a series of speech turns. In conversation, each participant followed an unwritten rule about when to speak and listen (Sacks et al. 1974). In pragmatics, conversation is governed by various laws and principles that underlie smooth interaction, one is the rule regarding the turn of speech, which is turn-taking (Yule, 1996).

Interview is one of the conversation contexts that prioritize the rule of turn-taking (O'Connell et al., 1990). In an interview event, the host and guests take turns speaking to convey interesting and informative information to the audience. These interactions are carefully organized to maintain the flow of the conversation and capture the audience's attention (Hutchby, 2006). Turn-taking in an interview is different from everyday conversations because conversations must be planned and guided to maintain a good rhythm and keep the audience's attention. At the time of interviewing with normal people without speech disorders, the turn-taking strategy does not experience many challenges, the interviewee will find it easier to respond, explain, and argue because there are no obstacles in speaking fluency. However, when a guest in an interview has a speech disorder such as stuttering, the challenge of keeping the conversation flowing becomes more complex. The interviewer with stuttering should be more sensitive to the pauses that occur and be more responsive to the communication needs of guests, without being seen interrupting their turn of speech (Logan, 2020).

There are three interview videos selected as the research objects. The interview participants in the video are people who experience stuttering. The three videos came from two YouTube Channels, namely the National Stuttering Association which interviewed Amanda Mammana with the video title "Amanda Mammana Interview with the NSA". In this video, the interviewer asks Amanda Mammana about her singing achievements in the midst of Amanda's background of stuttering (National Stuttering Association, 2022). Then the second and third videos come from the same YouTube channel, namely A Special Book by Special Kids with titled "The Stuttering Advocate (Ignored By The Mainstream But Not By Us)" and "Life with a Stutter and Social Anxiety" which interviews Mollie Davis and Willemijn regarding their lives as stutterers (Special Books by Special Kids, 2018, 2021). These three videos are very interesting to analyze as examples of how people with stuttering perform turn-taking strategies. Stuttering can affect the ability of Mollie Davis, Willemijn, and Amanda Mammana to take and maintain fluent turns in an interview, making these interactions interesting to analyze from a pragmatic perspective.

Mollie Davis is a stuttering advocate who always says that people who stutter seem less heard and accepted by the people around them, so she always tries to voice it. Willemijn is an illustrator and content creator who also often discusses her stuttering and lets people know how people who stutter are able to work. Amanda Mammana is a singer who also suffers from stuttering. She became known to many for her inspiring story on *America's Got Talent* and motivated many people that stuttering is not a deficiency that can stop one's dreams. The interviews are in three different videos. These three people often faced challenges in taking turns because of their stuttering condition. Stuttering affects the way a person speaks and can lead to difficulty in maintaining a turn of speech, which then affects the flow of the conversation (Bloodstein et al., 2021) In line with Yairi & Seery (2021) Stuttering is a speech

disorder that affects a person's fluency in speaking, characterized by the repetition or expansion of sounds, syllables, or words. This study seeks to analyze how Mollie Davis, Willemijn, and Amanda Mammana manage their turn-taking strategies in the face of challenges.

Stenstrom (2014) The turn-taking theory offers a framework for understanding how turns of speech are arranged in conversations. This theory includes several strategies, such as taking the turn, holding the turn, and yielding the turn, that can be used to keep the conversation flowing. The concept of "taking the turn" indicates a person's desire to take on the role of a speaker and refers to the action of a speaker continuing his speech without interruption. Then, "holding the turn" refers to the action of a speaker continuing his speech without interruption. On the other hand, "yielding the turn" signifies the transition of the speaker into the role of listener, to receive and process the given response.

Bloodstein et al., (2021) reported that stuttering is a communication disorder in which the smooth flow of words is disturbed. Filled and unfilled pauses, interjections, word and phrase revisions, phrase repetitions, interruptions, and hesitations are characteristics of stuttering. Most of the time, individuals who stutter know what to say, but they can't get the words out. The behavioral dimensions associated with stuttering have three parts, which include stuttered speech, muscle tension, and ancillary behaviors associated with speech difficulty. Affective reactions such as anticipation of stuttering, fear of stuttering, and anxiety about stuttering and speaking can be caused by difficulties with speech production.

Another research on turn-taking was written by Tango et., (2024), entitled *"Turn-Taking Strategies in Conversation by Will Smith and Ellen Talk Show on YouTube Channel"*. This research aims to determine Ellen and Will Smith's different turn-taking methods on The Ellen Show YouTube channel. The second previous research was conducted by Aryanti et al., (2024), entitled *"The Use of Turn-Taking in the 2020 US Presidential Debate: A Conversational Analysis Study"*.This study aims to examine the application of turn-taking strategies and the types that are most commonly used by debaters during the debate, as well as to elaborate on the strategy in depth. Meanwhile, this study aims to explore more deeply how the condition of stuttering affects the dynamics of conversation in the context of interviews, and how the relationship between turn-taking strategies and stuttering as a speech disorder with the theory of turn-taking by Stenstrom and the theory of stuttering by Bloodstein used by each person sampled as a person with stuttering disorder. By examining the use of turn-taking strategies in the context of interviews where guests experience speech disorders in the form of stuttering, this study is expected to reveal unique strategies and patterns that can contribute to a better understanding of conversation techniques experienced by people with stuttering.

REASEARCH METHODS

This study uses a qualitative descriptive research method. According to Hignett & McDerm ott (2015) "a qualitative research consistency in representing the world in terms of words and pictures rather than numbers" (p.120). This means that descriptive qualitative research is research that emphasizes elaboration using words, sentences, images, and videos rather than numbers or statistics. The design of the study includes recommendations regarding the research and its research questions as well as a research plan outlining how the research will be conducted, including data collection,

processing, and conclusions. The data collection was carried out by analyzing the interview videos with three people diagnosed with stuttering. The videos from two YouTube Channels namely Special Books by Special Kids YouTube Channel, which interviewed Mollie Davis and Willemijn, and the National Stuttering Association YouTube Channel, which interviewed Amanda Mammana.

The techniques of collecting data used for this study are transcribing. These techniques are suitable for the data that form video. The purpose of note-taking is to document various forms that are pertinent to this study from written language usage. As Creswell & Poth (2016) points out, the analysis of spoken and written language in a study allows for a thorough examination of how individuals convey meaning, negotiate turns of speech, and establish roles in conversations. While collecting data, the researcher used the following steps; 1) Watching the data of the three videos on YouTube until the end, 2) Downloading the transcript on the DownSub website and then writing down the data using the note-taking Method, 3) Rewatching each video to mark participants' utterances that use turn-taking strategies, 4) Collecting some parts of participants' utterances that use turn-taking strategies, then will be used for further analysis.

After data is collected, techniques for data analysis are used. During this process, data is inspected, sanitized, and modeled to identify information that can help make conclusions and support decision-making. The following analytical steps are included by the researcher; 1)Identifying the utterances from Mollie, Willemijn, and Amanda Mammana that resulted in a turn-taking strategy using the theory, 2)Classifying the utterances based on the categories of turn-taking strategy, 3)Describing and interpreting the data based on those categories and relating it to the stuttering theory, 4)The last step, concluding the whole of the data after being interpreted in the previous step.

RESULT AND DISCUSSION

A. Result

After the analysis, each video shows the results of using turn-taking strategies. In the first participant, Mollie Davis, there are 74 data turn-taking strategies. With the dominant data on filled pause/verbal filler, which is 33 data, and the second most is lexical repetition with 30 data. Then in the second participant, Willemijn, as many as 108 data turn-taking strategies were found. With the dominant data on filled pause/verbal filler, which is 63 data, and the second most common is lexical repetition with 34 data. Furthermore, in the third participant, Amanda Mammana, there are 114 data on the use of turn-taking strategies. The most data is occupied by filled pause/verbal filler, which is 91 data, and in second place is occupied by silent pause, which is 15 data. Filled pause/verbal filler, is a component of holding the turn which is the most often employed strategy by the three objects, this shows that the participants tend to use aspects of filled pause and verbal filler to hold turns. Then in the second place, it is still occupied by the aspect of holding the turn, namely lexical repetition, and silent pause. The following is a table grouping the occurrence of turn-taking strategies based on each strategy used by each participant.

Table 1. Data of Turn-Taking Strategies

TURN-TAKING STRATEGIES			MOLLIE	WILLEMIJN	AMANDA
Taking The Turn	Starting Up	Clear Start	-	-	-
		Hesitant start	1	-	-
	Taking Over	Uptakes	3	8	3
		Links	2	2	-
	Interupting	Alert	-	-	-
		Metacomments	-	-	-
Holding The Turn		Filled Pause/ Verbal Filler	33	63	91
		Silent Pause	1	8	15
		Lexical Repetition	30	34	8
		New Start	3	3	-
Yielding The Turn		Prompting	-	-	-
		Appealing	-	-	-
		Giving Up	-	-	-
TOTAL DATA			73	118	117

2. Discussion

The researcher examined interviews that demonstrated the application of turn-taking strategies using Stenstrom's (2014) theory. Then, the researcher also used the stuttering theory of Bloodstein et al., (2021) as a comparison because the participants were people with speech disorders, namely stuttering. In presenting the discussion, the researcher reduced the total data from 308 to 14 data analyses, representing each participant's strategy that correlates with stuttering. This reduction method is carried out as Mezmir (2020) conveyed. A single paragraph represents a single data conversation, and each discussion concludes with a classification of the turn-taking strategy. The discussion of turn-taking strategies in interviews with Mollie Davis, Willemijn, and Amanda Mammana will be carried out sequentially in different sub-chapters, and the discussion is as follows.

2.1 Turn-taking Strategies by Mollie Davis

The first data regarding taking the turn, namely starting up the type of hesitant start, was found at (02:09-03:02).

> Interviewer : if you had one wish it could be anything in the world what would you wish for?
> Mollie : that that's like h:have like to do with like my stutter or kind of be like n-n-n-not related to that?
> Interviewer : that could be anything it doesn't matter
> Mollie : **okay well (.)** like this is kind of like depressing I guess but like I would wish to like to school like to shooting at my school.

The conversation took place when the interviewer asked Mollie about her wish, then Mollie asked again about what her wish was, and the interviewer replied with whatever it was. Only then did Mollie begin her turn to speak. Here, Mollie **takes the turn, namely starting up the type of hesitant start**. Indicated by **"okay well (.)"** is a speech strategy for marking uncertainty and giving time to pre-produce her response prior to producing speech. Such tentativeness is consistent with Stenstrom's (2014) theory of turn-taking, whereby speakers utilize hesitant start in an attempt to deal with

uncertainty or affective material, making them controllers of the talk without obligation. Since Mollie is a stutterer, Bloodstein's (2021) theory of stuttering also explains this hesitation. Stuttering generally includes disruptions to speech flow, and speakers will use pauses, like "okay well," to initiate more smoothly or avoid disfluencies. These pauses give Mollie an opening into speech management and pressure reduction, but still convey her intention to get back to where she was. This blend of strategies is reflected in the combination of both turn-taking and speech management in making social interaction smoothly.

The second data on taking the turn, namely taking over the type of links, was found at minutes (05:38-05:55).

Interviewer : why do you care so much about other people?
Mollie : **because** like I think the most important thing that we can d-d-d-do is um love to people t-t-t-that we care about like out out loud and I just like think that that's really important.

This strategy is used when the interviewer asked Mollie about the reason why she cared so much about others, and Mollie answered and revealed the reason. In this turn, Mollie employs the linking device "because" to provide her reasons, and transition is made to her answer. Stenstrom's (2014) turn-taking theory says that linking devices such as "so", "and", "but" also "because" are precious resources available to speakers in order to control the turn and organize their talk. In the data above, it is not really related to the stuttering she experiences. This can be seen with the intensity of this strategy which is quite small, which is around 3%, namely 2 data.

The third data regarding Holding the turn is filled pause/verbal filler which was found at minutes (07:35-08:03)

Interviewer : what do you want to be after college?
Mollie : **um** I want to be, this is like a list of like three things I want to do **um** I want to be **um** a playwright for like stuff on B-B-B-Broadway **um** I I **um** want to be in in investigative j-j-j-journalist and **um** I want to be **um** a f-f-f-foster mom.

This strategy was used when the interviewer asked Mollie what she wanted to do after graduating from college, and Mollie answered it by starting with a filled pause, as well as in the middle of her answer. In this dialogue, Mollie repeatedly employs **"um"** as a **filled pause** to **hold the turn** so she can still control the conversation while she is thinking. In Stenstrom's (2014) theory of turn-taking, filled pauses such as "um" are strategic resources employed by speakers in a bid to retain their turn without yielding it to others. This is particularly relevant in Mollie's situation, as she employs these pauses to read from a list of future plans uninterrupted. As in Bloodstein's (2021) theory of stuttering, this strategy is also named **filled pause**. The **"um"** here is also Mollie's method of controlling such interruptions and the strategy to avoid her stutter. Also according to (Steensig, 2012), since Mollie's recurring use of **"um"** allows her to lengthen her turn without giving up the turn to the interviewer and, therefore, sustain the talk while maintaining her position in the interaction. This strategy is the most frequently used strategy by Mollie, which is 45% of the data. This can be attributed to the stuttering she experienced. Causing her to have to use holding the turn device often to maintain her turn of speech. It is also part of the thought process of difficulty as a stutterer.

The fourth data regarding holding the turn, namely the silent pause, was found at minutes (01:56-02:09).

Interviewer : when people first meet you what do you hope they see?
Mollie   : uh I hope they see a person who **(0.3)** uh is passionate about the things she cares about and who cares about other people fearlessly.

In this data, when the interviewer asks Mollie what she expects about people's first impression of her, then Mollie uses the strategy of **silent pause** in her utterance. This strategy is indicated as **"(0.3) "** to maintain the turn while she is arranging her answer, which is typical in conversation. Silent pauses, Stenstrom's (2014) theory of turn-taking contends, are frequently employed by speakers to control their turn so that they can organize their thoughts before proceeding, thereby informing the listener that they are still in charge of the conversation. The short 3-second pause here is an effort by Mollie to pause for a moment before she resumes her thought. Being a stutterer, Bloodstein's (2021) model of stuttering comes in, as the **pause** is an effort by Mollie to prevent an impending block or disfluency. The pause allows her time to organize her response more carefully, particularly when dealing with personal values or emotions. The use of a silent pause is relevant to both speech control and turn-holding strategies because Mollie's pause is temporary so that she can make sure her response goes well without quick response because she is in control of the discourse even though the speech is complicated by stuttering.

The fifth data regarding holding the turn is the lexical repetition, which was found at minutes (05:03-05:38).

Interviewer : what kind of thoughts does that cause in you?
Molie   : I mean **like it like it** kind of m-m-m-makes me f-f-f-feel **like I like I like I like** s:shut and p-p-p-pay the person who's like speaking for my school and like I f-f-f-feel **like if like if** I **can't like like can't like** c-c-c-convince people to give me like a chance then I'm like f-f-f-f-failing my classmates so that's kind like hard to deal with sometimes.

This strategy is used by Mollie in quite frequent quantities when answering questions from the interviewer. Here, Mollie employs **lexical repetition** —such as, **"like it like it," "like I like I like I like," and "like if like if"**—as a means of **holding the turn** when she is preparing and building her response. According to Stenstrom's (2014) theory of turn-taking, repetition can be employed by speakers to hold their turn and steer the direction of the conversation, especially when they are building up complicated ideas. Mollie's repetitions are a reversal of Bloodstein's (2021) stuttering theory, in which speech **repetitions are disfluencies** that are uttered while the speaker is attempting to utter speech, particularly when under pressure or emotional stress. The stops between repetitions indicate that Mollie is having difficulties with processes of fluent speech in delivering her personal and emotional feelings. Despite speech interruptions, repetition of words provides Mollie with the device to manage her turn and give a clearer response. This union of strategies indicates both her attempts at controlling the turn and stuttering, and therefore, the conversation proceeds smoothly.

The sixth data regarding Holding the turn is the new start which was found at the minute (00:48-01:10).

Interviewer : If you had to describe yourself to the world what would you
                 say
Mollie   : Oh, I think I'm enough o-o-o-o-optimist **like that's like how
                 like I've** f-f-f-f-function b-b-b-b-but by like trying like to s:see
                 the b-b-busting people I think I like I'm more comfortable with
                 like people who I'm like close to but like I'm like really shy
                 around like n-n-n-new people.

In this interaction, Mollie uses a strategy of a **new start**, marked by the phrase
"like that's like how like I've," which is a strategy often used to **hold the turn** and
signal that the speaker is starting a new thought or idea. According to Stenstrom's
(2014) theory of turn-taking, new starts can help speakers maintain their turn while
managing the flow of conversation, especially when they are rethinking or rephrasing
their response. As in Bloodstein's (2021) stuttering theory, this strategy is named by
phrase revision with the same purpose namely starting a new idea. The new start is
typical of Mollie's efforts at both recovering from her stuttering and managing the
complexity of describing herself and also enabling the flow of the conversation while
granting herself time to think.

2.2 Turn-taking Strategies by Willemijn

The seventh data regarding Taking the turn is taking over the type of uptakes
found at minutes (06:06-06:59).

Interviewer : but would you say it's possible to achieve a balance or a happy
                 medium helping a person become more fluent without
                 damaging their self-confidence?
Willemijn   : **yeah (.)** I I think that's really uh d-d-d-difficult, um I think it's
                 okay to um (0.3) try to be more fluent, um but always ask the
                 child what it wants..

In this turn-taking conversation, Willemijn employs **"yeah."** as an **uptake** to
taking the turn, as an indication of agreement with the interviewer's question.
According to Stenstrom's (2014) theory of turn-taking, uptakes such as "oh" "well"
"yeah" will tend to serve to indicate that the speaker is not only agreeing with the other
speaker's turn but to prepare to offer their own view. The short pause after "yeah"
provides a split-second reflection, for Willemijn to prepare her response, and the soft
hesitation adheres to Bloodstein's (2021) stuttering theory where stutterers will
experience pauses or blocks when coping with speech production challenges. Such a
structure of uptake and pause illustrates how speakers, particularly stutters, will utilize
short positives such as "yeah" followed by pauses to control the pace of conversation
and possible disfluencies as they maintain hold on their turn while preparing responses.

The eighth data on Holding the turn is Verbal filler/filled pause which was found
at (02:50-03:24).

Interviewer : how did you learn to act even when you feel anxious?
Willemijn   : I learned how to do do it because I was anxious all the time,
                 but I still wanted to live my life **um** so **yeah** I just **uh really** try
                 to **um** be okay with being anxious w-w-w-while still doing the
                 things I c-c-c-care about.

Throughout this conversation, Willemijn employs various fill words like **"so,"**
"yeah," "uh really," and "um" in order to **hold the turn** while constructing her
reply. Which is typically applied in managing speech flow. The use of such fillers, in
terms of Stenstrom's (2014) theory on turn-taking, is done to maintain the turn of the

speaker to avoid being cut off and as a marker showing that the speaker has not finished and is currently processing. The verbal fillers are for moving from one idea to the next. With these fillers, she would have time to think. Aligned with Bloodstein's (2021) model of stuttering, where disfluencies arise when the speaker has **filled pause and the nature of the filler** such as "um". This strategy enabled Willemijn to keep control of the conversation while struggling with her speech problems and anxiety. This strategy is the most widely used type by Willemijn, which is around 53% or 63 data. This indicates that in each turn of her speech, Willemijn always tries to hold back her turn by using filled pauses and verbal fillers due to the stuttering and anxiety she suffers.

The ninth data on Holding the turn is the silent pause found at minutes (04:40-06:06).

Interviewer : what was it like for you when you were a kid and everyone around you tried to make you more fluent?

Willemijn : it it really like if if if people are really trying to make you fluent then um yeah i i was just like okay **(0.2)** i can feel that i'm going to stutter now but i but but stuttering is wrong so i just be, s sorry i have to say it again, **(0.3)** sorry um.

By employing such **silent pauses** transcribed as **"(0.2)"** and **"(0.3),"** Willemijn maintains the turn as she feels her way through speech production and constructs her response. Implied pauses, according to Stenstrom's (2014) model of turn-taking, are strategic devices used to allow a speaker to extend their turn, indicating they are still in command of the discourse while they structure their ideas. Here, the intermittent pauses are most likely used to denote Willemijn's anticipation of the oncoming stutter and her attempt to prepare herself such that she can resume speaking. The stuttering on Bloodstein's (2021) theory of stuttering application of the silent pauses "(0.2)" and "(0.3)" can also be used to mark places where Willemijn is speech-preparing in order not to produce a complete stutter or block. This method of taking up the turn space with wordless silences acts to help Willemijn walk the line between maintaining control of the conversation and controlling the stuttering.

The tenth data on Holding the turn is the lexical repetition found at (03:24-04:40).

Interviewer : if there's a kid watching this video who stutters what would you say to them?

Willemijn : w-w-what **I I I** would like to say to uh kids who stutter is um that is n-n-not their f-f-f-fault and that you can also um be successful with a stutter. Um because often we see these success stories **of of** people who stutter in the news but it's always like "they cured their stutter and now they're successful" **but I think it's** uh **but I think it's** actually is success story if people stutter and become successful while they have a stutter.

Here, Willemijn employs **lexical repetition —"I I I," "of of," and "but I think it's uh but I think it's"**—as a strategy to **hold the turn** as she works through the intricacies of her reply. Following Stenstrom's (2014) turn-taking theory, lexical repetition is used as a speaker strategy to get control of the turn even during the incidence of speech disruption so as to plan their thoughts and avoid interruption. The repetitions that occur in Willemijn's speech, particularly on "I I I" and "of of," allude to Bloodstein's (2021) stuttering theory, which states that people who stutter generally

experience **disfluencies like repetitions** or blocks whenever they are experiencing trouble pronouncing certain sounds or words. One more instance of her trying to keep the turn is the repetition of "but I think it's uh but I think it's." Not only does repetition such as this serve as a mechanism for Willemijn to control the flow of speech, but it also serves as a **verbal filler**, allowing her time to cope with her stuttering without breaking the flow of conversation. The duplication of vocabulary here enables her to remain focused in the discussion and go on articulating her views, particularly on a delicate issue such as stuttering.

The eleventh data regarding Holding the turn is a new start found at (04:40-06:06).

> Interviewer : what was it like for you when you were a kid and everyone around you tried to make you more fluent?
> Willemijn : it it really like if if if people are really trying to make you fluent then b um yeah I I was just like okay (0.2) I can feel that I'm going to stutter now but I but but stuttering is wrong so I just be, **s:sorry I have to say it again, (0.3) sorry um. Yeah so if people really try to cure the stutter** then it really makes you feel like stuttering is wrong um so every time I knew I I I was going to stutter I I was like well um i'm gonna hide my stutter or i'm gonna just be completely s:silent now.

In this data, Willemijn employs an intervening **new start** indicated by the sentence **"s:sorry I have to say it again, (0.3) sorry um. Yeah so if people really try to cure the stutter"** to take control of the turn and resume her answer. As proposed in Stenstrom's (2014) turn-taking model, a new start is a strategy that is used whenever a speaker has to restart or rephrase a response, at times after a pause or short-time difficulty. The pauses marked as "(0.3)" are a moment of reflection when Willemijn rearranges her speech and recuperates her fluency. The stammering on "s:sorry" confirms Bloodstein's (2021) theory of stuttering in which disfluency is experienced as the speaker is anticipating or has experienced blocks in communication with this **phrase revision**. Willemijn's application of verbal filler words such as "um" and "sorry" works on two levels - it is an attempt to preserve the turn space as well as a coping mechanism against the stammer, attempting to indicate to the listener that she is moving along with her thoughts. The new start after the pause allows Willemijn to continue thinking rationally. This strategy allows her to maintain the direction of the conversation and articulate her point of view, despite her stutter breaking it.

2.3 Turn-taking Strategies by Amanda Mammana

The twelfth data on Holding the turn is Verbal filler/filled pause which was found at minutes (01:01-02:42).

> Interviewer : So Amanda it is a pleasure to have you here talking with us and sharing your story and just vibing. I want to ask what has the past two months been for you.
> Amanda : Yeah it has **uh** it's definitely been something that I didn't **um** expect **uh** especially just **um** (0,4) kind of growing up **uh** with such like **um** (0,3) low self-esteem, for myself **uh** I never **uh** I I never **really** pictured myself **um** being on like a huge stage like that **uh** and **uh** I finally I was like I can't just keep hiding from myself but also for other people that **um** also stutter...

In this data, Amanda employs **verbal fillers** "um" and "uh" to **hold the turn** when she is struggling to frame her response and deal with the difficulty of her ideas. Verbal fillers serve the function of regulating the talk, in line with Stenstrom's (2014) theory of turn-taking, in that they inform the listener that the speaker is not yet complete and continues to be working on the response. The presence of **"um" and "uh"** during the speech of Amanda is used to signal pauses in her thoughts, enabling her to get through her turn without interruption. Fillers also assists in controlling her stuttering since Bloodstein's (2021) model of stuttering. As the fact that Amanda has experienced speech breakdowns while stuttering and resorted to verbal fillers in an attempt to avoid speech trouble, without experiencing blocks or periods of silence. The "um" and "uh" hesitations give Amanda time to gear up in preparation for a response because she is struggling with the difficulties of stuttering, especially when speaking of her condition. As can be seen in one response to the question, Amanda uses a lot of verbal fillers. This results in this strategy being the most used by Amanda, which is around 78%, namely 91 data.

The thirteenth data regarding Holding the turn is the silent pause which was found at minutes (02:43-04:20).

Interviewer : you know, the stuttering journey of self-acceptance is a lifetime one for a lot of people and some people never reach that point of recognition and i'd love to hear more about the role that music has been in your life in, perhaps being maybe a a reprieve or an antidote or sort of an outlet for you to express yourself because we know that you definitely have a dynamic range and you have a lot to offer so tell us a little bit how that journey started.

Amanda : It was definitely cool, like **(0.3)** realizing that um that singing it uh it uses a a a different part of the brain that uh I can sing um fluently um uh so like as like **(0.3)** a kid I thought like that was really really cool, and um I did kind of have like um **(0.3))** like a misconception that like I could just sing everything ....

Throughout this conversation, **silent pauses** denoted **"(0.3)" "(0.4)" and "(0.5)"** are employed by Amanda as a means of **holding the turn** and regulating the giving of the turn in her response. Silent pauses are a good tool for holding onto the turn, Stenstrom's (2014) turn-taking theory suggests, as it serves as a signal that the speaker is far from finished and wants to carry on. The pauses give Amanda a chance to gather her thoughts before continuing, keeping her speech organized even when her stutter tries to get the better of her. The pauses are also in line with Bloodstein's (2021) theory of stuttering that people who stutter will tend to have disfluency in speech and employ pauses as a way of coping with these issues. For Amanda, the silence gives her time to regain fluency and control of speech, particularly as she grapples with the more intricate concepts around her experience of music and stuttering. The silences also give her time to build her answer without rushing, which helps to make the answer coherent and reduces the effect of the stutter.

The fourteenth data regarding Holding the turn is the lexical repetition found at minutes (05:41-06:58).

Interviewer : what are some like misconceptions that like you want to clarify in regards to studying for people who may be just tuning in to your experience and by extension stuttering.

Amanda : for me personally um i'm not like uh um a good singer like **because of because of** my stutter yes it like **it it**'s definitely like um uh **it's like uh it's like** a paradox uh like as in like (2.0) i struggle um speaking but i can sing it's like two separate things i think yeah

In this turn, Amanda employs **lexical repetition**, such as, **"because of because of," "it it"** and **"it's like uh it's like,"** as a means of **holding the turn** space but regulating her response and negotiating the stutter. For Stenstrom's (2014) theory of turns, lexical repetition is employed in order to allow speakers to regulate their turn because it conveys that they are still building their response and wish to maintain speaking. Amanda's repetitions help to retard prospective interruptions by stuttering, providing her with some additional time to plan ahead and prevent total speech blocks. Such repetitions are in accordance with Bloodstein's (2021) stuttering theory, under which stuttering speakers ought to employ such devices in order to handle disfluencies. For Amanda, the **"because of because of" and "it it"** repetition enables her to fall back into fluency of speech and manage the anticipation of the stutter. The **"it's like uh it's like"** enables her to maintain the turn space as she makes a decision about how to explain the paradox of the stutter and the fact that she can sing. With such repetitions, Amanda is able to overcome the challenges of speaking without losing control of the conversation and articulating her thoughts effectively, especially in a delicate discussion of stuttering and how it affects her life.

CONCLUSION

Referring to the result and discussion, this research concluded that there are 14 turn-taking strategies applied by the three participants to maintain the flow of conversation. In the applied strategies, 308 data are found by applying Stenstrom's (2014) theory. Those are divided into some major categories as follows. Firstly, in the taking the turn strategy, there is the use of hesitant start type starting up as much as 1 data. Then in the taking over strategy, there is the use of uptakes consisting of 14 data, and links as many as 4 data. Secondly, in the holding the turn strategy, the use of the filled pause/verbal viler strategy found 177 data, the use of silent pause consisted of 24 data, the use of lexical repetition strategy was 72 data, and the use of the new start strategy consisted of 6 data. Thirdly, there is no data found on the strategy yielding the turn.

In this study the strategy most often used by the three had something in common, the filled pause/verbal filler strategy. This is due to the speech disorders they experience. So that the three often have to maintain their turn of speaking by using filled pause/verbal filler devices as well as other types of holding the turn strategy. Then the strategies that are rarely used are the types of starting the turn strategy. This is because the kind of conversation in the form of an interview only allows the three to respond with uptakes or links. The three were not identified as interrupting the interviewer. Apart from the type of regular conversation, the three do not have enough of these abilities. This is due to the frequent pauses before starting a conversation due to the stuttering they experience. Then the strategy that is also not used at all three is yielding the turn strategy. This is due to the fact that the conversation process, is an

interview. They only answer the questions asked without asking again or yielding the turn strategy.

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