



Exploring Speech Disfluency Patterns in 10th Grade Students at Samal National High School

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Received: May 12, 2022

Revised: August 9, 2022

Accepted: April 10, 2023

Online: April 30, 2023

Abstract

This research aimed to determine the everyday speech disfluencies of the Grade Ten students of Samal National High School. Specifically, this study aimed to discover and describe the typology of speech disfluencies in tenth graders. The participants of this study are grade ten students from Samal National High School. Among the 100 extemporaneous speeches of the respondents, 25 purposively selected speeches were subjected to analysis. The analysis revealed ten typologies of speech disfluencies committed in speeches. These are prolongation, blocks, Interjection petition of words, repetition of a phrase, repetition of a syllable, restarts code-switching, and stutStutteringe Possible causes of these disfluencies are mother tongue interference, lack of knowledge of the target language, hesitation, and low vocabulary. With these, language teachers should continuously find strategies to help the students overcome or at least lessen the identified speech disfluencies in discourse and language learning.

Keywords *speech disfluencies, language learning, discourse, typology*

INTRODUCTION

The English language has become the universal medium of instruction and means of global communication (Srikrai, Lin, Lakaisone, and Sirinthorn, 2016). Otherwise, the propensity to learn English is highly necessary, especially in speaking. In an interview conducted with Ma'am Charity, Jane Banda, an English teacher at Nieves Villarica National High School, Island Garden City of Samal, said that Grade Ten students had difficulties in delivering a speech in straight English. They usually have fillers such as um, ahh, and mmm, repetition, prolongation of words, and most of the time, they code switch.

It is inevitable that Filipinos commit mistakes in spontaneous speaking because Filipinos are considered Second Language Acquirers (SLA) (Summer, 2012). This is why researchers are urged to find out the different types of speech disfluencies specifically in the Grade Ten students of Samal National High School, since they are the ones who are expected to become more communicatively competent because that is the aim of the curriculum for the students. No studies have been conducted on speech disfluency on Samal Island.

It is an awakening that the existing problem in speaking shows the urgency that it should be studied in this local setting. In a study conducted at the University of Philippines, Los Baños, Philippines, Baria (2013) revealed that hesitations, as a vocal phenomenon, are generally



associated with occurrences of non-fluencies or disfluencies in one's oral speech. These non-fluencies are speech behaviors that cause disruptions in the "normal" flow or rhythm of speech. Most students in Los Baños, as second-language speakers, cannot deliver their talk fluently. This was interrupted by the disfluencies that they identified in their study.

Another study conducted in Malaysia on speech disfluencies and mispronunciations in English oral communication among Malaysian undergraduates measured the importance of English Language in the workplace. Ninety-two percent of employers conceded that conversational English is the most essential when it comes to looking for new hires. This is because the most popular method used to screen potential hires is through actual interviews. Therefore, new graduates must be able to converse and interact effectively and accurately in English if they want a brighter future in their career (Enxhi et al., 2012).

Since there are certain competencies that are expected from Grade Ten students to acquire base from the K-12 Curriculum Guide, such as demonstrating effective speech techniques in a variety of situations and delivering fluent speech in the target language, the researchers want to know the different types of disfluency that these students in Samal National High School used or commit in their speeches.

LITERATURE REVIEW

Speech disfluency, as defined by Paule (2010), is a common occurrence in speech and is typically thought to be associated with difficulties in speech production. Any disruption in the course of language production is the outcome of an unintentional process when making a speech. In the study of Fibiarty (2015), he cited Clark and Clark (1977) who described speech disfluency as the breakdown in speaking or the null moments in between speech and tend to utter words that have no semantic meaning like "ah, er, uh, mm" reflects as speech disfluency.

Speakers may commit to many speech disfluencies. In a further discussion of this part, the researchers present various studies and proponents who have identified different kinds of disfluency in their research. To introduce some types of speech disfluencies, the researchers quoted from a study that says, ' *The significant characteristic of spoken language is the prevalence of a class of phenomena called disfluencies, such as filled pauses, repetitions, and false starts. Disfluencies are in the domain of psycholinguistics; at the same time, it is necessary to take into account this class of phenomena when applying natural language processing techniques to spoken language corpora* ' (Christodoulide & Avanzi, 2015).

The case of repetition is well known among the following studies that researchers have gathered. This usually appears in different studies of speech disfluency. Khan (2015) stated that repetition is a common form of disfluency. It is an interruption of speech that occurs when a unit of speech, such as a sound, syllable, word, or phrase, is repeated. This is typical among children who begin to stutter.

Part-word repetition occurs when the speaker repeats a part of the word. Syllable repetition occurs when a speaker utters more than a sound but less than a word repeat (i.e., I was wa want the red one). A sound repetition is a type of disfluency that occurs when a phoneme that does not stand alone as a word repeats (i.e., I want the rrred one) (Trouyain, Faith and Mobius, 2016).

Another study that considers the assumptions discussed above is from Teixeira, Fernandez, and Costa (2013), who stated that there are various aspects that cover this disfluency, such as word, phrase, part-word, syllable, and sound repetitions. Word repetition occurs when the speaker repeats a whole word two or more times in a slow, casual way (i.e., shadowing the morning flights). Phrase repetitions occur when the speaker repeatedly utters at least two complete words of the message (i.e., Show the – Show the morning flights). Furthermore, in the same study, apart from repetition, different disfluencies were observed. The proponent explained that disfluencies are

seen as disorders in which the fluency of speech is hampered by blockages, interjections, involuntary repetitions, prolongations of sounds, and silent pauses.

Other studies have identified blockages as disfluency. Blockage/blocks are also termed Pauses or Silent Pauses; they only vary according to the author of the study. Khan (2015) defined blocks as an inappropriate cessation of sound and air, and is often associated with freezing of the movement of the tongue, lips, and vocal folds. Blocks may develop later and are associated with muscle tension and effort. Khan also included repetitions as speech disfluency which it occurs when a unit of speech, such as sound, syllable, word, or phrase is repeated and is typical in children who are beginning to stutter.

Qader (2017) asserts that blocks are considered to be disfluencies in speech because they do not add any meaning to the spoken utterance; that is, the utterance will still be complete without a pause. Additionally, it was found that they tended to be used more when the speaker was anxious. The speaker pauses and takes time because of the difficulty in carrying out another word. Thus, this bothers the listener and considers the speaker to be disfluent.

Prolongation is one of the speech deviations commonly observed in various studies. The terms Prolongation or Word Lengthening are linked to speech disfluency. Betz Wagner and Vibe (2016) argued that this might be related to the phenomenon of phrase-final lengthening, as hesitations insert an intonation phrase boundary, which requires prolongation. Word lengthening occurs when speakers articulate words longer than they should be. Lengthening generally occurs at the beginning of a word, but may occur anywhere within a word.

Likewise, Gosy and Eklund (2017) said that one type of disfluency recognized in their study was prolongation. A segment of a word that tends to be prolonged. This is when a speech segment is typically long. This kind of prolongation occurs in any of the three positions: 1) word-initial (the first segment of the word) 2. Word final (last segment of a word) 3. Word-medial (any position that was not initially or final).

A False Start is another type of disfluency. In the study of Khan, (2015) he considered Restart disfluency. This is because a speaker abandons an utterance or constituent, neither corrects it nor repeats it partially or wholly, which can disrupt the flow of speech. Restart occurs when a speaker utters a few words, and then suddenly returns to the beginning and iterates the same words. In other words, false starts are corrections for a word.

Djamrun (2011) showed in his study that false start is a disfluency where the speaker aborted utterance and then restarted with a new idea or train of thought. It is crucial to consider whether the phrase is repeated with minor or no alterations in the syntactic structure. In other words, the syntactical structure is different when a different meaning is chosen for the repair and the observed disfluency is a false start. False start was affected by the students' hesitation. Moreover, it is also the result when the students' thoughts and ideas have not been organized, leading them to commit a false start.

Another speech disfluency has many terms: Interjections, Fillers and Filled Pauses, all of which are labeled as speech deviations. All are somewhat parallel to each other and share the same meaning. Interjections indicate that the speakers have stopped thinking first about what utterance is going to say next. They tend to use meaningless words that are irrelevant to the messages. They select a particular interjection signal to stop speaking. The interjections oh, ah, well, um, like, and say are illustrated in conversation (i.e., I want the red one).

With regards to Interjections or filled pauses, Leonard, Jarvikivi, Poretta, & Langevin, (2016) they posited that typical interjections could affect the processing of language in several ways. For example, interjections such as uh and um can signal to the listener that a difficult word is coming or that the speaker is taking that time to plan and produce a more complex utterance. In addition, Djamrun (2011) argued that discourse markers, also called interjections or filler words, do not contribute to the semantic content of the discourse, but indicate the speaker's

intentional attempt to keep or take. Therefore, the interjection indeed disfluency.

There is also a disfluency called "Code Switching" as Kuang (2017) interpreted as a result of the incompetence or disfluency of multilingual speakers in carrying on a conversation using the second language. When a multilingual person cannot provide an equivalent word that his native language is telling him, he will most likely switch codes. MacSwan (2013) added that bilinguals who code switches are commonly viewed as deficient in their language; they are considered incapable of writing and speaking the language.

Stuttering also is known as stammering in the United Kingdom is an indicator that one has a sign of speech disfluency. Stuttering is often accompanied with repetition. Word repetitions are a dominant attribute of the emergence of stuttering (Kumar, Balakrishna, Rajagopal and Nagaraj, 2008). Also, Wright (2005) explained as cited in the study of Begić & Babić, (2017) that stuttering is a rapid articulation of a sound or a word that disrupt the flow of speaking. Speaking fluency is now interrupted by the abnormal repetition of segments, which makes the speaker disfluent.

From all the studies discussed above, there are ten Speech Disfluencies that are discovered by the researchers namely: prolongation, interjection, code switching, restart, stuttering, repetition of a syllable, repetition of a word, and repetition of phrase. These disfluencies serve as the basis of the researchers in determining the speech disfluencies committed by the tenth graders in Samal National High School.

RESEARCH METHOD

Research Design

The main goal of this study was to determine the kinds of speech disfluency of Grade Ten Students at Samal National High School. The researchers used mixed research designs. A quantitative design was used to show the typology of the most commonly committed speech disfluencies by tabulating the frequency of students who committed the same disfluency among the classifications of the disfluencies set. The qualitative design was then observed in the description of the typology of disfluencies detected in their speaking performance, particularly the qualitative descriptive discourse analysis design. According to Creswell (2007), it is used primarily to analyze thread-stage asynchronous in speaking to shed light on the language strategies used by people who share and exchange information. The researchers have no right to provide judgments regarding what will be the result of the typology of disfluencies. Disfluencies were classified according to different manifestations of the study.

By the assumptions dealt from Postma, Kolk, and Povel (1990), this gives light to the findings of our research. To avoid prejudgment, the study analyzed the communicative competence of the students' committed disfluencies in their speaking performance. Disfluencies were present during conversations among people and during spontaneous speaking. The researchers described common types of speech disfluency, such as repetitions, blocking of sounds, prolongations of sounds, and interjections of meaningless sounds.

Data Source

This study required participants from Samal National High School, particularly grade ten students. There are 100 extemporaneous speeches from five different sections at the same-year level. The English teacher purposively selected 20 students only per section because such a number of students would only be convenient for the time allotted, which is one hour. According to Bernard (2002), as cited by Tongco (2007), the purposive sampling technique, also called judgment

sampling, which is mentioned in the previous statement, is the deliberate choice of a participant due to the qualities of the individual possesses. It is a nonrandom technique that does not require underlying theories or a set of participants.

Among the 100 extemporaneous speeches, there were 25 purposively selected, with five students per section whose speeches had numerous speech disfluencies committed, which were subjected to the study. These 25 speeches were purposively selected because they have already saturated the disfluencies that were discovered by the researchers in the different studies in the review of related literature that serves as the basis for determining proponents' disfluencies. The recorded extemporaneous speech performances of the students were purposively chosen considering the purpose of the study, which was to determine the speech disfluencies of the tenth graders of Samal National High School. According to Black (2010), purposive sampling is a non-probability technique used by researchers that involves the selection of certain people to be included in a study. Participants were selected because they have particular characteristics that give interest and significance to the research, which is an inefficiency in speaking.

Data Analysis

This study used descriptive analysis to delineate the different kinds of speech disfluencies of ten grade students at Samal National High School. They also thematically analyzed the common or frequently recurring disfluency committed by students.

Ethical Considerations

Researchers manifest that the utmost and proper observation of the criteria of truthfulness, such as dependability, transferability, credibility, and conformability, is observed at all times.

FINDINGS AND DISCUSSION

Quantitative Summary of the Typology of Speech Disfluency of the Grade Ten Students

Table 1 presents the typology of speech disfluency utilized by the participants during their extemporaneous speaking. It is a graphic presentation of the researchers' tally on any speech deviation committed by the students as reflected in the data source, which is recorded extemporaneous speaking. The first column shows the speech disfluency used by the participants, and the second column illustrates the number of speakers who utilized a particular speech disfluency. The researchers were able to identify the most committed speech disfluency used by speakers. The categories of speech disfluency enumerated in the table above are based on Ngangbam (2016).

Table1. *Quantitative Summary of the Speech Disfluency*

Speech Disfluency	Number of Speakers Who Committed the Disfluencies	Percentage
Prolongation	25	100%
Interjection	25	100%
Word Repetition	24	96%
Blocks	23	92%
Phrase Repetition	17	68%
False Start	16	64%

Code Switching	16	64%
Restart	13	52%
Syllable Repetition	9	36%
Stuttering	8	32%

As seen on the table, all students committed speech disfluency in the usage of the interjection prolongation, having a frequency of 25 which is equivalent to 100 percent of the respondents. Ninety-six percent of the students committed speech disfluency in word repetition, which means that 24 out of 25 recorded extemporaneous speaking. Furthermore, speech disfluency in blocks ranked third among commonly committed speech disfluencies. There were 23 recorded speakers and 92 percent of the recorded speech, which were found to have speech disfluency in blocks. In addition, the disfluency in phrase repetition garnered 68%, or 17 out of 25 speakers, of the total number of extemporaneous speech examined. Of the 16 respondents out of the 25, 64 percent of the recorded extemporaneous committed speech disfluency in the use of code-switching and false start.

On the other hand, thirteen speakers were found to have committed disfluency in rest/Restart. The use of syllable repetition is also one of the disfluencies found in the nine respondents. This equates to 36 percent of the total recorded extemporaneous speech analyzed. Speech disfluency on the use of stuttering was found in 8 out of 25 respondents. The speech disfluency which was least committed is the use of stuttering. This table implied that speech disfluency in interjections and prolongations are the most and commonly committed speech disfluency by the students.

Common Disfluencies

From the research conducted, the researchers found ten disfluencies commonly committed by grade 10 students of Samal National High School. These include the following: prolongation; blocks; word repetition; phrase repetition; syllable repetition; stuttering; code switching; false start; restart; and interjection. Each disfluency is discussed below with subheadings.

Prolongation

Prolongation is the most common speech disfluency committed by Tenth Graders of Samal National High School. This disfluency is defined as the speaker's prolonged utterance of a certain segment or the sound of a word. Below are the samples of said disfluency:

Speaker 21, sentence 3:

*"the building will be **moooooorrrrreeeee** civilized"...*

Speaker 16, sentence 3:

*"my greatest gift of God **iiiiiiisssssssssss** my parents"...*

Speaker 12, sentence 3:

*"for me as a student I will preserve the mother earth for the next generation is **tooooooooooooo** protect our nation"...*

Speaker 22, sentence 3:

*"they fighting **caaaaauuuuuusssseeeee** because of misunderstanding"...*

Speaker 10, sentence 3:

*"I don't really **trrruuuuussssttttt** easily"...*

Prolongation is a speech phenomenon in which a person lengthens the sound of the word he/she enunciates. This phenomenon could make the speaker disfluent in her speech because of inability to speak straight. As Gosy and Eklund (2017) stated, one type of disfluency recognized in their study is prolongation. This is when a segment of a word that tends to be prolonged or produced is usually long. This kind of prolongation occurs in any of the three positions: 1) Word

initial (the first segment of the word) 2. Word final (last segment of the word) 3. Word medial (no position that is not initial or final).

The reason why all the speakers committed prolongation is that they lack vocabulary, as shown in the shreds of evidence of speakers 12 and 21, they were taking time to think of what would be the most appropriate term to use. Sieff and Hooyman (2006) affirmed that the level of syntactic complexity and the degree of discourse complexity influence the fluency of speech production. As complexity increases, the demand for the production of fluent speech might exceed an individual's abilities; therefore, the state of fluency may be dealt with and compromised to one's speaking. Otherwise, they lengthen the word to have time to think of another word that could achieve unity with the thought they formulated.

Interjection

Interjection is tied to prolongation as the most common speech disfluency of Grade Ten students in Samal National High School. This type of disfluency is the unnecessary use of meaningless words in speech.

Speaker 10, sentence 2:

*"My question is **uuuuuuuummmmmmmmmmm** to whom do you prefer to share your problem, with friends or parents?"...*

Speaker 24, sentence 4:

*"past generations are very.... **Uuuuuuuuummmmmmmmm**..... We can say **uumm** even though"...*

Speaker 15, sentence 3:

*"**uummm**, yes, **um** because technology is key to as human **ah** it can make our **ah um ah** easy"...*

Speaker 11, sentence 3:

*"time **ah** it is a time **ah um**..... time.... "*

Speaker 5, sentence 3:

*"books are important because, it helps us to gain additional knowledge **um** additional words and **ah ay** words that is not familiar to our knowledge"...*

Typical interjection or filler disfluency can affect language processing in several ways. In the evidence shown above, speaker 24 used "uummmmm" to signal to the listener that the speaker is having difficulty in producing a more complex utterance (Leonard, Jarvikivi, Poretta, and Langevin (2016). In addition, Djamrun (2011) argued that discourse markers, also called interjections or filler words, do not contribute to the semantic content of the discourse, but indicate the speaker's intentional attempt to keep or take. Therefore, interjection is indeed disfluency.

Interjection is most likely referred to as filler. These instances are noticeable in one's speech through the use of unnecessary words such as um, ahhh, ay, etc. Concomitantly, these unnecessary inserting words disrupt the flow of speech, which could make the speaker disfluent. This occurs in all parts of the student's discourse. Speakers use this at the beginning of their talk, sometimes in the middle, or even worst, in every sentence until the speech ends. As mentioned in Roza and Rosa (2013), hesitation is a period of breaks when speaking that pauses can be filled (make silent) or filled by inserting *uh, um, you know, I mean, and well*, likewise using repetitions to cover the disfluency during speaking. The speakers make these kinds of pauses not only in the middle, but also at the end or at the beginning of idea units.

Word Repetition

Word repetition was also identified in the audio recorded speeches of grade ten students of Samal National High School as the second most commonly committed disfluency. This type of

disfluency occurs when a speaker repeats a word twice or more times. Evidence of this speech deviation is presented below.

Speaker 9, sentence 1:

*"... **To to to make to make** tree planting and coastal clean-up **and and to to** attend a organization."*

Speaker 2, sentence 3:

*"The biggest effect of internet **isto to make our our**works easier and faster."*

Speaker 3, sentence 3:

*"I see Samal Island ten years from now, we will have a tall building, beautiful beaches **many many** beautiful parks."*

Speaker 10, sentence 4:

*"I don't feel uncomfortable to share my problem to them. I don't really trust easily because nowadays **its...its...there...there** are only few people to deal with."*

Speaker 22, sentence 3:

*"**They they** fighting **because becausebecause** of misunderstanding."*

The repetition of words was very noticeable in every recorded speech of the researchers' respondents. Most students used excessively repeated words in their extemporaneous talk. The results showed that repetition of words commonly occurs in the first sentence to the third sentence of their speech.

Bailey et al. (2017) describe that stuttering-like disfluencies like word repetition acquired the 17 percent prevalent occurrence in their speech sample task. It also provides an account that excessive repetition of words in speaking seems to be an observable indicator of speech fluency breakdown.

This disfluency has become the speaker's remedy to find time to create an idea in his mind to add to his/her answer. As shown in the evidence, speaker 3 repeats the word "many" times to find or think of the next word. In support of this, Fibiarty (2015) states that the speaker needs more time to construct a sentence on what should be executed next. Furthermore, most students used excessively repeated words in their extemporaneous talk. The results showed that repetition of words commonly occurs in the first sentence to the third sentence of their speech.

The emergence of word repetition may closely characterize low vocabulary knowledge because repetition could result in a small number of distinctive words being employed in a conversation. This is supported by Cervatiuc's (2018) study that word repetitions stand as a factor in the effects of incidental learning of vocabulary of second language learners. They generated sets of vocabulary by repeating words to continue their speech flow. The drawback of this disfluency is the inability to expand conversation topics and social engagement.

Blocks

The third speech deviation discovered from the different speeches of the researchers' respondents was blocks. Khan (2015) defines blocks as an inappropriate cessation of sound and air. It is often associated with freezing of the tongue, lips, and/or vocal folds. Below are some examples of this error in speech fluency:

Speaker 1, sentence 3:

"I see myself ten years from now sa 26 years old young,, not so young"...

Speaker 3, sentence 3:

"I see Samal Island 10 years from now Have a tall building ahhhh....."

beautiful beaches"...

Speaker 25, sentence 3:

"people using technology to make it easier uuuummmmm....."...

Speaker 14, sentence 4:

"and of course this is very important for us to be understandable in person....."...

Speaker 9, sentence 3:

"as a student you will preserve mother earth for the next generation..... ahhhh....."...

The examples above clearly reveal that speakers have difficulty finding words that will agree with their prior statement. Thus, anxiety can cause disfluency. Qader (2017) asserts that blocks are considered to be disfluencies in speech because they do not add any meaning to the spoken utterance; that is, the utterance will still be complete without a pause. Hence, this bothers the listener and considers the speaker to be disfluent.

Moreover, according to the study of Ali, Shehzad and Riaz (2015) assert that one of the best predictors shown for individual differences in language learning success in Second Language Acquisition (SLA) is the anxiety of foreign language. This finding affirms that foreign language anxiety is one of the most significant and influential affective factors in foreign language learning. Furthermore, Fibiarty (2015) said that speakers committed blocks to indicate that they had difficulty going on with their previous ideas. This most likely happens when the speaker forgets what to add to the existing words and eventually comes into a sudden pause.

Phrase repetition

The repetition of phrases is one of the disfluencies identified in our data. It was the fourth most recurring disfluency among respondents. Khan (2015) stated that repetition is a common form of disfluency. It is an interruption of speech that occurs when a unit of speech, such as a sound, syllable, word, or phrase, is repeated. Examples are presented below.

Speaker 16, sentence 4:

"even if even if I am so I am so I am so lazy in in in our house"...

Speaker 21, sentence 3:

*"I think **the trees the trees will be will be** decreases as a building **will be will be** created"...*

Speaker 17, sentence 6:

*"through science **they can they can** make new things to to use **that thing that thing** to people"...*

Speaker 6, sentence 4:

*"but in my opinion **we should we should take care** of trees and then plant our trees because **trees are tress are** the number one who is preventing typhoon because the trees are"...*

Speaker 2, sentence 3:

*"yes, because if minors having a **curfew they can focus they can focus** ay mali mali... they will never go outside at night"...*

Phrase repetition was performed after word repetition. This alteration happened when the speaker forgot or not sure of what he /she will say. That is why the speaker ends up iterating the phrase he just started to say. In addition, this will also happen in the central part of the student's talk. It is because they run out of word at this time and uses phrase repetition as a leeway to think for another word to add to the sentence.

One of the disfluencies discovered in the paper of Djamrun (2011) is phrase repetition. He said that the student is not yet ready or well prepared for the presentation because of the anxiety.

Therefore, when the students start to present, they usually hesitate how to start the sentence or phrase that they want to tell.

The upshot in repetition is constantly done by the students when they are talking. They fail to remember to explicate what supposed to be told next so that they keep repeating the same phrase, or even sentences while thinking about the next words, or phrases. (Fibiarty 2015) asserts that the speakers seem to draw out his/her speech by repeating it many times. The speaker now will hesitate on what message must be delivered. Repetition happens because the speakers want to make sure that the ideas were strong and will convince the listeners. Therefore, the students keep repeating what they have stated.

False start

The next most frequent speech disfluency committed by grade 10 students of Samal National High School in the typology of speech disfluency is the false start. According to Fibiarty (2015), false start is a disfluency intended to correct the previous statement by repeating syllable or words.

Examples are given below:

Speaker 8, sentence 6:

"they help me ah or I share them what my problems"...

Speaker 12, sentence 4:

"and don't ah we don't want to protect ah we don't wantcutting the trees"....

Speaker 19, sentence 8:

"we, we not we not we wrote a letter from the ah our relative to communicate"...

Speaker 21, sentence 4:

"the houses the architectural design of the houses will be will be more enhanced the population of Samal Island"...

Speaker 15, sentence 3:

"yes because technology is key to us humans because it can make us ah it can make our life easy"...

In this scenario, the speaker automatically changes the first words or phrase that comes out to his/her mouth. This is because the speaker has hesitation and skeptical to what he has been said, that is why he changed it immediately. It can also be justified that the speaker has abruptly noticed that the words that just came out to his mouth are grammatically incorrect or wrong choice of words. The recurrence of this disfluency is conspicuous in the third and second to the last sentences of the speaker. For the reason that, they are running out words or ideas about the question given due to the limited time intended for them to have an outline of their speech.

Djamrun (2011) showed in his study that false start is a disfluency that is wrong to start or to begin a sentence or word. Moreover, it was also stated there that false start is an aborted utterance and then restarted with a new idea or train of thought. It is crucial to consider whether the phrase is repeated with minor or no alterations in the syntactic structure. In other words, the syntactical structure is different with a different meaning is chosen for the repair, the observed disfluency is a false start. False start is affected by the hesitation of the students. Moreover, it is also the result when the students' thoughts and ideas have not been organized, leading them to commit a false start. It can even be justified that the speaker has abruptly noticed that the words which just slipped from his mouth are grammatically incorrect or wrong choice of words.

Code switching

Another speech disfluency that was frequently recurring among the respondents' speeches

is code switching. It refers to the use of another linguistic code that is different from the target language. Here are some examples of the said disfluency:

Speaker 9, sentence 3:

*"as a student how you will preserve mother earth for the next generation.....
ahhhh.... To... to... **unsa gani ng kuan hah.....** to make **kanang magbuhat gud ug
kuan ya.....** to make tree planting, coastal clean"...*

Speaker 13, sentence 5:

*"I get scared **basin man gud char.....** because I think they thinking negative
sakoa"...*

Speaker 24, sentence 6:

*"we didn't say that we are already liberated but um we**sabay sa uso daw ana
para ingnon** but they know also good manners but not all"...*

Speaker 7, sentence 3:

*"yes because if minors having a curfew they can focus **ay mali mali....** They will
never go outside at night"...*

Speaker 4, sentence 6:

*"internet was the biggest effect of our community because it is use to the other side
of our country to communicate our relative..... **unya.....** it is use because
of our relation family"...*

Since English is known to be our second language, it is inevitable that our native language will interrupt the flow of the speaker's speech in English. The students were thinking the equivalent of a Bisaya word to an English word and this may lead them to code switch when they don't know the equivalent word.

The disfluency that has been found out in the study of MacSwan (2013) is code switching. The bilinguals who code switch are commonly viewed as deficient in their languages, they are seldom considered as incapable of the form of development generally expected of youngsters getting to know to examine, write, and use language creatively. Also, it was discovered in the study of Paradis and Nicoladis (2007) that code switching of the mother tongue to the second language is the dominance in one language.

Restart

The seventh most frequent speech disfluency committed by grade 10 students of Samal National High School in the typology of speech disfluency is restRestartamples are given below:

Speaker 6, sentence 3:

*"In my opinion, **we shoould we should** take care of trees, aand and then plant our
trees because **trees arreee trees arreee** the number one who is preeventing
preventing er typhoons from from hmm because the trees are preventing are sani oy
kanaaang kanaaang trees are preventing from the typhoons."*

Speaker 7, sentence 3:

*"Yes, because if minors having a curfew, **they can focus their they can focus**
well never go they can focuss ay mali mali..... They will never go outside that night
or over night coz minors have their study."*

Speaker 10, sentence 3:

*"Nowadays, it'ss it'ss uhhhh there arree ther there only a few people to deal with or
to beee trusted, becaussee .. uhhh it's very trendy ay trending that .. uhhh
even yourfriends .. uhhh uhhh even your friends will stab you orrrr just
gossip you or being plastic with you"*

Speaker 14, sentence 4:

"Through social media, hmp.... You don't you don't know ayyy you donnnn't know

what I you don't know isssif youuu if youuu have a plan to communicate a person even if thi even if there'ss even if e even if you don't know his name or orrrrr background....."

Speaker 18, sentence 3:

*"In other .. reasons .. too is that I am not in favour, because **I also have to... I also haveto...** think about the advantages and disadvantages in constructing the bridge."*

This speech disfluency commonly committed by the students when they were thinking of what will be the next words they will say. In the evidence above, speaker 18 repeats the phrase "I also have to" to complete the idea or sentence. The recurrence of restRestartally happens in the third sentence of their speech.

In the study of Khan (2015), he discovered that restRestartdisfluency. Restarts usually occur when a student will state a few words and then suddenly go back to the beginning and iterate the same words. In other words, it is somewhat a repetition of a series of words at the beginning of a statement.

This speech disfluency commonly committed by the students in the moment of speaking when they search for a word that will concur into what the speaker is supposed to say. Fibiarty (2015) noted that the speaker could not think in advance of what will be the next speech to utter until the ideas were organized in their brain.

Syllable repetition

The eighth most frequent speech disfluency committed by grade 10 students of Samal National High School in the typology of speech disfluency is syllable repetition. It happens when a speaker utters more than a sound but less than a word repeats (i.e., I wa wa want the red one). A syllable repetition is a type of disfluency happens when a phoneme that does not stand alone as a word repeats (Trouyain, Faith and Mobius, 2016). Examples are given below:

Speaker 23, sentence 3:

*"The place is very nice. The setting is **ve very** beautiful."*

Speaker 10, sentence 3:

*"I can say that the past generation has no **tech-technology**."*

Speaker 16, sentence 3:

*"....because lazy is being not **resp- resp- responsibility**on my life so I am thankful of them."*

Speaker 6, sentence 3:

*".... Because the trees are preventing from the typhoon. They are **sa-saving**our earth."*

Speaker 17, sentence 3:

*"The past generation has no technologies like using cellphones while the new **genera..generation** had."*

The syllable repetition frequently committed by the students when they were not sure of what they are going to say and also the anxiety of the students that lead them to commit this kind of disfluency. As shown in the evidence, speaker 23 repeats the first syllable in the word "very" to indicate that the speaker is not entirely certain of the word or the next words he/she utters.

In the study of Al Hosni (2014), it states that the difficulties in speaking are due to the anxiety and unwillingness of learners in English speaking classes. It considered as the biggest obstacles for EFL learners caused by the fear of being negatively evaluated when having mistakes in front of the class. In addition, this recurrence of this speech disfluency usually happens at the third and second to the last sentence of the speech.

Carlo and Watson (2003) reveal that revisions, interjections, and single-syllable word repetitions were the most commonly observed speech disfluencies in their study. It also shows in

their spontaneous verbal output that the most prominent disfluency component was a repetition of short segments and syllables.

Other than that, syllable repetition frequently occurs when one is stuttering as he speaks. It usually happens in some circumstances that the speaker is ascertained on what words he/she will utter or use in speaking.

Stuttering

The ninth and last most frequent speech disfluency committed by grade 10 students of Samal National High School in the typology of speech disfluency is stuttering. According to Pinto, Schiefer and Avila (2013) stuttering is a rapid articulation of a sound or a word that disrupt the flow of speaking. Speaking fluency is now interrupted by the abnormal repetition of segments, which makes the speaker disfluent. Examples are given below:

Speaker 16, sentence 7:

*"doing work in house is very important because lazy is lazy is being not **not resireres I reresponsibility** responsibility on my life"...*

Speaker 10, sentence 3:

*"um, **nanonnan non** of the above uuummmm I'm not comfortable to share my problems to them"...*

Speaker 15, sentence 4:

*"it can make us **llililazy** some of us um can **memmake**..."*

Speaker 14, sentence 7:

*"if you have a plan to communicate a person even if there's **eeven eeven** if you don't know his name or background"...*

Speaker 6, sentence 4:

*"and I see myself 10 years from now is I will become ah I will have my husband char **hahushusband** my husband my children"...*

Stuttering also is known as stammering in the United Kingdom is an indicator that one has a sign of speech disorder. Stuttering is often accompanied with repetition. Word repetitions are a dominant attribute of the emergence of stuttering. Similarly, part- word or syllabic repetitions also adhere as one of determining elements of stuttering (Vikumar, Balakrishna, Rajagopal and Nagaraj, 2008).

Upon scrutinizing the data, the researchers developed an observation that the reason why prolongation and interjection occurred as the most recurring speech disfluency of the tenth graders of Samal National High School because when they use fillers, they tend to lengthen them. From the samples of interjection prolongation above, it is clear that these disfluencies have been committed together constantly by the researchers' respondents. As Adell, Bonafante, and Mancebo (2008) stated in their corpus data that all filled pauses or interjection preceded by prolongations. Also, Lickley (2015) defined filled pauses as hesitation device. He stated that filled pauses often exhibit with a prolonged vowel sound.

Another observation, when the speaker code switched, blocks inevitably comes after. The researchers have observed that because of the interference of the speakers' native tongue, they ended up with no words to utter. They lost track with the thought they formulated in their heads because it was bothered by the interruption of the speaker's first language (L1). It is evident in the recorded speeches that when the speaker code switch silent pause comes after. For example, *"as a student how you will preserve mother earth for the next generation..... ahhhh.... to... to... **unsa gani ng kuan hah**..... to make **kanang magbuhat gud ug kuan ya**..... to make tree planting, coastal clean"...*

Consequently, the speaker cannot back up his incomplete statement resulting to blockage.

As the study of Sert (2005) agreed that sometimes the speaker could not endure in speaking using the target language and resort to switching the code of linguistic category. As a result, the speaker will be run over by stopgap which is triggered by incapability of recalling the appropriate target language's structure or lexicon.

Implications

With reference to the disfluencies committed in the twenty five (25) purposely chosen extemporaneous speaking participants of the Grade 10 students of Samal National High School, the researchers found out that there are still concerns in the areas in discourse which requires aid and special attention in one's speaking in the target language specifically the English language. These concerns tend to reflect the phenomena of speech disfluency and its different types. With the help of the implementation of speaking activities like extemporaneous and impromptu speeches in the classroom, it will serve as an aid to suffice the problems in their speaking.

Speech disfluency is unavoidable for ESL learners. The recurrences of the disfluencies in speaking are manifestations of the incompetence of the students (Engelhardt, 2010). The interference of the use of mother tongue has always impeded the flow of speaking of ESL students. This is because the second language causes a native speaker to momentarily stop in speaking wherein he thinks correctly what words he is going to use to express his thoughts and ideas in the target language. It might lead to the speaker unable to express himself. That's why the emergence of mother tongue and Filipino language in one's speaking greatly affects the delivery and the flow of speech of the speaker.

Moreover, the anxiety factor often arises in speaking. It is a possible source of committing disfluencies in one's speaking performance. Due to their anxiety, the students tend to stutter words (Pinto, Schiefer and Avila, 2013). The spontaneity and fluency in speaking the target language have been omitted. In this case, anxiety largely affects the manner of delivery with regards to the construction of ideas of a speaker.

Furthermore, the researchers have also proposed enrichment speaking activities like extemporaneous and impromptu speeches to address the common typology of speech disfluencies committed by the Grade 10 students of Samal National High School.

Future Directions

With the summarized study and implications, the following are suggested for future directions:

Language Program Heads and administrators, being the planner and organizer of the curriculum may continuously discover strategies to suffice the ever-changing nature of the curriculum and make an improvement dealt on the weaknesses found in the teaching of English language. The weaknesses found are manifested through the disfluencies emerged in student's speaking. With the result of the study, the researchers found that speaking activity must be given more time and practice, especially in ESL classroom. As a result, we would also recommend the language program heads and administrators to propose a limited number of students in a classroom to a betterment speaking class (Marfa, 2017). In addition to, they also have to require a language teacher to provide feedback for reinforcement and improvement of the student's speaking.

Language teachers stand as the implementers of the curriculum. They served as a chief formulator of effective strategies to address the needs of the students in speaking. In this way, language teachers may devise enrichment speaking activities such as impromptu and

extemporaneous speeches to encourage students to express their thoughts in speaking and develop more confidence. The researchers would also like to encourage the language teachers to give feedback as well as alternative correction regarding the spoken output of the students especially to those who frequently committed disfluencies in speaking.

Students will be able to establish awareness from the incompetence in speaking. Students are encouraged to participate in speaking activities to foster their ability and skill in speaking. The researchers recommend that students, as well as language teachers, must establish a solution to resolve the problem specifically the disfluencies in speaking. By these, feedback is highly needed.

Future researchers may conduct a similar study to provide educators, especially language teacher with a deeper understanding and awareness of language students speaking problems. By doing so, the future researchers may use this study as their basis for their future studies that are related to speech disfluency.

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