



Common Speech Disfluencies among Grade 12 Academic Track Students: A Content Analysis of Extemporaneous Speeches

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Abstract

This study explored and described the common types of speech disfluency observed among the Grade 12 academic track of a public secondary school. Further, this study made use of a mixed-methods research design, wherein the frequency of the occurrence of speech disfluency among the respondents is measured for the quantitative data, and utilized the conceptual content analysis to describe the types of speech disfluencies occurring among the student speakers for the qualitative data. Additionally, the results obtained from the recorded extemporaneous speech of the respondents revealed the commonly recurring speech disfluencies as Interjection, Blocks, Prolongation, Revision, Code Switching, Word Repetition, Restart, Stuttering, Phrase Repetition, and Syllable Repetition, with Interjection gaining the highest percentage of frequency, and Syllable Repetition as the least. In relation to this, it has been observed that most of the interruptions in speech occur due to the linguistic difficulty and anxiety that the speaker faces during the speech delivery. Hence, to address this concern, the Department of Education may limit the population in class, provide adequate facilities such as classrooms, and hire more competent teachers to ensure that effective teaching and learning processes occur in schools. Future researchers may delve into a study regarding the proficiency of teachers in teaching and developing the speaking skills of the students.

Keywords: Speech Disfluencies, Content Analysis, Extemporaneous Speech, Students

Background of the Study

Speech disfluency is the inability of the speaker to carry spoken language without interruptions that interferes with the smoothness of the delivery. It is the disruption in the flow of speech production caused by certain conditions, such as nervousness, anxiety, stress, linguistic complexity, grammar, vocabulary, lesser exposure to the target language, learning environment, lack of confidence, lack of motivation, teacher's

teaching strategies, and age (American Speech-Language-Hearing Association, 2021; Pejana et al., 2023; Chand, 2021; Jon et al., 2022; Wigmore, 2018; Arslan & Goksun, 2021). In relation to this, several studies revealed that most observed type of speech disfluencies are fillers, prolongation, blocks, repetition, stuttering, code switching, false start, restart, revision, and interjection that disrupts the regular flow of speech (Cantabaco et al., 2023; Arslan & Goksun, 2022; Jansson-Verkasalo et al., 2020).

Hence, language having a significant role in delivering any kind of speech holds a huge influence in the fluency of speech production. Fluency in speaking is in general has been considered as an indicator of language competency (Chand, 2021). People use speech as a prominent communication tool in connecting with other individuals. However, interrupted speech hinders the message that the speaker wants to get across, that may cause misunderstanding and limits the effectiveness of communication (Abuarqoub, 2019). Thus, Arslan & Goksun, (2022) stated that studying disfluencies in speech is crucial in the sense that, it will provide understanding with the factors, such as cognitive load, aging and gesture production, strategies and patterns of the speaker, communicative implications, as well as its types, which will be useful for speech and language development.

In Nommensen Pematangsiantar University in Indonesia, Siahaan et al. (2023), revealed the frequent committal of speech disfluency such as filler, repairs, repetition, hesitation, and false starts in just a span of words or phrases by the Indonesian university students in their oral class during their English study program. Moreover, in another study in Sanata Dharma University in Indonesia, during their English Education Master's program, masteral students are expected to be fluent in speaking English as they are to model good speaking skill. Yet, in a group presentation performance, several types of disfluencies in speech are still observed, and they are aware of their disfluency, but do not understand its specific aspect (Sanjaya et al., 2018). This shows the inevitable occurrence of speech disfluency in ESL learners.

In addition, a result finding of Pachaiappan et al. (2020) showed that Indian English medium learners commit more disfluencies in speech than the Tamil language learners, which is their native language. Types of disfluencies recognized are repetition of word and syllables, pauses, prolongation, and revisions, in which higher percentage were found in the students using the foreign language. Further, an analysis of speech disfluencies in Indian adults showed the same type of speech disfluencies above, highlighting higher percentage of committal in pauses and interjection during their class presentation. This indicates the underlying influence of culture and lesser exposure to language to the fluency of the speech production (Kumaraswamy et al., 2022).

In connection to this, in the Philippine setting, where English as our second language is also the language of academe, Filipino students as ESL learners are found to be disfluent when delivering speeches in English language. According to Amio (2018),

the Grade 11 Filipino students in Pulung Santol National High School in Pampanga admit having problems with fluency in speech using the English language in their speaking activities, in which they stutter and prompts to codeswitching when having difficulties in expressing their ideas in the target language. In addition, a result of a local study, “Exploring Speech Disfluency Patterns in 10th Grade Students at Samal National High School”, shows Filipino students committing the common disfluencies such as prolongation, blocks, interjection, repetition of words, repetition of a phrase, repetition of a syllable, false starts, restarts, code-switching, and stuttering during their extemporaneous speech in an English class (Cantabaco et al., 2023). Thus, this presents a glimpse of the speech disfluency situation of Filipino students as L2 learners in the Philippines.

In attention to this issue, the Complexity Theory in the field of Second Language Acquisition (SLA) by Diane Larsen-Freeman (1997) states that language is complex (cited in Tamjid, 2007). Hence, the complexity of language structure and the speakers’ less exposure to the language results to fluency problems when carrying an oral delivery because, difficulty in using the language would hinder the speaker from expressing the ideas that they want to get through. In relation to this, the Monitoring and Self-Repair Theory by Levelt (1983), manifests the interconnectedness of the complexity of language with the conscious yet anxious use of the language by the speaker, which results to disfluency. Moreover, Sweller’s (2011) Cognitive Load theory, says that when the cognitive load passes beyond the cognitive capacity of the speaker, interruptions and pauses will persist as the speaker will try to organize and plan the needed inputs for their speech. These theories state significant points in understanding the underlying occurrence of Speech Disfluency as the problem in the study. Hence, these data will serve as supporting theories in exploring the existing fluency problems and in describing speech disfluency types in the study.

Further, this study will address the gap of a local study found in Samal Island regarding speech disfluencies observed in Grade 10 students, by selecting another set of respondents with a higher level, specifically the grade 12 students who were expected to master the skill in speaking, to produce competent graduates. In particular, the K to12 Basic Education Curriculum of the Philippine Education mandates 95% mastery in speaking, most especially among the Grade 11 and 12 Senior High School students (Suraliza, 2021). Furthermore, there may be more types of speech disfluencies observed in a class that is yet to be recognized and discovered, apart from the types that has been explored. Hence, a contextual gap occurs when there is an absence of study in a particular context, such as specific population, geographical area, and a certain time period, in an already existing research study (Al-Saraf, 2022).

In addition, there’s only one study regarding the exploration of the types of speech disfluency in schools within the locality, and it has been recommended by

Cantabaco et al. (2023) to conduct the same study in the locale, to deepen the understanding and knowledge within the problematic area, which may become a basis for intervention. Thus, a replication and a further local study regarding this discourse area will be useful to better validate and increase the reliability of the previous study, hence, advancing its information. Replicating studies establishes credibility to the existing original study. The results collected from the replication will raise its validity and may be use for further larger application and future research scope (Nayak & Singh, 2015).

Moreover, oral competency is being regarded as one of the important skills relevant to any workforce as this gives more weigh in the credibility and clarity of the information rendered. Mahmud and Wong (2022) stated that the 21st century skills are the most sought competency among applicants entering the workforce, and these skills include oral communication, independent working, resiliency, problem-solving, media and information literacy, and other employability skills. Hence, the exploration of speech disfluencies in this study will specifically benefit the following: Grade 12 Academic Track students of a public secondary school, as this will assess their oral competency in an extemporaneous speech; the language teachers, for this may serve as their basis in creating interventions to diminish the occurrence of the speech disfluency problem; the public secondary school , as this will raise an awareness of the language competency status of their graduating students, that may be useful for them in formulating strategies that will address the situation; and the society as a whole, because through the recognition of these speech disfluencies in school, developments and efforts may be done to produce orally competent graduates entering the workforce.

Furthermore, this study will just focus on the Grade 12 Academic Track (batch 2023-2024) students of the selected public secondary school, excluding other tracks and the lower year levels. Also, this study is limited to exploration and description of the type of speech disfluencies that occurs in an extemporaneous speech activity in the class, as well as its frequency among the students. Moreover, the result of this study will contribute significantly to recognizing the urgency of developing oral competency among graduating students.

The main objective of this study was to analyze the common speech disfluencies in a classroom, by exploring the most commonly committed types of disfluencies cited from the results of various studies, (Cantabaco et al., 2023 ; Arslan & Goksun , 2022; Jansson-Verkasalo et al., 2020) which are fillers, prolongation, blocks, repetition, stuttering, code switching, false start, restart, repair, and interjection , in Grade 12 Senior High School, Academic Track students, its frequency among the class, and the description of each type of speech disfluencies found in an extemporaneous speech. Specifically, it aims to answer the research question stated below:

1. What are the common types of speech disfluencies observed in the extemporaneous speeches of Grade 12 SHS students under the Academic Track?

Methodology

Research Respondents

The research respondents of this study are the Grade 12 Academic Track Senior High School (SHS) students from Anonang National High School, a public secondary school. These respondents have the common attribute of having disfluencies in speaking which gives significance and attentiveness to the research.

Moreover, the researchers used total population sampling in selecting the respondents of the study. Total population sampling examines the entire population that possesses a specific set of characteristics, which will reduce the risk of missing important data that may be obtained from the entire members of the population as it includes a wide coverage of population interest, and will also increase the chance to gather deeper insights about the topic (Stratton, 2023). However, some of the Grade 12 Academic track students failed to participate in the study, while some had declined to participate. As a result, only 104 students participated with consent among the 154 total population. Hence, the researchers drawn percentage from the total population sample and selected the 104 extemporaneous speakers equivalent to 67.53 % of the Grade 12 academic track for quantitative research. Total population sampling, while aiming to include the entire population, may face challenges such as non-participation of respondents. In cases where all members of the population cannot be included, researchers may opt to use a percentage of the total population as respondents (Candra, 2022).

Meanwhile, in qualitative research, the researchers had only picked 5 participants for each type of disfluencies out from the 104 extemporaneous speakers. To support the depth of the study, qualitative research tends to have smaller participants which are fundamental to this study (Vasileiou, 2018). The researchers used purposive sampling to purposively select 5 participants aligned with the disfluencies they committed. Purposive sampling is the selection of participants “on purpose” to collect information to describe each type of disfluency. It refers to the group of non-probability techniques in which the unit is properly selected because they have the quality that you will need in your sample (Nikolopoulou, 2022). In addition to this, the researchers had utilized the Conceptual Content Analysis to describe each disfluency that the students had committed. As stated in the study of Columbia University Mailman School of Public Health (2023), conceptual content analysis is the selection of a concept for investigation. The objective is to examine the occurrence of the selected data. Thus, the researchers selected 5 participants for each type and made use of Conceptual Content Analysis to describe the types of disfluencies that the students will commit.

The following are the set of criteria that the researchers followed in selecting a respondent: The respondent must be enrolled in Anonang National High School with a specific grade and track, which is the grade 12 academic track. Additionally, students who are in lower year levels in high school are excluded from the study (i.e., Grade 11

below). The study was conducted at Anonang National High School. A medium school that can be found in Kaputian District, Island Garden City of Samal, Davao del Norte. The occurrence of disfluencies in speaking is inevitable since the students are ESL learners. However, Suraliza (2023) stated that one of the aims of the K to 12 Basic Education Curriculum of Philippine Education is the competency of the students in the mastery of speaking skills.

Therefore, the researchers investigated the speaking inconsistencies, particularly in Grade 12 (academic track), that will be advantageous to the school, the teachers, and the students, for this may help them in making interventions and enhance strategies in learning the language. Additionally, the school has not yet been a subject of any research that is relevant to this study.

Materials and Instrument

The researchers obtained the primary data through an extemporaneous speech activity, using simple life questions as an instrument, checked by a hybrid checklist adapted from Isastutter.org Teacher's Guide, supplemented with audio recordings and field notes, to record the disfluencies committed in the responses of each respondent. Extemporaneous speech is a flexible form of delivery that allows a speaker to adjust. The Department of Communication at the University of Pittsburgh (2024) stated that extemporaneous delivery gives freshness, and it doesn't sound canned and over-rehearsed. Hence, the researchers can have natural results in conducting the study from the performance given.

Design and Procedure

Research Design. This study used mixed-methods research, specifically, explanatory sequential research design, a combination of quantitative research to explore the frequency of speech disfluencies that have been committed among the class, and qualitative research to describe the types of speech disfluencies among the Senior High School Grade 12 students. The statement of the Australian Bureau of Statistics (2022) describes quantitative research as the measure of value or counts presented in numerical variables, while one characteristic of qualitative research is the measure of types in which the variable is categorical.

Furthermore, the variables that are included are the types of speech disfluency and the frequency of its use in the class of Grade 12 students of Anonang National High School. In addition, a population, circumstance, or phenomenon is intended to be accurately and thoroughly described through descriptive study (McCombes, 2023). When the goal of the research is to discover frequencies, descriptive research is the most appropriate option. Hence, the researchers will explore and describe without

manipulating the variables.

Data Gathering Procedure. The researchers submitted a letter of permission to the Dean of the UM Peñaplata College, and after that, a letter was also sent to the Division Office. When the letter has been approved, the researchers then submitted a letter of permission to the school principal of Anonang National High School, as well as to the advisers of each strand of the Grade 12 academic track. Moreover, the researchers provided only simple questions about life so that all the students can answer in the extemporaneous speech. Also, the researchers prepared a hybrid checklist that was used in recognizing speech disfluencies found in the performance that are based on the type of speech disfluencies recognized by the previous researchers.

In addition, the researchers had the selected Grade 12 students of Anonang Senior High School conduct an extemporaneous speech within three minutes each, so all the students will have sufficient time to deliver a point of speech (Cantabaco et al., 2023). Only one day was used to cover the period in doing the extemporaneous speech activity, wherein the researchers had simultaneously conducted the activity from the different strands, and so, it was expected that all the 104 respondents have already performed the extemporaneous speech after the day. While the students were performing, the researchers had written anecdotal notes, and audio recorded the speech performance to collect all the information from their speech delivery. Also, the researchers had observed and checked the types of disfluencies the speakers had committed in their speech using a checklist.

Further, after all the students' performance, the researchers tallied all the results to determine the frequency of each type among the respondents. Next, the researchers purposely selected 5 students for each type of speech disfluencies out of the 104 extemporaneous speakers who committed speech disfluencies during their speech delivery. The data collected from these selected students were used for describing each type of speech disfluencies. Thus, the types and frequency of speech disfluencies that were obtained from these students' speech performance served as the data of this study.

Statistical Treatment. In treating the data gathered, frequency and percentage tools were used to show the most committed speech disfluency and tabulated the frequency of students committing the same disfluency among the set of disfluencies explored. Frequency distribution is an effective tool to have a meaningful organization of data, allowing high interpretation. Turney (2022) stated that frequency distribution describes the number of observations for each possible value of a variable. The transcriptions were analyzed using statistical tools included in descriptive statistics. In descriptive statistics, the total disfluencies will be calculated from the percentage of frequency of each type of disfluencies (Pachaiappan, 2020). The information that was gathered was tabulated and processed manually to determine the precise interpretation of the results.

Data Analysis. The researchers utilized conceptual content analysis to describe the different types that have been recorded. Content analysis is used in collecting data to describe recorded communications such as speeches (Lou, 2023). The researchers had used conceptual content analysis after collecting the data from the respondents' extemporaneous speeches, and thus used it to analyze and describe the various types that the speakers had committed.

Ethical Consideration. The study followed ethical considerations during the conduct of the research process, which includes informed consent, risk of harm, confidentiality and anonymity, and conflict of interest (Fleming & Zegwaard, 2018).

Results and Discussion

Common Types of Speech Disfluencies in the Extemporaneous Speeches of Grade 12 SHS Students under Academic Track

Table 1 provides a comprehensive breakdown of the types of speech disfluencies observed in the extemporaneous speeches delivered by the respondents. The table serves as a tabular presentation from the tally results and elucidates the frequency of speech disfluencies exhibited in the recorded extemporaneous speech of the Grade 12 students. The first column presents the list of the types of speech disfluency identified among the respondents. Moreover, the second column quantifies the number of students who demonstrated the certain speech disfluency out of the total number of respondents, whereas the third column presents the equivalent percentage of the quantity of speakers who committed the specific type of speech disfluency. Further, the fourth column presents sample excerpts from the transcripts of the speeches performed by the respondents. With this, the researchers were able to discern the most prevalent speech disfluencies among the Grade 12 Academic Track students, facilitating both comprehensive analysis and effective data organization, as advocated by Cloutier & Ravasi (2021).

Table 1: Quantitative summary of speech disfluencies with sample excerpts, n=104

Types	f	%	Samples from Transcripts
Interjection	96	92.3	<p>Speaker HUMSS Dalton 13, sentences 3 and 4: <i>“So, there’s a lot ah there’s aaaahh many kinds of relationship, buh ah it’ss -- uhm relationship...”</i> <i>“... ah it helpls me to shape more lives to - ah you know ...”</i></p> <p>Speaker HUMSS Newton 10, sentence 2: <i>“So, akoa ay sa sa akoa ay ahh I think ahh people... makes ahh regrets is kanang ahh teenage ...”</i></p>

Speaker ABM 1, sentences 1, 3, and 6:

“*So er hello everyone, so ah my topic that I picked issss uhm about change.*”

“*So... uhm If I.... to speak in the past uhm uhm I would uhm like... I would not... I would not change ...*”

“*...I have faced uhm in... this life uhm yeah...*”

Speaker STEM 2, sentences 1 and 5:

“*Sooo anggg kuan is ang question --- kanang How significant is beauty to you?*”

“*Because in this cruel world---ahayyyyyyy- *laughs*...*”

Speaker GAS 12, sentence 2

“*.. ano wala tay unsa na uy what we called this kanang...*”

Blocks 85 81.7

Speaker HUMSS Dalton 14, sentence 2:

“*Uhhhhh,----- if I given a chance tooo get to the past isss-----I really have to...*”

Speaker HUMSS Newton 2, sentences 1 and 2:

“*...becauseee tsk kay-kung- wala sila---wala ko...*”

“*...then ----- then---- like-----wala...*”

Speaker ABM 4, sentence 3:

“*...and----- I regret that----I regret that-----...*”

Speaker HUMSS Newton 2, sentences 1 and 2:

“*...becauseee tsk kay-kung- wala sila---wala ko...*”

“*...then ----- then---- like-----wala...*”

Speaker STEM 5, sentence 2:

“*...our-s- dream- of our life- iss achieved- so- we can call that success- so- and -----mao ra to.*”

Speaker GAS 4, sentence 3:

“*...example my rela-tion-ship, mmy parents...*”

Prolongation 85 81.7

Speaker HUMSS Dalton 20, sentence 3:

“*...also thattt we onllyy – live once in this world, and so be it, and do not, ans and so be it annnd doon’t uhmm take sommeeeeee...*”

			<p>Speaker HUMSS Newton 6, sentence 4: “...she definitelyyy continue tooo work...”</p>
			<p>Speaker ABM 5, sentence 1: “Good morning everyone, aaand I picked theee question about...”</p>
			<p>Speaker STEM 7, sentences 1 and 3: “So ang question kayyy --- Who do you consider as the moost significant person in your life?” “...my father—becaaauusse kananngggg nagahatag man siya og kananngggg...”</p>
			<p>Speaker GAS 11, sentence 3: “Sooo, I see myselfff from ten years...aaaa fulfilling and successful woman...”</p>
Revision	76	73.1	<p>Speaker HUMSS Dalton 23, sentence 2: “<i>many peop ah different people will have different perceptions about us...</i>”</p>
			<p>Speaker HUMSS Newton 6, sentence 4: “...<i>Philippine carabao iss a very har-der a very wor-a- a very---kanang hardworking...</i>”</p>
			<p>Speaker ABM 13, sentences 1 and 2: “<i>So my topic is, how do relationshape shape our shape hahaha ships hahaha shape our lives? So, uhm... haha sooo, my relationship ship shashape haha ship shape our lives by how we like kuan we like kung unsa gani kananggg kung unsa kung unsaon nato pag cope...</i>”</p>
			<p>Speaker STEM 11, sentence 2: “<i>and fi who find purpose and gives-- gives hope to other people that...</i>”</p>
			<p>Speaker GAS 5, sentence 4: “...<i>just to---be liked by him ay by by her...</i>”</p>
Code Switching	71	68.3	<p>Speaker HUMSS Dalton 7, sentence 3: “...<i>ang motorcycle kayyy—nakahelp siya sa akong- kanaaanngg baleeee kananggg hmmm stress reliever te ba...</i>”</p>

Speaker HUMSS Newton 1, sentence 4:

"I can do it and kaya ra ko ni and mao rana ang akong-- always nga ginahunahuna and always--- think positive.

Speaker ABM 18, sentences 6 and 8:

"How do you value education? ... Kuan, gina value gyud nako ang education kayyy I know nga I know nga... para sa education makaaaa kuan siya sa poverty makaaa nay solution ba para sa poverty..."

Speaker STEM 3, Sentences 1 to 4:

"How significant is your family to you? So, the importance of my family to me kay – ano- they were my support system. And – kaning--- kulbaan - and kaning- ever since when I was young uhm sila na ang – kana ganing naa- naa sa- ay naa sa akoo—to support- me and uhm- uhm--- they- they will never ano gud judge me- kunggg unsa ko. Thank you!"

Speaker GAS 7, sentence 2:

"Uhhh for me the role of humor and laughter in my life is kanang--- if-- if---kana ganing maguban mi sa akong friends ..."

Word Repetition 54 51.9

Speaker HUMSS Dalton 16, sentence 3:

"...when I-I-I-I need help and, --- theyyy they support me..."

Speaker HUMSS Newton13, sentence 4 :

"...education iss can can be our motivation tooo uhm to to strive..."

Speaker ABM 4, sentences 4 and 6:

"...I have a girlfriend whooo who died because of..."

"... I can 't, I couldn't save her because becauseee..."

Speaker STEM 11, sentence 2:

"...who find purpose and gives-- gives hope to other people..."

			<p>Speaker GAS 6, sentences 2 and 3: <i>"...for for for today lang nga something nice..."</i> <i>"For example, if they they have a problems..."</i></p>
Restart	49	47.1	<p>Speaker HUMSS Dalton 11, Sentence 3: <i>"If I have a chance to g- ah a chance to go back to the past..."</i></p> <p>Speaker HUMSS Newton 13, Sentence 2: <i>"So, ahh I value education hahaha so, I value education with all of my hea-heart..."</i></p> <p>Speaker ABM 1, sentence 3: <i>"...I would uhm like--- I would not--- I would not change--- I would ah ah I would change nothing..."</i></p> <p>Speaker STEM 1, sentence 2: <i>"I think the ro I think the role of --- of struggles in our live..."</i></p> <p>Speaker GAS 5, sentence 5 <i>"...she never ahh ahh she never judged me for what my past is..."</i></p>
Stuttering	36	34.6	<p>Speaker HUMMS Dalton 24, sentence 3: <i>"...to provide -d- h-her ned hin-h-her ned – needs..."</i></p> <p>Speaker HUMMS-Newton 18, sentence 2: <i>"...how hard the life is-is-is kanang nagapadayon gihapon..."</i></p> <p>Speaker ABM 12, Sentence 4 <i>"First, they affect the persderpers-perspection affects me in a negative way..."</i></p> <p>Speaker STEM 11, Sentence 2: <i>"...educated and secexsxes-successful person..."</i></p> <p>Speaker GAS 1, sentences 1 and 4: <i>"How sig-sig-significance is your family to you?"</i> <i>"...uss-uss-usahay kay sa kabadlungon nako..."</i></p>
Phrase	32	30.8	<p>Speaker HUMSS Dalton 23, sentence 4:</p>

Repetition

*"I alwaysss teach myself **to really**---**to really** ----
ticks tongue -----ssz-----agh-----**to really** be me,
and to not be dictated by what they are saying
about me."*

Speaker HUMSS Newton 8, Sentence 2:

*"The ni- the nice thing that I can do for someone
else is, the nice thing that I can do for someone
else is to help..."*

Speaker ABM 4, sentence 3:

*"...who died **because of**---**because of** illness
and..."*

Speaker STEM 11, sentence 2:

*"...successful person **who give, who give** purpose
and find..."*

Speaker GAS 5, Sentence 9

*"...she's **the most- the most** significant person in
my life..."*

Syllable
Repetition

25 24.0

Speaker HUMSS Dalton 12, Sentence 3:

*"...**help-helping** my classmate tooo to do ourt, our
task here in classroom..."*

Speaker HUMSS Newton 5, Sentence 2:

*"...kuan **re-e-red**, kay nagarepresent sa- love..."*

Speaker ABM 8, sentence 6:

*"...**es-especially**, when I'm in front of you..."*

Speaker STEM 12, sentence 5:

*"...but also, those with those ahy- **who-o-** who also
values integrity."*

Speaker GAS 10, Sentence 3:

*"...pagkahuman sa kanang imong **dif-**
difficulties..."*

Note: There are students who committed several disfluencies.

Based on the table presented, ninety-six (96) among the one hundred four (104) respondents which is equivalent to 92.3% of the speakers used the interjection type of

speech disfluency, gaining the highest percentage of the type of disfluency committed. Moreover, eighty-five (85) students equating to 81.7% of the speakers equally committed blocks and prolongation. This means that blocks and prolongation types of disfluencies placed second in the ranking of the most commonly committed disfluencies among the respondents. Furthermore, there are seventy-six (76) speakers who utilized revision type of disfluency during their extemporaneous speech, which is equivalent to 73.1% of the speakers. Also, the data found out the use of code switching by the speakers as the fourth commonly committed type of speech disfluency during their speeches, in which out of the one hundred four (104) Grade 12 speakers, seventy-one (71) of them used code switching during their speeches which is equivalent to 68%.

Additionally, fifty-four (54) speakers which is equivalent to 51.9% of the students also committed word repetition in their extemporaneous speeches. Further, the use of restart during the speech was utilized by forty-nine (49) speakers which equates to 47.1% of the respondents. On the other hand, there were only thirty-six (36) speakers who were found out committing the stuttering type of disfluency. This equates to 34.6% of the total number of the respondents. Subsequently, thirty-two (32) or 30.8% of the speakers who performed their speeches committed phrase repetition, which ranked second to the last among the identified disfluencies. Lastly, out of one hundred four (104) speakers, there are only twenty-five (25) speakers who committed syllable repetition which equates to 24% of the total population sample.

Thus, the table shows that interjection stands as the most commonly committed type of disfluency, garnering the highest percentage among the speakers, followed by equally frequent committed blocks and prolongation, which is then succeeded by revision, code switching, word repetition, restart, stuttering, phrase repetition, and the least committed type, which is the syllable repetition, among the total population sample of the Grade 12 Academic Track.

Interjection is a type of disfluency also known as the fillers, while some authors call it filled pauses (Logan, 2020). These are vocalizations, words, or phrases used and produced by the speakers, or could be non-speech vocalizations (like consistent clearing of throat) that add no meaning or are extraneous to the message. As shown in the given sample excerpt in table 1, interjections are evident in the speeches of the respondents from the different strands of the academic track. Some of the most committed disfluency in the form of interjections are *so, ah, ahhhh, you know, er, uhm, like, kuan, kanang, and ayy*, with “so” mostly being used at the beginning of their speeches. The students often start with the word “so” unconsciously as they try to come up with the very first idea of the statement that they are going to say, when in fact the word “so” should be used in the concluding part of the speech. Moreover, phrases such as *like you know, and what do we call this*, as found in the sample sentences presented in table 1 functions as editing terms in the context of the given speech and can be deleted without affecting the message of the

idea, thus qualifying as interjections as it is extraneous to the core idea of the utterance.

Further, the use of interjection in speeches may occur in the beginning, in the middle of the speech, in between words, or in worst cases found in every sentence, that interrupts the flow of the speech as the speaker thinks about what next word should be uttered, manifesting difficulty in producing speech language, and/ or indicate a period of which the speaker is actively editing an utterance and seeks to resume speaking about the idea shortly after (Logan, 2020). It is often observed that speakers face interruptions during speeches, particularly in activities like extemporaneous speech, when they are speaking in front of an audience (Hermawan, 2022). Within the speech context, various factors contribute to these interruptions, including a loss of focus, limited vocabulary, and distractions from the surroundings. Cantabaco et al. (2023) stated that speakers encountering such difficulties often resort to using fillers like "uhm," "ahh," and start sentences with "so" to mask disfluencies in their speech.

Additionally, it should also be noted that some vocalizations such as uhm or uh is not always a disfluency in a form of interjection as speakers sometimes use it to signal meaning of disagreements or sarcasm. Thus, it is necessary to identify first the use of the word, sound, or phrase in the context of speech before classifying it as interjections or fillers and be considered as a type of speech disfluency. Further, the occurrence of interjection in classroom speech contexts and school-aged children are also prevalent in the research of Sanjaya et al. (2018), Pachaiappan et al. (2020), and Siahaan et al. (2023) which relates to the result of this study.

Block is a type of speech disfluency characterized by silent pauses or period of silence that may occur within a single utterance or between consecutive utterances during the speech, causing delay in the communication process (Pratiwi et.al, 2023). This type of disfluency is characterized by atypical ceasing of sound and air as stated by Cantabaco et al. (2023). As shown in the excerpts presented in table 1, speakers pause and demonstrate repetitive and several instances of blocks while expressing their thoughts and ideas in their speeches. It displays the difficulties and hesitation the speakers had before stating the next word or phrases, as seen in the speaker HUMSS Dalton 14, sentence 2: Uhhmm,---- if I given a chance tooo get to the past iss-----I really have to...". This suggests a struggle of fluency and interruptions in the flow of speech. In addition, based on the data collected, there were also speakers who committed blocks in which it sounds robotics due to inappropriate breaking of the utterance between words, just like speaker STEM 5 in sentence 2 "...our-s- dream- of our life- iss achieved- so- we can call that success- so- and...". Accordingly, these are considered blocks as it poses delay between words or utterances in unexpected locations, as stated in the studies of Logan (2020) and Hermawan (2022), thus considered disfluent regardless of their length.

Moreover, several researches had set duration of 250 ms or longer time of atypical pauses between words to be considered as disfluency, while some also uses 333

ms as their basis, as cited in the research conducted by Logan (2020), where it is believed that pauses this long already pose problems or errors in speech. Yet, it has also been stated that there is no standard definition of how long the duration should be to be considered disfluent. However, it should also be noted that the location where the period of silence occurs should be considered. If the pauses occur in unexpected locations, such as mid-word, (for example found in Speaker GAS 4, in sentence 3 where the word “relationship” is uttered in a broken utterance) then it is considered as disfluency regardless of the shortness of the duration of pauses.

Further, one common factor that triggers blocks or pauses is the difficulty in retrieving words or linguistic information to be uttered in relation to what had been said, thus results to pauses, in which the speaker can only continue if the linguistic problem is resolved (Cantabaco et al., 2023). It is evident that the speakers having blocks in their speeches are struggling with uncertainty and hesitations. The blocks or pauses that speakers commit are indicators of word-search or deciding on what to say in the next utterance. These inappropriate pauses suggests that the speaker needs time to complete the message of the speech, since it is oftentimes difficult to choose or search appropriate line, words or phrases while speaking in public. Hence, this results to disruption in the flow of speech resulting to disfluency. Several researches (Sanjaya et al., 2018; Pachaiappan et al., 2020; Siahaan et al., 2023) in schools had also revealed blocks as one of the commonly committed disfluencies among students when delivering their speech.

Prolongation is a type of disfluency in speech that occurs when the speaker unnecessarily lengthens the utterance of sound, word, or segment of the word in their speeches, before proceeding to the next utterance. It can be a prolongation of the vowel, nasal, lateral, approximant, fricative, and plosive sounds that speakers produce in an utterance which disrupts the flow of the speech (Pravin & Palanivelan 2021). Prolongations can occur in three (3) locations, which can be in the initial part of the word, in the middle, in the latter, or in worst cases could co-occur in the two or three segments or locations of the word (Cantabaco et al., 2023; Souza et al., 2023). Based on the sample prolonged sentences presented in table 1, it is evident that the speakers from the Grade 12 Academic Track stretched the sound duration of the single word (e.g. aaaa) or segment of the word on the three (3) locations, which are the in the word initial (e.g. aaand), word medial (e.g. mooost, annnd, doon't), word final (e.g. kayyy, kananngggg, thattt, onllyy, sommigee, myselfff, sooo, tooo), and even co-exist in the different segments of the word (e.g. becaaauusse).

This type of disfluency is related to stuttering and is defined as a sound (vowel or consonant), word, or a segment of word that is produced for a longer time than usual, leading to an excessive duration of utterance. Some authors as cited in the study of Logan (2020) use the term dysrhythmic phonation in labeling prolongation as there is a manifestation of unusually tensed and prolonged utterance of speech sounds or

phonemes. This excessive length of time used by speakers in uttering a sound or segment is a disfluency in a form of continuity interruption, wherein the speakers are taking longer time of utterance than intended for a specific speech and is trying to move to the next segment of speech but is having a difficulty in doing so, due to the linguistic problems that the speaker encounters.

However, the most common prolongation among the speakers happens in the final sound of the word. This is due to stress related duration patterns that suggest language used difficulties, or difficulty proceeding to the next part of the speech due to low vocabulary and linguistic problems, since the respondents are thinking of the next word to say using the target language (Souza et al., 2023; Cantabaco et al., 2023). Moreover, prolongation may also be accompanied by muscle tensions, tremors, gestures, and other bodily movements, due to the increased tension and struggle of the speaker (Pratiwi et al., 2023; Hermawan, 2022). Furthermore, studies of Sanjaya et al. (2018); Pachaiappan et al. (2020); and Kumaraswamy et al. (2022) had also found prolongation as one of the recurring disfluencies among student speakers in their speeches.

Revision, from the term itself, it is a type of disfluency characterized by a revision or correction of the previous statement or utterance. It is when the speaker utters a word or begins a sentence or phrase then stops and immediately correct themselves by either replacing, adding, or deleting words or segment of words when an error is detected in the utterance or idea, interrupting the flow of speech (Williams & Korko, 2019; Cantabanco et al., 2023). In the evidence obtained from the speaker HUMSS Dalton 23, in sentence 2, "*Many peop ah different people will have different perceptions about us...*", shows a perceived erroneous start in the part of the speaker which leads to rephrasing of the idea. The statement might have probably started with, "different people" to indicate the varied perceptions of people. However, the speaker started with a poor word choice that led to hesitation and then begins again by rephrasing the statement. Another sample taken from Speaker GAS 5, sentence 4: "*...just to---be liked by him ay by by her...*", shows a revision done by the speaker to correct the wrong utterance stated. These can happen when the speaker is uncertain about the wording of their message.

Revisions are also called false starts by some authors as cited from the study of Logan (2020). This is characterized by the revoking of previously stated utterance and immediately revises the perceived error encountered by the speaker. It occurs when the speaker starts speaking, then pauses midway to revise or rephrase what they just said before even finishing it, to correct the error made, especially when the speaker suddenly realizes that the words spoken were poorly chosen, grammatically incorrect, or there is a mistake in the utterance of the words in the speech (Williams & Korko, 2019), which are evident in the sample sentences shown. It is the outcome of the speakers' disorganized thoughts and ideas that causes them to make a revision (Cantabaco et al., 2023). In everyday speaking, revisions are frequent and a normal aspect of language production,

however, in formal contexts where polished, fluid speech is expected, such as public speaking or broadcast media, revisions become more obvious. Further, studies of Pachiappan et al. (2020), Kumaraswamy et al. (2022), and Siahaan et al. (2023) had also revealed revisions as frequently committed type of disfluency in classroom speeches of the student.

Code Switching is a type of speech disfluency characterized by the switching between or among two or more languages in a single speech. It is an act where the speaker switches from one language to another in a single discourse. This is an everyday reality in places where more than one language is spoken in everyday communications, or among bilingual or multilingual speakers. However, code-switching is considered a disfluency when the flow of speech is impeded due to hesitations and difficulties that the speaker encounters in search for the linguistic code of the target language needed, and then resorts to switching to their native language to complete the thought or idea being expressed (Abdulhady et al., 2019). In the sample evidences presented in table 1, such as in the excerpt obtained from Speaker GAS 7, in sentence 2: *“Uhhh for me the role of humor and laughter in my life is kanang--- if-- if--kana ganing mag uban mi sa akong friends ...”* the speaker is showing difficulty in using the target language and resorts to speaking in the native language, changing the language used from one to another within the single discourse just to keep up with the idea while answering the questions. This supports the idea that code switching happens when the speaker is having a difficulty looking for equivalent words in the target language, thus resorts to their native language, or vice versa, to aid the problem of limited vocabulary in the target language and still continue to express the idea being communicated (Kumar et al., 2021).

Code switching is a style in communication that alternates from one language to another in varying contexts, such as in formal and informal conversations, classroom instructions, and speeches. This switching between or among two or more languages is a complicated phenomenon that is influenced by few variables, which could be limited vocabulary in the target language, no equivalent words of one language to another, clarifications and emphasis through translation of words (such as in L2 classroom teaching settings), and sometimes to showoff linguistic competence in two or three languages, and other reasons that triggers the switching (Bhati et al., 2018; Kumar et al., 2021). With this being said, the use of code switching due to limited vocabulary in the target language leads to difficulty in continuing the speech fluently, hence, manifests disfluency in speech due to the speaker’s incompetency of the language used. Additionally, this type of disfluency is seen in the studies of Hussein et al. (2020), Enriquez et al. (2022), and Cantabaco et al. (2023) to be commonly occurring specially in bilingual or multilingual classrooms wherein the student speakers opt to shift between languages when language difficulty is faced in the language used.

Word Repetition is a type of repetition characterized by a replication in a word

level. This is when an interruption occurs after the completion of the utterance of the whole word, then the speaker retraces the onset of the interruption and from that point restarts and subsequently repeats the same word after (Logan, 2020; Hermawan, 2022). This is evident in the sample sentences drawn from the speeches of the respondents. In their spontaneous speech, excessive repetition of words were made that interrupts the regular flow of speech resulting to disfluency, which can be observed in the excerpts found in the table 1, such as in Speaker HUMSS Newton 13, in sentence 4 “...*education iss*s can can be our motivation tooo uhm to to strive...” wherein few words were repeated consecutively.

Furthermore, word repetition is associated with linguistic difficulty or limited vocabulary where speakers find it hard to supply the next utterance that will support the idea of the message being conveyed (Cantabaco et al., 2023). Repetition of the word may also happen when the speakers tend to correct themselves but ends up repeating the utterance of the same word (Pravin & Palanivelan, 2021). This recurring type of disfluency where the speaker repeats the same word twice or several more sometimes used by the speakers to buy more time while thinking of what next word to utter. Souza et al. (2023) stated that, when the speaker is hesitant, they use this as a coping strategy to come up with another idea or word prior to what they have already said in the speech.

Together with prolongation, speakers tend to brainstorm in a little bit of time and then commit this disfluency. This lengthening usually occurs along with repetition and mostly affects the final word that comes before the interruption point. When it appears that the speaker had reached the temporal limit of prolongation, there is not enough time given for planning subsequent speech, thus, this results to the speaker repeating the previous utterance. Furthermore, word repetition as obtained from the studies of Sanjaya et al. (2018); Pachaiappan et al. (2020); Kumaraswamy et al., (2022); and Siahaan et al. (2023); reveal that word repetition frequently occurs in the classroom context as students deliver the spoken language.

Restart is another type of disfluency where the speaker starts uttering words or phrases yet gets interrupted midway even though there is no obvious error encountered in the utterance up until the point of interruption. The speaker then goes back to the beginning of the utterance repeating the same words or phrases (Logan, 2020; Cantabaco et al., 2023). This portrays the attempt of the speakers to restart the speech and reset the utterances but ends up expressing the same idea or clauses. This restarting phase disrupts the regular flow of speech leading to speech disfluency.

As shown in the evidence from the different Grade 12 speakers of the varied strands of the academic track, such as in the Sentence 3 of speaker HUMSS Dalton 11 “*If I have a chance to g- ah a chance to go back to the past...*”, and Sentence 2 of speaker STEM 1 “*I think the ro I think the role of --- of struggles in our live...*”, it clearly shows the point where the speaker starts uttering few words, and then even without a perceived

error encountered within the utterance, the speaker gets interrupted and restarts the statement with the same phrases, suggesting the attempt of the speaker to change the idea of the statement being conveyed but ends up repeating the same statement thereafter.

Additionally, similar to other commonly committed speech disfluencies, the speakers also restart to search for an appropriate next word or utterance that will enhance the message of their speeches. An example from speaker ABM 1, in sentence 3, “...*I would uhm like--- I would not--- I would not change--- I would ah ah I would change nothing...*” shows that the speaker was having a hard time thinking, trying to come up with the best next word or phrase to say, as restarts is also characterized with the association of finding new information and words for improvement of the speech (Kumar et al., 2019). With the evidence shown, restarts deviate from the regular flow of speech that causes disruption in speech fluency.

Furthermore, Restart is a type of disfluency that is closely related to revision and phrase repetition where the speaker utters words or phrases, and gets interrupted (possibly due to the speaker’s thought of changing the phrase, even if the delivery of the idea or word is not even done yet, or there is even no visible error in the previously uttered statements), then goes back to the beginning attempting to improve the quality of the clause or phrase being conveyed, but ends up repeating the same idea, words, or phrases (Logan, 2020). However, what separates this type of disfluency from revision is that restarts happens when the speaker starts to utter words or phrases, then goes back to the start even if there is no perceived error in the utterance before the point of interruption.

Moreover, restarts differ from phrase repetition in the sense that the latter involves successive repetition of the phrase, while the initial is accompanied by the restarting of the idea by reiterating the same words or clauses. Additionally, the study of Cantabaco et al. (2023) also showed restart as a commonly recurring disfluency committed by student speakers in the classroom.

Stuttering is disfluency in speech characterized by an abnormal hesitation and repetition of utterance by the speaker accompanied with speech difficulties. It is a type of repetition disfluency where a speaker requires more than one attempt to repair the utterance of the sound, syllable, or word, leading to multiple articulation of a sound or syllable in a word, and of a monosyllabic word (Logan, 2020). Moreover, in the claim of Ziad (2020), he stated that stuttering is characterized by abrupt pauses, uncontrollable repeating of words, sounds, or syllables, and or prolonging of sounds and phrases. Based on the data observed from the respondent’s transcript of speech, it is evident that the speakers’ stuttering is associated with abrupt pauses in between the repeated sounds in an attempt to correct the utterance such as in the sample of speaker HUMSS Dalton 24 , sentence 3, “...*to fprovide -d- h-her ned hin-h-her ned – needs...*”, and also a combination of prolongation, abrupt pauses, and multiple repetition of syllables found in Sentence 4,

Speaker Gas 5 “...*uss-uss-usahay kay sa kabadlungon nako...*”.

Furthermore, stuttering is related with word and syllabic repetitions, but in a more serious level of repetition where the speaker tends to repeat sounds, syllable, or monosyllabic words multiple times due to the speaker’s failure to repair the utterance in one attempt, which leads to successive and repetitive articulation of sounds, segment of words, or words (Logan, 2020; Hermawan, 2022). This may be associated with blocks and prolongation in the segments of the word or between the multiple repeated words. Further, stuttering happens when there is an increase tension, struggle, or anxiety in the part of the speaker, which may also be accompanied with inappropriate bodily gestures and grimaces and is implicative of speech difficulties (Pratiwi, 2023). Nonetheless, this clearly shows the disruptive effects of stuttering in the fluency of speech. In addition, stuttering as observed in the studies of Pachaiappan et al., (2020); Siahaan et al., (2023); and Cantabaco et al., (2023) is perceived to be one of the commonly committed disfluencies by the students when delivering speech in the class.

Phrase Repetition is a type of repetition disfluency in a phrase or multiword level, where the speaker repeats the same set of words in a successive manner. Phrase repetition happens when a speaker interrupts the speech after completing few utterances, goes back to the onset of the few words spoken before the interruption, and then repeats the same words or phrases thereafter, which does not even contribute new substantive information to the idea being conveyed (Logan, 2020; Pravin & Palanivelan, 2021). The repetitions done manifests the difficulty that the speaker encounters in proceeding to the next thought or idea of the message, which as a result, disrupts the message’s flow and demonstrates unnecessary repetition of words or phrases.

As seen on the data presented in table 1, speakers from the different strands of the academic track committed repetition of phrases in their speeches, such as in Speaker HUMSS Dalton 23, in sentence 4: “*I always teach myself to really---to really ----*ticks tongue* -----ssz-----agh-----to really be me, and to not be dictated by what they are saying about me.*”, where the use of phrase repetition is obviously committed due to the difficulty that the speaker faced throughout the delivery of the speech.

Further, phrase repetition is also termed by some clinicians as multiword repetition as it involves repeating of multiple linguistic codes as cited in the study of Logan, (2020). This type of disfluency happens due to certain reasons, such as the speaker forgets what to say next, needs more time to think of the next idea to utter, or is having difficulty looking for a linguistic code to use in the target language, opting to phrase repetition to provide more thinking time of what to utter next to complete the idea being expressed. Moreover, the occurrence of this disfluency may also be associated to the nervousness and anxiety that the speakers felt in giving their extemporaneous speech. Cantabaco et al. (2023) found out in their study that students are having hesitations and difficulty in producing the next words to utter to support the idea they are trying to

convey, due to nervousness, and catch themselves repeating the same phrases or sentences. They are doing repetition while considering the next word or phrase they will say, which occasionally causes them to lapse and fail to provide the necessary context for what follows.

However, it should also be taken into consideration that repetition of phrases doesn't automatically identify as disfluency, as some speakers intentionally repeats phrases to emphasize a point or provide clarification. Nonetheless, the disfluency in speech occurs when the repetition of the phrase manifests difficulty in proceeding to the next series of words that will complete the thought being expressed by the speaker, and resorts to phrase repetition to buy some time to think and organize the idea or thought, deviating the regular speech flow as provided in the data presented above. Additionally, various studies (Sanjaya et al., 2018; Pachaiappan et al., 2020; Kumaraswamy et al., 2022; Siahaan et al., 2023) had also observed in their studies the occurrence of phrase repetition to be frequently recurring in classroom levels committed by the students in their speech.

Syllable repetition is another type of speech disfluency related to stuttering and falls under repetition, but in the part-word or syllabic level. This is characterized with a reiteration of syllables in a single word which may occur in three locations, which are the onset (the first or initial part of the word), the nucleus (which is the middle part, commonly a vowel within the word), and the coda (the last or final part of the word) (Logan, 2020; Pravin & Palanivelan, 2021). When the speaker interrupts the speech mid-word and then proceeds on atypical repeating of the syllable within a single word, it disrupts the regular flow of the speech, which makes it a type of speech disfluency.

Based on the data gathered from the transcript of the speeches of the respondents, the most common form of syllable repetitions usually occurs on the onset of the word, which is true for the speakers from HUMSS Dalton (*help-helping*), ABM (*es-especially*), and GAS(*dif-difficulties*). On the other hand, the speaker from HUMSS Newton committed the nucleic syllable repetition, having the repetition of the syllable in the middle of the word as shown in the sample "*re-e-red*", while the STEM speaker also committed the coda type of syllable repetition in uttering the word '*who-o*', repeating the latter vowel sound o.

While most of the speakers rarely commit part-word repetition, it is rather common in the speech of many stutterers. Syllable repetition as described by Pravin and Palanivelan (2021) refers to the syllabic repetitions done by the speaker before completing an entire word. This disfluency reflects the speaker's attempt to correct an error or a malfunction that occurred in the utterance of a word immediately following the interruption (Logan, 2020). Nonetheless, studies have categorized syllable repetition disfluencies as part of stuttering-like disfluencies, which may be accompanied with sound repetitions, prolongations, and blocks (Eggers & Eerdenbrugh, 2018; Penttilä et al.,

2019). Speakers committing this disfluency show a difficulty in executing articulatory movements which makes it hard for them to easily move from one sound to the remaining sounds in the word, experiencing complexity in connecting the onset syllable to the rest of the syllables. When this happens, the speech gets interrupted leading to a disfluent delivery of the message. Furthermore, studies of Pachaiappan et al. (2020), Siahaan et al. (2023), Kumaraswamy et al. 2022, and Cantabaco et al. (2023) also found syllable repetition to be relatively common among student speeches.

The discussion above shows how each type of speech disfluency disrupts the regular flow of speech. Common reasons behind the interruption occurs due to the linguistic difficulty that the speaker faces in search for the next word to utter, especially when they are having problems with vocabulary in the target language used in the speech; to gain more time to think of what to say; to revise the idea they have just uttered; and/ or to correct themselves when an error is detected in their speech.

Further, the descriptions of the type of speech disfluencies above can be traced back to the Complexity Theory in the field of Second Language Acquisition (SLA) by Diane Larsen-Freeman (1997) stating that the complexity of language structure and the speakers' less exposure to the language, results to fluency problems when carrying an oral delivery. It is because, difficulty in using the language would hinder the speaker from expressing the ideas that they want to get through. This is manifested in the sample excerpts presented in table 1, wherein it is evident that speakers commit varying types of disfluencies due to the linguistic difficulty they encounter using the target language (specifically, the English language) while delivering their speech.

Additionally, this theory is also cited in the study of Tamjid (2007) as a basis in his research about Chaos / Complexity Theory in Second Language Acquisition, where he delved on the discussion of the system theory in learning in an EFL class. Moreover, the data also supports the theory of Monitoring and Self-Repair by Levelt (1983), manifesting the interconnectedness of the complexity of language with the conscious yet anxious use of the language by the speaker, which results to disfluency. This is specifically evident in the context of the participants who committed revision and restart types of disfluencies, where speakers interrupt their speech when they perceive an error, and/or when they seem to find a much better statement than the one they have uttered, while continuously monitoring their own speech. This theory is also used in the study "Speech Disfluency in Groups' Presentations of English Education Master's Program Students" of Sanjaya et al. (2018), as they looked for the varying factors influencing the occurrence of speech disfluencies.

Furthermore, this can also be connected to Sweller's (2011) Cognitive Load theory, claiming that when the cognitive load passes beyond the cognitive capacity of the speaker, interruptions and pauses will persist as the speaker will try to organize and plan the needed inputs for their speech. This is specially manifested in the blocks type of

disfluency, where most of the speakers from the Grade 12 Academic Track pauses and gets interrupted while carrying an oral delivery when they get mentally blocked due to cognitive overload and tends to buy more time thinking of what to utter next in relation to their idea. Further, Mitterer and Mattys (2016) had also utilized this theory in their study “How does cognitive load influence speech perception? An encoding hypothesis”, where they investigated the conditions under which cognitive load exerts an effect on the acuity of speech perception.

Conclusion

Based on the findings above, the following conclusions were drawn:

Based on the data obtained from the Grade 12 speakers of the various strands of the academic track, it revealed significant number of students committing the common types of speech disfluencies observed among the students in their extemporaneous speech, which are the Interjection, Blocks, Prolongation, Revision, Code-Switching, Word Repetition, Restart, Stuttering, Phrase Repetition, and Syllable Repetition, with Interjection, garnering the highest frequency of disfluency and Syllable Repetition placing the least frequent type of disfluency committed. The findings suggest that interjections were the most frequent disfluency among the Grade 12 Academic track students. This might be an indicative of the students’ attempts to express themselves spontaneously or fill pauses in their speech. The prevalence of other disfluency types further suggests that these students are still developing their fluency in speaking.

On the other hand, the description of each type of speech disfluency observed among the respondents were concluded as follows: Interjections are sounds, words, or phrases used by speakers to fill pauses in their speech that add no meaning to the message, but is rather indicative of speaker’s difficulty in moving to the next idea of the speech; Blocks are pauses or period of silence done by the speaker that occurs within a single or between consecutive utterances, causing delay in speech; Prolongation is the speaker’s unnecessary lengthening of an utterance of sound, word, or syllable, before proceeding to the next utterance; Revision is the correction done by the speaker in relation to their previous statement, in which they either replace, add, or delete words when an error is perceived in the utterance or idea they have just uttered; Code switching is the speakers’ alternation from one language to another in a single discourse due to hesitations and difficulties encountered in search for the linguistic code of the language used; Word Repetition is a repetition in a word level, where the speaker repeats the same word consecutively not to emphasize but rather due to the speaker’s struggle to move forward to the next word or idea..

Additionally, Restart is the reiteration from the beginning of the utterance of speech even though there is no obvious error encountered up until the point of interruption.; Stuttering is a repetition disfluency where a speaker requires more than one

attempt to repair the utterance of the sound, syllable, or word, leading to disruptive multiple articulations.; Phrase Repetition is a repetition in a phrase or multiword level, where the speaker repeats the same set of words in a successive manner but whose utility is extraneous to the idea of the speech; Syllable Repetition is related to stuttering and falls under repetition in the part-word or syllabic level.

All of these disfluencies were observed to be occurring mainly due to the difficulty that speakers face in search for an idea or linguistic code to utter, and or to correct them immediately after detecting an error to the utterance made. Further, students tend to also resort in committing these disfluencies to gain more time planning and organizing their thoughts during the delivery of the speech.

Recommendations

After a careful review of the conclusions, the following recommendations were offered:

Classroom population should be decreased to at most 25 students. The Department of Education may limit the population in class, provide adequate facilities such as classrooms, and hire more competent teachers to ensure that effective teaching and learning process occurs in schools. With the goal of the K to 12 Basic Education Curriculum of the Philippine Education to achieve 95% mastery in speaking, especially among the Senior High School students, particularly the Grade 12 students who were expected to master the skill in speaking as graduates of Senior High School, it should be ensured that teachers will have a better focus on the students by decreasing the numbers of the students in the class. This is a proposal recommended, for teachers to have a smaller scope to handle and focus on, which may lead to a better speaking class, and will be able to provide better reinforcement and feedbacking to improve student's skills in speaking.

School principals and school heads may conduct program evaluation to collect inputs from stakeholders and apply data-driven insights to improve speaking instruction plans and strategies in class. As the personnel administering curriculum development and alignment, it should be ensured that speaking instruction is well-integrated throughout grade levels and topic areas.

Language teachers should actively facilitate speaking activities such as extemporaneous and impromptu speaking in the class. The language teachers are accountable for ensuring that as the curriculum mandates, the students should develop mastery in speaking. However, the researchers discovered that the Grade 12 Senior High School students lacked prior experience in classroom public speaking activities, in which this lack of exposure contributes to students' struggles with speaking during speeches. To address this concern, engaging students in speaking exercises will provide valuable practice to enhance their confidence and proficiency in communication and public

speaking.

Students should take initiatives in exploring speaking practices and participate in a speaking activity. As the master facilitators of their own learning and education, students are highly encouraged to have a heart to learn and improve their speaking skills. Also, it is recommended for students to collaborate with their educators in finding ways to diminish disfluencies in delivering a speech and resolving the challenges that arises when speaking.

Future researchers were recommended to widen the knowledge and understanding of the disfluencies occurring in a speech, and where new types may arise in the future generations. Further, a study exploring factors that triggers disfluency in speech may also be done to delve into the underlying reasons behind why speakers commit disfluency. Moreover, the use of other research designs and inclusion of more respondents, such as college students may also be conducted. Additionally, it is also suggested that future researchers may delve in a study regarding the proficiency of teachers in teaching and developing the speaking skills of the students. Lastly, they may use this study as a reference for the future research related to speech.

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