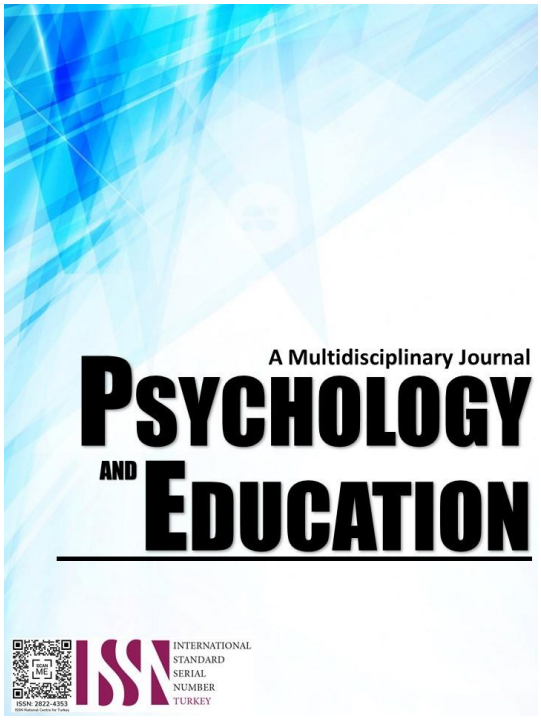
CAUSES AND COPING STRATEGIES OF STUTTERING STUDENTS IN SPEAKING ENGLISH



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Research Article

Causes and Coping Strategies of Stuttering Students in Speaking English

Tohamie P. Ugalingan*, Lydia S. Bawa, Roldan A. Carpisano, Albaina S. Akmad, Munaima G. Mentato, Parid D. Manakan, Datu Raffy Ralph S. Sinsuat, Haron A. Mohamad

For affiliations and correspondence, see the last page.

Abstract

Stuttering is a chronic communication disorder resulting in challenging life experiences for many individuals. This qualitative study aimed to examine the Causes and Coping Strategies of the selected students who are stuttering in Speaking English at Nabalawag High School in Midsayap North Cotabato. The Collaizzi's (1978) Seven steps strategy in data analysis in phenomenological was utilized to provide rigorous analysis.The purposive sampling technique was used to select the participants relevant to the research study they were (3) three students, (3) three teachers, and (3) three parents. Thus, small group of people selecting participants were resulted in better data and easier for the researchers to build close relationships with the participants during in-depth interview employing semi-structure research questionnaire made by the researchers' to explicit the data gathered relevant to the research study. The findings of the study revealed that there are some causes why do students stutter in speaking English. It includes their hesitation to speak English, afraid of committing slip; errors, mistakes, unfamiliar words, they tend to to be bullied by their peers, lack of confidence in speaking as well as the physical feature of their tongue affects the way they utter words. The researchers concluded that the causes of stuttering students in speaking English had been lessened by doing some strategies such as need enough time to practice themselves to speak constant use of English words, socialize with others, and enhance interpersonal skills. Also, proper motivation, engagement, inspiration, confidence, and interest towards learning in speaking English.

Keywords: *stuttering, English language learners, speaking English, phenomenological study*

Introduction

Stuttering is a speech disfluency that can occur in many forms; one of the most common forms is the developmental stuttering which started to develop during childhood. According to Bloodstein (2008), this form of speech disfluency which is the developmental stuttering starts with the ages of two and five wherein the child starts the most intense period of language learning acquisition.

According to Guitar (2014), even though the causes of stuttering are still not yet revealed, a strong evidence surfaces that it has a genetic basis. Proofs manifest that it has a huge genetic keystone. This in born disposition correlated with some other emotional factors may also aftermath speech disfluency particularly stuttering in a child, which is also noticed in the abnormal frequent and in the long involuntary interval or the interruption of the speech. As mentioned by Ward (2017), these interruptions are not tolerated in a society in which speech fluency is highly expected and recognized to the extent that it is frequenly associated with the mastery of language. Thus, often stuttering induces negative perceptions or beliefs and emotions, which help stutterers to perform certain everyday tasks Corcoran and Stewart (1998).

In an effort to speak more fluently, student who stutters may employ unnatural facial and body movements. They are also often bullied in their childhood and made fun by their peers that can lead to low self esteem in speaking. Bullying can also affect interpersonal skills or how they can participate and socialize to others. They are the most common victims of embarrassment. They are feeling afraid especially when they have to read out aloud or to talk in front of the class. In the media, people who stutter are portrayed in an unfavourable light.

Philippines Stuttering Association (PSA) aims to generate stuttering awareness in the Philippines. They also conducted a live discussion through social media about the ways on how to handle many burdens of stutterers. The organization invites speech pathologists, a communication expert, and Filipinos who stutter to take part in the live discussion. The discussion revolves around the pathology of stuttering, tips and tricks for effective management, and how People Who Stutter (PWS) deal with stuttering in their relationships, workplace, and social lives. The association also aims to shed light about stuttering in a country where hundreds of Filipino stutterers still feel like they are alone says PSA founding member Joshua Lagandaon. "A majority of PWS in the Philippines still do not know how to manage their speech disorder and who to turn to for answers. Encourages people who stutter to speak up even when it seems like silence is the easier option.

In the light of the foregoing claims, the researcher found out that in the case of Midsayap particularly in the cluster two (2) Nabalawag High School there is no research conducted yet related to the causes of stuttering and the coping strategies of the students who are stuttering in speaking English. This is the main reason why the researcher is eager to know and examine the causes of stuttering and coping strategies of the students who are stuttering in speaking English.

Research Questions

This study aimed to examine the causes of stuttering of the selected students and their coping strategies in speaking activities at Nabalawag High School during the school year 2021-2022. Specifically, this study sought answers to the following questions:

1. What are the causes of stuttering in speaking English by the students as perceived by the following;
   1.1. students;
   1.2. parents; and
   1.3. teachers?
2. How do the students cope with speaking activities in school as observed by the following;
   2.1. students;
   2.2 . parents; and
   2.3. teachers?
3. What are the suggested intervention activities to lessen students' stuttering in speaking English in the perspective of the following;
   3.1. students;
   3.2. parents; and
   3.3. teachers?

Literature Review

In this chapter, the researcher presents the different information from articles, books internet and theses which were used as references for the completion of this thesis.

Stuttering and Its Impact

Stuttering is a speech disfluency that commonly associated with the sounds repetition. This also encompasses abnormal hesitation or pausing before delivering speech. This is also referred by the stutterer as blocks and the prolongation of certain words sounds, usually vowels. As stated by Watkins and Carlson (2013), Stuttering is a a speech disorder of the selection initiation, and execution of motor sequences necessary for fluent speech production.

According to Yairi (1992), Stuttering is a developmental speech disfluency which adversely influence eloquency on many levels. In addition to temporally disrupting a typical flow of communication, stuttering can also affect person's thought processes and their natural communication through energy and emotions expended inorder for the words to speak out. With the research for over seventy years about genetic, environmental and the personal factors of stuttering, many questions are not yet answered and the real interaction and coversation by many primary and secondary mechanisms of stuttering have yet to be definitively unraveled. One of these is the effect of developmental stuttering on internalize perception and emotional development. With communication, emotion and mental health frequently intersect; these concerns are still the major focus in evaluating the greater well-being of the stutterers.

Yaruss (2010), mentioned that in assessing quality of life in stuttering treatments, a lot of life's aspect of the stutterers which can be affected. Stutterers usually experience negative perspectives and reactions towards stuttering life difficulty to communicate in some situations, diminished contentment and satisfaction in life, and the low self-confidence. They are also not confident in achieving their goals in life. Unfortunately, most treatment outcomes studies have only focus on the changes in observable characteristics of stuttering and fewer studies examining the broader consequences of stuttering also the burdens of stuttering.

According to Irwin (2006), Stuttering is indeed not a problem with the physical production of speech towards enunciation of the words. Stress and feeling nervous also not be the main reason of stuttering, but it can impact stuttering and the life of stutterers can also experience and lead to extreme anxiety. Stutterers will also trigger their stuttering and worsening the situation.

In the views of Bowen (2015), the disorder is also variable, which means that in certain situations, such as talking on the telephone or in public or in a large number of audience, the stuttering might be more severe or less, depending on whether or not the person who stutters is self-conscious about their stuttering. This speech disfluency can be severe or less it depends on the stutterers self-conscious about the condition. It may also a simple conversation through cellular phone or a telephone or even in a large number of audiences. The person who stutters still depend on how they can handle their pressure and on how they can control their emotions towards speaking in public.

Although the causes of this speech disfluency are still unknown, there are some factors that contribute to this problem such as the genetics and the neuropsychology factors. There are also some ways and strategies for treatment available that can help to lessen the stuttering of the people who stutters; unfortunately there is no cure for this speech problem at the moment. Sometimes the severity of the stutterers would correspond to the amount of speech therapy needed to decrease their speech disfluency. Person who stutters severely need to undergo a long-term speech therapy and hardwork in order to lessen stuttering (Ashurst and wasson, 2011).

According to Mavis (2005), Since the causes of stuttering is not yet proved, genetics, psychological and learned behavior factors are still the possible causes in the speech disfluency of the child. Yairi and Ambrose (1993), added that for many years that this case was studied, it also found out that those factors and reason are still the causes of communication interruptions. In addition to these, there are many studies that revealed phonological features of the people who stutter, development of the language acquisition, and other psychological factors. Ryan (1992), mentioned that people who stutter are having a minimal language skill than children who are fluent in language test. According to these results, it can be said that there is a big connection between the language functions and stuttering. Spencer et al. (2005), have said that despite these findings, there are many propositions that highlighted a big connection between the language and stuttering.

Causes and Factors of Stuttering

Causes of stuttering can be found also on the processing and organizing of ideas and words. There are factors that cause a person who stutter to suffer. It involves the family background or history of stuttering, the intellectual incapabilities, speech disfluency and other medical, emotional and even mental health conditions or problems. Usually the stuttering of a child is first observed by the family members such as the parents and sibling and in school the teachers and their classmates. There are also many physical features that the stutterers have such as the rapid blinking of eyes, the rolling of eyes just to get words to come out, and also a tighting or the squirming of the tongue.

Genetic factors is more than 80% of the children who stutter typically have a family history of stammering. Multiple chromosomal aberrations may contribute to stuttering. Preliminary studies show that genes on chromosomes 18 may contribute to developmental stuttering. Studies conducted by Cox and Yairi (2000), have identified three chromosomes (16, 13 and 1) that may contribute to developmental stuttering. Another study conducted by Riaz et al. and Riazuddin et al. in 2005 have shown a strong link between genes on chromosomes 12 with familial stuttering.

Wittke-Thompson et al. (2006) published a result of the study that showed that chromosomes 15 are associated with persistent stuttering. Related study also showed that in the case of males, stuttering was linked on a gene on chromosome 7. In the case of females, stuttering was linked to a specific location on chromosome 15.

Brain structure and function a study by brown et al published in 2005 showed that people who stutter have lower activation of areas involved in auditory functions, the mechanisms associated with hearing one's own speech may not function optimally in those who stutter. fMRI studies have shown that people who stutter typically exhibit a higher right hemisphere activity during the speaking. The excessive activation of the right pre-central sensorimotor complex is prevalent during speech tasks among children who stutter. Studies by Chang et al. include the anatomical difference that has found at the brain structure of children and to the adults stutterers.

Language in stuttering begins in children when they are rapidly developing their language skills. Children start using bigger words and longer sentences to express themselves. It is common for parents to identify symptoms of stuttering like repetitions, blocks and prolongations appear for the first time in their children during at the age of two to four years. Language factors have more impact on how a child stutters like the beginning of a word that starts with a consonant. However, children who stutter have more phonological challenges as compared to those who don't stutter. There is no consistent result that indicates a higher prevalence of stuttering in multi-lingual children.

Environmental factors are stressful environments can precipitate stuttering in already vulnerable children. Environmental stress can include an overly competitive household or sudden changes in the neighborhood. Unexpected changes to a child's routine or sudden emotional trauma resulting from loss can worsen stuttering. However, to dispose in advance and environmental factors work together to rush stuttering. A child who has no history of stuttering in the family only stress does not induce to them.

Most of the adults who stutter were the impact of their stuttering as an early childhood. Developmental stuttering often responds to regular and rigorous speech therapy. Speech language pathologists along with psychological counselors can help adults reduce their frequency and intensity of stuttering over time.

One of the factors that cause by adult's stuttering is the acquired stuttering. Even adults who were fluent in speaking can suddenly develop stuttering. Acquired stuttering is the broad term for this condition. It can happen due to multiple physical, psychological and psychosomatic factors.

Here are the types of acquired stuttering that can affect adults: Neurogenic stuttering is an acquired speech disorder that generally arises after trauma to the brain. It can be the result of a cerebral vascular accident or a neural degenerative disease. In at least 50% of the cases, aphasia, verbal apraxia ordysarthria accompanies neurogenic stuttering. Medical history and comorbid conditions play critical roles in the differential diagnosis of neurogenic stuttering. One sign of neurogenic stuttering is that it can occur at any location on a word. The stutter does not have to be at the beginning of the word or its second syllable.

Psychologenic stuttering is a form of stuttering in adults influenced by psychological factors. It may also be found in other psychological problems or concerns. The term psychogenic stuttering is indeed the outcomes of the extreme and severe emotional factors. It also be found in the long trauma that involves psychological factors. There are psychologists and speech specialists that consider this type of stuttering as conversion reaction. It is very vital to learn the medical history of the stutterers for a proper diagnosis. It may also be helpful to learn and discover other types or forms of stuttering being acquired.

Pharmacogenic stuttering is a new medication or an overdose can cause sudden stuttering in adults. Medical research shows that drugs like broncho-dilator theophylline, selective serotonin reuptake inhibitors or tricyclic antidepressants can cause stuttering like speech dysfluencies in adults as a side effect. Drug-induced stuttering is distinct from neurogenic stuttering. Speech therapists and medical professionals can work together to reverse the effect of the medicinal compound. It may be necessary to reconstruct the recent drug history of the person, vary the dose or replace the drug entirely to stop the stuttering.

Here are some of the lesser-known factors that can impact and contribute to an adult stuttering. Stress only rarely precipitates stuttering in adults who are not predisposed to the disorder. However, it does happen. For example, severe stress caused by financial issues, family problem or even bereavement can trigger speech. Even an accident such as car accident or any extreme accident that can make them panic can also cause them to stutter.

Relapse of old stutter is a common cause of stuttering in adults. Dr. Charles Van Riper and Dr. Barry Guitar state that when preschool-aged children recover from developmental stutter, they may not have memory of their speech impediment at all. Psychological stress, emotional trauma and anxiety in adulthood, and other factors like change in medication or neurological stress can lead to the relapse of old speech disfluencies in adults. If the person does not have a record of their childhood disfluencies, treatment and recovery, it may seem like a sudden onset without a prologue.

Spasmodic dysphonia is a comparatively rare disorder that presents itself as a recurring block of the larynx (voice box). It typically begins in the middle-age. The problems can range from not being able to produce a particular sound while speaking to the inability to talk. The effects are sometimes very similar to stuttering in adults.

In Turkey, Some of the studies revealed that people who have speech disfluency have minimal skills interms of language acquisition than people who are fluent in language test. As the outcomes of the study, it can be said that there is big connection between the language and stuttering (Ryan, 1992).

In a study conducted by Saint Louis (2008), talks about the effective strategies in helping a person with stuttering condition. Self-help movement for people who stutter is well established. In this initiative helps people who stutter to lessen and give them chance to express themselves freely. Many participants found out that these strategy can be able them to talk freely and openly about their stuttering. And the multiple burdens they have experienced. Especially for those stutterers whose families did not talk openly about their stuttering, the meetings provide valued ongoing self-therapy.

According to Ward (2006), there are some personal factors that can trigger stuttering of the person such as the feeling of being ashamed; frustrated, embarrased, fear, anger and even guilt. Guitar, (2005) added that it those personal factors are contributed towards more intense language acquisition particularly stuttering. Have a negative perception about what other think of them usually they have a negative attitude and thinking

that others would probably think negative towards them. Such negative believes and feelings must have a major focus to undergo treatment.

According to the views of Sandak (2002), Stutterers may experience change disfluency. There are many factors that trigger the speech that lead to disfluency usually the controlled-language processing may help for this concern. Ther are also individuals who do not show disfluencies interms of tasks that allow for urgent processing without any prior and substantial planning. Such as the impact of singing "Happy Birthday" or other common, songs that repeatedly enunciated, could be familiarized by the stutterers. Such activity can minimize semantic, syntactic, even a prosodic planning.

Hawa (2014), said that with the social interconnections and interactions among people in the society, it definitely contributed to the well development of language acquisition of the child. The speech disfluencies are commonly noticed at the stage of the language acquisition and development without any effort such as being afraid and being ashamed to speak out or to utter a certain word as well as the repetition of words, because of the child's needs sufficient time to process information.

According to Beech (2011), children may notice their speech disfluencies at the age of three due to the language development that occur semantic-lexical sytem in which demanded for more vocabularies and with the accelerating of the syntactic structures complexity. However, If those factors influenced and contributed the tension or effort regardless of the age of the children, so probably the there are feature characteristics of speech disfluency can be noted typically of stuttering which can aftermath a serious problem that really impact the quality of life of the people who stutter if will not be treated well Med J, (2014).

According to Ormoy A, and Ergaz Z, (2010) one of the many causes that the stuttering has is the genetic factor. It will determine in the family history of stuttering. A mother experiences along the duration of preganancy. Whether the mother have been into an accident or even in the comsuption of alcohol and been associated to the delayed of birth, can results to premature baby as well as the perinatal complications that influence the development of the brain and other behaviors of the child.

According to Beech (2011), the effects of alcoholic drinks, taking of marijuana, as well as the exposure of smoking is indeed severe. It will lead to the low performance of the child in the activities that needs intellectual skills and the comprehension of language. Ortega, (2010) added that smoking can cause to the miscarriage of the mother, delay of birth, premature, perinatal death and even the low birth weight and also the growth and development of cognitive aspect is affected.

Recent studies by Weber-Fox C, Spencer RM, Spruil Je III, Smith A, (2004) have found out that people who stutters are also have different intellectual capabilities in processing language than those who are not stuttering. In fact, stuttering person has longer reaction than people who are not stuttering particularly with the intellectual or cognitive task.

According to Miller and Watson (1992), Environmental factors like stressful interpersonal aspects or social interaction, conversation via telephone, and a lot of negative feedback and experiences that linked towards speaking may also characterize to the stability of stuttering and the level of anxiety become greater. Karass et al. (2006) added that children in the preschool level who are stuttering have noticed to have more emotional reactions and difficulties in handling their emotions and some aspects of their behaviour than children who are not stuttering.

One of the most popular forms of stuttering is the developmental stuttering. It develops during the stage of a child around two to eight. Many of the stutterers experience this type of stuttering during their childhood around four to five percent of stutterers while other children become more fluent speaker when they reach adulthood stage, and other person who stuttter may continue their stuttering condition.

According to J Scott Yaruss (2002), Speech language specialists have encountered a lot of difficult issues in treating the school-age children who stutter but still their passion in helping those children is indeed great so whatever the challenges they are facing will be surpassed.

Some burdens of stuttering towards speaking English:

Most common grammar mistakes encountered by the students are learning English grammar. They found out that English grammar is difficult especially that it has structures. In speaking English, students are usually make mistakes in grammar particularly on how they can use different types of tenses as well as the active and passive voice also the vocabulary during speaking English.

People who are lack of confidence in speaking English are usually the main causes of low performance in school. They cannot be able to speak in puclic due to lack of confidence. They have no gut to about presenting themselves in front of many audiences. Therefore, teacher should encourage and give enough time to students to practice English speaking and expose them to public. Because in some cases, students could be able to learn English language but the problem is that they don't know how to speak out the words since they are not also expose in using it. This is also one of the main problems in the classroom setting that students have low self-confidence because sometimes they were bullied by their classmates. Having this characteristic become the great weapon in speaking English particularly in public but if they don't believe in themselves so definitely they cannot speak. Being shy towards speaking English is one of the factors in which students cannot speak English. Students are not willing to speak infront of the teachers even in their friends due to their shyness. They have also feeling anxious and uncomfortable to speak in public. Teachers also encourage students are shy to overcome their shyness in speaking English. Practice them to speak the language in front of their trusted friend who cannot bully them.

Fear of committing mistakes in speaking English is one of the major factors that the students are facing. By learning English, is also means learning on how to communicate with people. Sometimes, students are afraid of commiting mistakes particularly in speaking English in the classroom that their classmates laught at them or sometimes criticize them meaning they don't like to be judged by their classmates. Morever, having this kind of behaviour can be resulted to low or failure in speaking English with other people.

Indeed, lack of motivation is one of the reasons that the student cannot speak English. Motivation plays an important role towards speaking the language. It can be a motivation from parents and teachers even a bunch of friends. Sometimes students cannot speak or even perform in the class activity due to the lack of motivation from the teachers and their peers.

Nervousness and anxiety are also factors that student cannot speak English particularly in front of a large audiences. Students who are experiencing nervousness probably cannot speak properly and it will lead to stuttering or squirming of the tongue. Therefore, communicating using English would definitely cannot be achieved.

Coping Strategies

Teachers will encourage student who are feeling nervous in speaking English to breathe properly, stay calm and to think why they have to learn to speak English. It will really help students to be relaxed and to boost their confidence in speaking English.

These burdens of stuttering in speaking English is major focus of the teachers to be resolved. Learning English is a process of speaking English with other people and in the public. With communication, students can easily learn to communicate, and feel safe and more comfortable in speaking English with other people *(http://google.com/burdensofstuttering)*

Gelston's (2004) states that those teachers and students should have a good relationship particularly with these type of student and to listen what are student's opinion or what they are trying to say. Teacher should have a good approach and strategies for the stuttering students in order to lessen their stuttering condition. Student must feel safe accepted. Teachers always correct the student's mistakes so that they can enunciate words properly in the next day. Make sure that students cannot feel that they are alone and different from others to promote inclusive environment. He also mentioned that a teacher should praise student's performance to boost and motivates student to speak.

A case study by Low and Lee (2011), also suggests strategies in helping students with speech and communication deficits to improve their speech skills. They recommend using strategies such as "turn-taking", "object-picture matching", and "imitating vocalization", just to name a few, in order to promote the speech of these students. These strategies help students hear the correct way of saying certain sounds, which in an effective strategy for helping to improve students' speech skills.

People with speech disorders have encountered frustration, embarrassment and a wrong treatment from their peers. They are always a victim of bullying that really contributes to their low self-esteem. Some stutterers feel that they are treated differently. They have also received a lot of hurtful words such as they are slow. Remember that stutterers are normal; they are intelligent as the fluent speaker.

Suggestions for Teachers Handling Stuttering Students

These are the suggestions to help teachers who are handling students with stuttering condition. First, help student everything that are possible that they could feel that they are accepted and belong just help them to feel

that they are also a normal student. Second, be more aware about the changing environment to facilitate communication. Third, a teacher should be a good listener: always ready to listen to the stuttering student. Make them feel that you are interested or willing to listen. Never interrupt them about their statements and never judge what they are saying. Fourth, just have an eye contact to the stuttering students and always tell them to look on the person they are talking to. Fifth, never correct or fill in words when stuttering students are stuck because it will increase hesitation in speaking. Sixth, reduce competition in speaking to allow students to express their thoughts and opinions freely. Seventh, let the stuttering students to speak in a moderate way. To allow students to also comprehend for what they are saying. Eight, let the stuttering students to participate to speaking activities and provide them with speaking opportunities so that they experience success and involvement. Nine, let the stuttering students to participate on the activity they want. It allows students to exercise their freedom of choice. Ten, it is understood that the fluent speakers are deserves to be praised but never in the public where the stutterers can witness. Moreover, there are also stuttering students who are fluent at times, so never praised them publicly because that will trigger them next time they speak due to consciousness and afraid to commit mistakes.

Daly (1990), suggested that the stuttering students can learn and gain from teacher's knowledge and approaches. In a typical classroom setting, it requires students particularly stutterers to speak in fornt of the teacher and their classmates but now it converted into a one-on-one interview. It allows these students to express more about themselves and the task given to them. It also requires speaking in order to master the language. Stuttering students can be more relief and relax with a one-on-one interview with the teacher. Thus their educational goals will be possibly achieved. Additionally, it can not be denied that stuttering students feel that sometime they are experiencing blocking particularly in which they stutter. The role of the teachers here is to give stuttering students a freedom to intervene when they feel most secure, without making them feel waiting that can probably lead to anxiety.

Moreover, these students are having difficulties in speaking and somehow unhappy and feeling frustrated. Thus, it will definitely not to be ignored by everyone. Because when this thing happens, it will make them feel that their condition is considered a severe problem that cannot even elaborated or be discussed. Teachers also need to speak with this type of students in a nice way and in private. Encourage the stuttering student to open up some personal and other concerns in order to gain trust and build a nice relationship. These students are always needs help and they really want someone that they can trust on as well as they need to be heard.

Some stuttering students are usually they can speak fluently with one person even in the use of recording device can express their thoughts fluently. These students can also be more fluent when they have sufficient times to practice what they are trying to say or the statement assigned to them. It is important for them to practice their task before the presentation for them to avoid stuttering. For those stuttering students with severe condition should be given the opportunity to execute or to perform the task in a private in front of the teacher, and after which is in front of a small group and finally they will present in the large number of audiences or in the entire class.

Those suggestions will be a great help for the stuttering student to lessen their condition and help them gain confidence in speaking. Speaking is one of the most intense and weakness of stutterer since it requires an efforts in enunciating of the words particularly the English. Through proper and enough time to practice can lessen their stuttering and can improved their English speaking skills. They can also minimize their hesitation towards speaking.

Methodology

This chapter presents the research design used, locale of the study, research participant, research instruments, and the data gathering procedures.

Research Design

This study used qualitative method of research. Employing phenomenology design, it described the causes of stuttering in speaking English, their coping strategies and on the classroom intervention activities to lessen students' stuttering in speaking English. The multiple causes of the learners who are stuttering in speaking English were uncovered. Therefore, open-ended questions were used rather than closed-ended questions to allow quality information to be given by the target participants. And this also allows them to express their thoughts and point of views about the case in their own words.Qualitative methods typically produce detailed information about a much certain number of people and cases Patton (1990) (Denzin & Lincoln, 2011) as cited in Fukofuka ,2014; Dangalao , 2020; Mohamad, 2022)

The Phenomenological approach was chosen because it is an appropriate design for this study wherein it needed to envision and explore the actual experiences of the participants. Phenomenologiest always aware that they interpret on the basis of their own subjective experiences and linguistic representation never really catches what was experienced, however, it can ponder systematically how much can be understood of the other experiences on the basis of our own.

In phenomenological research, to minimize presumptions, the use of bracketing was applied for preventing potential harmful effects of presumption that affects the process. The narrative analysis or Constractivist Approach was useful in a such away of thinking about alternative to language process and change in different level of social phenomena and to be the co-construction of phenomena. Consequently, improving the precision of the research study .The researchers should be vigilant at in all forms, aware of their own views and beliefs on the pre-existing on the study, must learn to set aside their own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks and Trinidad, 2007; Taylor, 2012; Taylor and Francis, 2012; Tufford and Newman, 2010; Alquizar, 2018; Mohamad, 2022; Zenaida., et al 2023).

Locale of the Study

This study were conducted at Midsayap Cluster two (2)- Nabalawag High School Nabalawag Midsayap Cotabato. The school is about fourteen (14) kilometers from the municipal town of Midsayap and 1.5 meters away from national highway. It is nearly at the old barangay hall of Nabalawag. It has an area of one hectare and a little hilly. It also osculant to Nabalawag Elementary School. The school catered two hundred seventy six (276) students who are one hundred percent (100%) maguindanaon. Thus, this school was chosen because the researcher is also teaching in this school and also the target participants are studying in this school.

Research Participants

The participants of the study were three (3) male students from Junior High School of Nabalawag, Midsayap Cluster two (2) including three (3) parents and three (3) teachers. The participants were selected using observation method. As suggested by (Crouch & McKenzie, 2019) in selecting participants fewer than 10 or small group of people during conducting interview process will result in better data. It is easier for the researchers to build close relationships with the participants.(Creswell & Creswell, 2018). The students were determined having a fluency disorder due to stuttering in speaking English. They were also criticized every time they perform and speak in front of their classmates the way they enunciated the words. Their responses were analyzed, described and interpreted.

Research Instruments

This research study used interview questionnaires as the instrument but the process used in conducting interview was the semi-structured interview which was considered best fit to gather the needed data required in this study. The instrument contained the main questions reflecting the variables included in the interview.

The interview questionnaires to the participant were divided into three (3) main questions. The first question was on the causes of stuttering in speaking English of the participants as perceived by the students, parents and the teachers. In this part, it was able to learn the reasons why the student participants were stuttering.

Second was on the coping mechanisms of the participants towards speaking activities in school. In this part, it able to know the most challenging part of the participants in order to survive their study despite of the speech problem they have. Third was on the different suggested interventions of the participants. In this part, it able to know the diverse strategies used in order to lessen the stuttering condition of the participants.

Data Gathering Procedures

In qualitative research, there were techniques which can be used by the researcher in order to collect the quality of data. They can be through observation, field notes, interview, and questionnaire even in examining records Gay, Mills &Airasian (2006). In this study, the researcher used qualitative method design using semi-structured interview to gather information regarding the causes and coping strategies of the students who are stuttering, and the suggested intervention activities to lessen the stuttering condition.

The following procedures used were carefully followed during the conduct of the study: A letter of request was prepared and address to the Special Geographic Areas BARMM Focal Person for the conduct of the study. After the request letter was granted, another letter was formulated to address to the secondary school head of Midsayap Cluster two (2)

Nabalawag High School and the target participants.

When the request letter was approved, the researcher set time and day according to the availability of the target participants. The interview was conducted in separate time and day. The researchers met the participants at their house to interview respectively. The participants were interviewed in their most convenient time with the vacant time of the teachers as well as the parents. The interview was recorded using cellular phone.

After the data collection, the utterances in each particular data were transcribed, analyzed and interpreted. The researcher transcribed the information verbatim and systematically. The recorded audio was reheard and repeated many times. This was done to ensure the clarity and correct information given by the participants. The transcription period of the researcher was last for one week.

Data Analysis

The Colaizzi's (1978) strategy in data analysis in phenomenological methods was utilized to provide a rigorous analysis with each steps **(1)**Staying close to the data. **(2)**Transcripts were read repeatedly **(3)**Significant statement **(4)**Formulated meanings **(5)**Cluster themes **(6)**Developing exhaustive description **(7)**Producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. As cited by. (Morrow, Roise, Rodriguez, Alison and King, Nigel 2015; Parcon, 2020; Mohamad, 2022) in order to ensure the credibility and reliability of the data given by the participant that researchers allow to explore and reveal the emergent themes. (Lisa Wirihana et al.,2018; Zenaida., et al 2023) . The responses of the teachers, learners and parents were recorded, noted, and transcribed. The significant statements from the responses of the participants were singled out as basis of getting the code.(Mohamad, 2022)

Ethical Consideration

Ethical considerations have to do with the researcher ensuring ethical checking. That was, a series of questions that a researcher asked about the research and the procedures included the safety of the target participants. In this, the researcher respects the rights to privacy, safety, protection from physical and psychological harm of the target participants.

To conduct this study, a letter of intent was sent to the school head of the Nabalawag High School in Midsayap Cluster two (2) to the participants and their parents or guardians. Confidentiality of the participant's responses was fully secured. The participants were assured that after transcribing, the recorded voice was kept in a safe and confidential place, and when the study was completed, the report was written and then the cellular phone recordings were deleted. A letter of approval was also received to start the conduct of the study. Questions asked were checked and verified by school's registered guidance counselor. In this regard, ethical consideration is observed and strictly followed.

Results and Discusssion

This chapter presents the results and analysis of data. The data are presented in narrative forms. The researcher used coding. Coding is used to ensure the data ethical consideration of the conduct of the study. The research study is focused on the causes and coping strategies of stuttering students in speaking English. Transcription of the participants' responses was recorded and transcribed. Thematic analysis was used on qualitative data.

Causes of stuttering in Speaking English in the students, parents and teachers' perspective.

The students, parents and teachers' responses on the causes of students' stuttering in speaking English with the significant responses, formulated meanings, codes and theme clusters are presented in Tables 1.1, 1.2, 1.3.

Table 1.1. *Causes of Student's Stuttering in the Students' Perspectives*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	The causes of my stuttering are: I can't speak English. Sometimes I'm not in a mood. Another one is due to the physical feature of my tongue.	Student stuttered because of mode swing and tongue defect.	101 102	Students' mode swing Tongue defect
2	The student is hesitant to speak English; I have difficulty in uttering English words. I don't have confident in speaking English. I can read English but not fast.	The student is hesitant to speak English and have difficulty in uttering words and reading English.	103 104 105	Students' hesitation to speak English. Students' lack of confidence. Students' slow reading speed in English.
3	I have difficulty in speaking English. I don't have self-confidence.	The student is hesitant to speak English difficulty in speaking English.	104	Students' lack of self-confidence

Data on table 1.1 reflects the causes of student's stuttering in speaking English. Five (5) themes emerged from the participants' responses coded as 101, 102, 103, 104, and 105. The theme which coded 101 is the student's mode swing which means students may stutter in speaking English due to the mode they have experiencing. If the students are feeling anxious and uncertainty they could not be able to speak English fluently that tend to their stuttering. According to Roger's Behavioral Health, mood swing if the child seems more irritable or grouchy than usual, that could be a sign they're having a tough time sorting out how they feel, even if they don't realize it.

The theme which coded 102 is the tongue defects which emphasized that student cannot be able to speak English fluenty due to the physique of the tongue they have. Thus, it is hard for them to enunciate English words. According to Colorado (2022), tongue is very important in the formation of certain sounds in speech. However, if the child has a tongue defect their ability to move their tongue and properly make those sounds maybe impaired.

The theme which coded 103 is the student's hesitation in speaking English. Students are afraid in speaking English because they are unfamiliar with the English words and not use to it as the medium of communication. According to Oda (2015), lack of confidence in speaking English becomes major issue and other students face the same difficulty. School have to provide more opportunities for students to speak English in order to improve their English communicative ability.

The theme which coded 104 is the students' lack of confidence. Students who are lack of confidence in speaking English could not be able to speak English fluently. Lack of confidence is one of the factors that can destruct learning that lead to incompetency. According to Brown (2007), learners do not believe with themselves if it is possible to achieve fluency or vocabulary master. This lack of confidence avoids from practicing speaking skills. Also added that, the other cause of learner's lack of confidence is the teachers do not give good motivation to learners. Many teachers do not care the importance of learner's speaking ability.

The theme which coded 105 is the students' slow reading speed in English. Students were experienced slow reading speed in English especially when they are not familiar with the English words and when these words are not usually use. According to Babbin (2014), students with a slow reading speed may be struggling with sounding out words. Reading speed and fluency can affect reading comprehension. And also if the students have trouble understanding letter-sound relationships or blending sounds together to read have difficulty in reading.

All of the participants have hesitation and lack of confidence in speaking English. They are afraid to commit mistakes in uttering English words. According to Ward (2006), there are some personal factors that can trigger stuttering of the person such as the feeling of being ashamed; frustrated, embarrased, fear, anger and even guilt. Therefore, stuttering students should be encouraged to expose and use English as medium of communication.

Out of the three (3) participants, two (2) of them mentioned that due to the physical feature of the tongue "low tongue" cause them to squirming that lead to stuttering. According to participant three (3) *sir galgenan ako pedtalo sa English, kagina malgen bon pembatyan endu diko kabisado ged e mga English. Tapos ayun kinakabahan na ako pagpinapasalita na ako ng English. Naninigas talaga dila ko sir. Kaya, nahihiya narin ako magsagot at magsalita ng English. Kasi dala kalayami sir."* Farooq and Ghulam (2007), have said that the term involves the physical feature of a person's mouth can affect the ability to use it properly. Although this is not the same as speech

development, it is frequently use in connection to speech. Therefore, students with stuttering condition should have a constant practice of their tongue in speaking English so that they can have confidence with themselves.

Table 1.2. *Causes of Student's Stuttering as Percieved by the Parents*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	As what I have seen to my child is that, he has a short tongue and I think that the reason of his stuttering especially English. Sometimes he is very shy and afraid that his classmates will mock him when he mispronounces English words.	The student has tongue deffect that made him stuttered in speaking English. The student is very shy and afraid of being bullied when committing mistakes in speaking English.	201 202	Tongue defect Intense shyness and fear of bullying.
2	I think the cause of stuttering of my child is that, when he was a kid, he was often fell sick. I couldn't say that it's a genetic factor because in his father side and in my side, we don't have it. Sometimes he is stuttering and sometimes he doesn't. My child is very shy.	The student has experienced ailment during childhood that caused stuttering as a genetic factor.	203 202	Students' sickness during childhood Intense shyness
3	I think one of the causes of my child's stuttering is the environmental factor. His siblings and classmates sometimes bullied him due to his short tongue that made him stutter. He could not speak in English because is not using it. Maguindanaon and Tagalog language they are using. Thus, he is hesitant to speak English. Loss of confidence due to bullying.	The student was affected by the environment. His classmates and siblings were bullied him. The student does not use English as a medium of communication.	201 204 205 206	Tongue defect Students' hesitation Lack of exposure in English Bullying

Data on table 1.2 reflects the causes of the student's stuttering as perceived by the parents. Six (6) themes emerged from the participants' responses coded as 201, 202, 203, 204, 205, and 206. The theme which coded 201 is the tongue defects which emphasized that student cannot be able to speak English fluently due to the physique of the tongue they have. Thus, it is hard for them to enunciate English words. According to Colorado (2022), tongue is very important in the formation of certain sounds in speech. However, if the child has a tongue defect their ability to move their tongue and properly make those sounds maybe impaired.

The theme which coded 202 is intense shyness and fear of bullying. When the students are feeling shy they could not be able to speak English and also have fear of bullying can lead to not perform in the class speaking activities. According to Liu et al (2012), intense shyness may negatively affect an individual's cognition, emotions and behavioral performance and lead to learning and social maladjustment. Moreover, previous studies have found shyness predicted poor learning adjustment among stuttering students.

The theme which coded 203 is the student's sickness during childhood. It says that may be one of the causes of stuttering of the child is due to the sicknesses he had experienced during childhood. According to the National Institute on Deafness and other Communication Disorders, Stuttering may occur after a stroke, head trauma or other type of brain injury. With neurogenic stuttering, the brain has difficulty coordinating the different brain regions involved in speaking, resulting in problems in production of clear, fluent speech.

The theme which coded 204 is the student's hesitation. Stuttering students are hesitant to speak English because of lack of confidence and afraid of commiting mistake. According to Anil (2021), stated that, just resist peer pressure. Countless people don't attempt speaking in English because their close-knit group woudn't likes it. And because of their friends would make fun of them. You've to simply ignore them, keeping in mind the larger purpose which is to learn speaking English and practice it constantly.

The theme which coded 205 is the lack of exposure in English. Students who are not exposing to use English as a medium of communication cannot be able to learn how to enunciate English words that could possibly lead to their stuttering. According to Jacob (2022), students learn another language best when they are forced to use it. Teachers must be vigilant about requiring students to communicate in English and only English even if they are just talking to each other. If you know the native language of the students, pretend in the classroom that you don't will force them to make request and respond to questions in English. It is believed that learning English language needs to be encouraged and developed in the classroom and out

the classroom through the appropriate techniques. Such as techniques help students become better ableto improve their English language and to express themselves in the target language.

The theme which coded 206 is bullying. Stuttering students have fear in speaking English one of the causes is to avoid bullying. They prefer to not perform in a classroom speaking activities for them to be able to feel safe and not be judged. According to Divegha (2019), bullying occurs everywhere, even in the highest performing schools and it is hurtful to everyone involved. From targets of bullying to witnesses even to bullies themselves. Children are more likely to thrive when we nurture their humanity and offer them language and strategies and values to help them identify, express and thus regulate their feelings.

All participants mentioned that their children are afraid to commit mistake that tend to bullying. Since bullying is a one of the majors problem that a stuttering students are facing because it affects the interpersonal skills. They usually report feeling embarrassed when they have to read out aloud or to talk in front of the class.

According to participant three (3) *Niyako samana kapegkelay sa wata anan sa masu kwana kapegkapuntel puntel nin anan na sabap sa isa den e kapegkobot na mga suled endo mga pakat nin sa namba mababa kon e dila nin. Sabap lo na gapuntel sekanin o dina di magkatalo sa mapia labi den u English. Dibon mataw sekanin edtalo sa English kagina dala nin kalayami. Maguindanon bon e katatapan a kapedtalonin endu mataw bon sa tagalong. Uged na English na kayan edtalo. Lemunsan pan sa apya mambon mga classmates nin na edsuriyan bon sekanin. Bali gawan na gana su wata bangagi."* (based on what I have seen about my child's stuttering condition one of the causes was that he was bully by his siblings and his friends due to his low tongue. Because of that, he could not be able to speak English properly. He is not fluent in speaking englsih because he not use to it. He commonly used Maguindanaon and Tagalog language. But he was ashamed in speaking English. Even his classmates were also bully him that's why he cannot focus his study and led to low self-confidence.)

According to Hawa VV, (2014) with the social interconnections and interactions among people in the society, it definitely contributed to the well development of language acquisition of the child. The speech disfluencies are commonly noticed at the stage of the language acquisition and development without any effort such as being afraid and being ashamed to speak out or to utter a certain word as well as the repetition of words, because child's needs sufficient time to process information. Therefore, children with stuttering condition needs more time to process information and exposure in speaking English.

Table 1.3. *Causes of Student's Stuttering as Percieved by the Teachers*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	The causes of stuttering of my student in speaking English are first slip of the tongue due to the unfamiliar English words. They are really exposed in Maguindanaon language. So only seldom or only few are having access to the English language, so that it unfamiliar to the words. Next, errors of course they are committing errors because, if the language has introduced to them, they are not using that language then he is committing errors. And lastly, mistakes same with errors even if you have introduced some words to that particular student, he doesn't know how to use it, he doesn't know the proper pronunciation of that words and also one of the factors is cognitive skills and the problem in himself the tongue	The student is hesitant to speak English, afraid Committing slip, errors, mistakes and also the words are may not familiar to them. The student is exposed to Maguindanaon and Tagalog language. Although English words are introduced to them but they don't know how to use it, so still they don't know the proper pronunciation. Cognitive skills and problem in him which is the tongue may also the factor of his stuttering.	301 302 303 304 305 306 307	Students' lack of exposure in English. Mispronunciation of English words. Tongue defect Low cognitive skills Genetics Factor Malnutrition during pregnancy Students' hesitation to speak English
2	May be the reason of stuttering is biological or genetics I think its genetics and may be the nutritional status of a mother during pregnancy can be the reason of the child's stuttering in English. The student is struggling in speaking. They are not familiar with the words or they are hesitating to speak up because they are not using that	Stuttering may cause by genetics or biological factor. May be also the nutritional status of a mother during pregnancy. The student is struggling in speaking English. The student is hesitant to speak English, the words are not familiar to them and also, they are		

	not using that specific language. The students are Muslims or Maguindanaon so they are speaking the language of Maguindanaon. So, by that, they are not familiar with the English language so it is hard for us to Reinforce them to use the English because they are not use to it, it may also tend to bullying when they are speaking English. So, the other one also trying hard to speak English.	not use to it as their medium of communication.		
3		The student is Maguinaon and he is expose only to use the maguindanaon language.	307	Students' hesitation to speak English
		The student is struggling in speaking. Bullying is the one factor of having hesitation in speaking.	301	Students' lack of exposure in English.

Data on table 1.3 reflects the causes of the stuttering students as perceived by the teachers. Seven (7) themes emerged from the participants' responses coded as 301, 302, 303, 304, 305, 306, and 307. The theme which coded 301 is the student's lack of exposure in English language. When the students are not expose in using English as a medium of communication they cannot communicate well in English. These students will stutter everytime they speak English. According to Jacob (2022), students learn another language best when they are forced to use it. Teachers must be vigilant about requiring students to communicate in English and only English even if they are just talking to each other. If you know the native language of the students, pretend in the classroom that you don't will force them to make request and respond to questions in English. It is believed that learning English language needs to be encouraged and developed in the classroom and out the classroom through the appropriate techniques. Such as techniques help students become better ableto improve their English language and to express themselves in the target language.

The theme which coded 302 is the mispronunciation of the English words. Indeed, when these students are not exposing in speaking English activities they will not learning on how to speak English. The students also lead to mispronunciation of English words since they are not also exposing to use English in their communication. According to Kristin et.al (2010), first is the foreign accent factor: English learners may mispronounce a word because some of the sounds do not exist in their first language and they have not learned to say them in English or because the letters they are typing to pronounce map to different sounds in their native language.

The theme which coded 303 is the tongue defect. This is one of the factors that the students are stuttering in speaking English. According to Colorado (2022), tongue is very important in the formation of certain sounds in speech. However, if the child has a tongue defect their ability to move their tongue and properly make those sounds maybe impaired.

The theme which coded 304 is the low cognitive skills. Wheras low cognitive ability reflects deficits in acquired knowledge and reasoning skills. These stuttering students are facing and experiencing memory lapse. When they are depressed the forgetfulness is more severe. According to Khan (2015), most students hesitate to speak English because what others may think if they find the mistakes. They can laugh at them and insult them. To be on safe side, they prefer to keep quite pr speak as little as possible.

The theme which coded 305 is the genetic factors. Which means that one of the causes of stuttering is due to this factor? It's really hard for the students to learn in speaking English. The evidence for genetic factor in stuttering is overwhelming; with genetic factors playing a role in at least half of all cases. Although stuttering does cluster in families, severity does not. In other words, if you have family members who stutter, you are more likely. According to Smith (2017), family histories of stuttering demonstrate that stuttering runs in families and as influenced by genetics factors.

The theme which coded 306 is the malnutrition during pregnancy. It emphasized that a mother nutritional status during pregnancy period can be the cause of stuttering of the child. According to the Mother and Child Health and Education Trust (2019), maternal malnutrition increases the risk of poor pregnancy outcomes including obstructed labour, premature or low birth-weight babies and developmental delay.

The theme which coded 307 is the student's hesitation to speak English. It was found out that the students who are not familiar with the words or the students are not using English as a medium of communication therefore students are hesitant to speak English. According to Oda (2015), lack of confidence in speaking English becomes major issue and other students face the same difficulty. School have to provide more opportunities for students to speak English in order to improve their English communicative ability.

All participants said that hesitation is one of the factors of the stuttering of the students in speaking English.

Hesitation happens when there are a feeling of uncertainty and doubts. It can be a pause in a speech, a faltering moment before acting, and a silent second of indecision.

Stephen Krashen points out that affective filter (factors affecting language acquisition) inhibit ability towards acquiring the second language. Anil added that in order to overcome hesitation in speaking; never be afraid of committing error, because no one is perfect. Everyone made mistakes in order to learn. Never fall into pressure and anxiety just have strong skills in communication to sustain understanding and a long life.

In addition, being shy towards speaking English is one of the factors in which students cannot speak English. Students are not willing to speak in front of the teachers even in their friends due to their shyness. They have also feeling anxious and uncomfortable to speak in public. Teachers also encourage students are shy to overcome their shyness in speaking English. Practice them to speak the language in front of their trusted friend who cannot bully them.

As observed by the Participant one (1), Slip can cause to the stuttering of the students in speaking English. They are not familiar to the English words. They are not expose to use it in their everyday lives. Errors can also be the cause of stuttering. Because, if the language introduced to them but they are not use them as a medium of communication so they will stutter.

In fact, fear of committing mistakes in speaking English is one of the major factors that the students are facing. By learning English, is also means learning on how to communicate with people. Sometimes, students are afraid of committing mistakes particularly in speaking English in the classroom that their classmates laugh at them or sometimes criticize them meaning they don't like to be judged by their classmates. Moreover, having this kind of behaviour can be resulted to low or failure in speaking English with other people.

Participant one (1) also mentioned that stuttering students were lack of the confidence in speaking English. People who are lack of confidence in speaking English are usually the main causes of low performance in school. They cannot be able to speak in public due to lack of confidence. They have no gut to about presenting themselves in front of many audiences. Therefore, teacher should encourage and give enough time to students to practice English speaking and expose them to public. Because in some cases, students could be able to learn English language but the problem is that they don't know how to speak out the words since they are not also expose in using it. This is also one of the main problems in the classroom setting that students have low self-confidence because sometimes they were bullied by their classmates. Having this characteristic become the great weapon in speaking English particularly in public but if they don't believe in themselves so definitely they cannot speak.

Participant two (2) said that may be the cause of the stuttering of the students is biological or genetics *" Based on my experience, mayroon akong kapitbahay na hanggang ngayon ay kapitbahay parin naming, which is thirty years old na. tatlo silang magkakapatid and the younger one ay utal utal narin magsalita. That means may be the reason of stuttering is biological or genetics. Pero base lang yan sa obserbasyon ko siguro genetics and may be the nutritional status of the mother during pregnancy. Maaring yon ang dahilan ng pagkakautal utal ng bata lalo na sa pagsasalita ng english." Also added that, "Nahihirapan talaga siya sa pagsasalita. Kung baga sa atin maikli din ang dila niya. So yan ang nkikita kong ilan sa mga dahilan ng pagkakautal-utal ng bata sa pagsasalita."* Stuttering tends to run in families. It appears that stuttering can result from inherited abnormalities (MayoClinicOrg).

Meanwhile, the participant three (3) said that *"I think the causes of stuttering of the student in speaking English is that, they are not familiar with the words or they are hesitated to speak up because they are not use that specific language for example here in our school, most of the students or almost of the students are muslims or maguindanaon so they are speaking the language of maguindanaon. So by that, emfff... they are not familiar with the English language so it is hard for us to what do we call this one? Reinforcement to use the English because they are not use to it, so its really hard for them to speak it or may be some of them will say that ohhhh you are good or parang bully narin ang dating sa iba kapag nag.eenglish o nagsasalita ng English so, then yung iba naman trying hard so nagabulol bulol narin sila bla-bla-bla ganyan so, its really a language based or language culture itself yung mga problema na nakikita ko in terms of their stuttering in speaking English"*

Coping Strategies of stuttering Students in Speaking English in the students, parents and teachers' perspective.

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Research Article

The students, parents and teachers' responses on the coping strategies of stuttering students in speaking English with the significant responses, formulated meanings, codes and theme clusters are presented in Tables 2.1, 2.2, and 2.3.

Table 2.1. *Coping Strategies of Stuttering Students in speaking Activities*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	When we answer an activity that maam said, I am going to start to enunciate it and I repeatedly enunciated it so that I can familiarize it. More often, I ready my answer so that it could be easier for me to speak. And I don't like just like when they let me to speak without preparation because that is the reason of my stuttering. My tongue is definitely squirming. I participated in an activity as long as there are enough or sufficient time to prepare and ready myself to avoid stuttering.	The student also participated in speaking activities in school as long as there is enough time to prepare.	401	Practice in speaking English
2	What I usually do is that, every time I see what ma'am want me to do, I practice it many times so that when ma'am calls me its not that difficult for me to speak English	The student needs enough time to practice his speaking before going to speak it out.	401	Practice in speaking English
3	In order to overcome my shyness, I practice myself to speak and also in order for me to be fluent. I have my classmates who bullying me but what I did was to showed them that I am not affected what matter most is that I survived all the given activities to us.	The student coping mechanism is to practice himself in speaking English.	401 402	Practice in speaking English Resistance to bullying

Data on table 2.1 reflects the coping strategies of the stuttering students. Two (2) themes emerged from the participants' responses coded as 401, and 402. The theme which coded 401 is practice in speaking English. Where, all of the participants said that the coping mechanisms in speaking activities in their school were to practice in speaking. Practice what to say, enough time is needed in order for them to be more ready and be able to answer particular question given by their teacher. According to Clark (2018), practicing speech in a safe environment can help to feel more at ease with self and the way that speech sounds.

The theme which coded 402 is the resisting of bullying. Where, the stuttering students can cope with the bullying by resisting it. They disregard their classmates who are bullying them. According to Divegha (2019), bullying occurs everywhere, even in the highest performing schools and it is hurtful to everyone involved. From targets of bullying to witnesses even to bullies themselves. Children are more likely to thrive when we nurture their humanity and offer them language and strategies and values to help them identify, express and thus regulate their feelings.

All participants said that their coping mechanisms in speaking activities in their school were to practice what they have to say, enough time is needed in order for them to be more ready. They don't like on the spot speaking activities because it create pressure and tension that would lead to their stuttering.

Participant one (1) said that *"Punso baganser kami sa activity na mengka pidtalo ni ma'am den, na pedtalo talon koden endu ko gatanudan. Bali aden na beready ako mona sa mga pedtalon ko atawa ka su answer ko ka endu malmo e kadtalo kolon. Endu riya ko galini sir sa nani, e...e.. kwana agar agar a kapedtalotalo a dita pakaanda. Mana galipit e dila ko sir labi den mamba sa di ako handa tapos na padtalon ako. Bagamong ako sa mga activity sir uged na kailangan mambon na aden oras nin nginsu di ako kasasawan endu diyako*

mapuntel mambon." According to the book of Jeremy Harmer entitled *Practice of English Language Teaching* to in order to lessen or minimize pressure, allows students to talk and don't interrupt as possible. Accordingly, stuttering students become more distracted and pressure whey they are going to compete in speaking time. Never belittle these kind of students. Everyone should have equal opportunities and a chance to express their thoughts. The more the stuttering students get into time pressure the more they cannot express what they want to speak out. It definitely increases their stuttering when they are not ready or prepare in their speaking activities. Therefore, if possible, never rush students who stutter to avoid the severe stuttering.

Table 2.2. *Coping Strategies of stuttering studnts in speaking activities as observed by the Parents*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	As what I have seen, my child was bullied by his peers and saying that "he can't talk he can't enunciate English word properly and that's also the reason that he got in trouble every time he couldn't handle his pressure.	The student was bullied by his peer due to his stuttering in enunciating English words.	501	Impact of bullying.
2	When he called to answer the questions, he doesn't like time pressure. He needs enough time to ready himself to answer. He can speak English as long as he is ready to avoid nervousness.	The student doesn't like time pressuring activities. The student can also speak when he is ready.	502	Students' preparation
3	In school, the child tried his best. Every time his teacher gave him task, he participated. He also disregarded those people who bullied him. Sometimes due to shyness, he didn't participate. My child also needs enough time to practice himself to speak. Because when he speaks it without practice, he will stutter and he couldn't speak English properly.	The student is trying his best to cope with the activities in school. The student chose to disregard who bullied him. The student also needs enough time to practice himself toward speaking to lessen stuttering.	503 504	Sufficient time to practice speaking English Resistance to bullying

Data on table 2.2 reflects the coping strategies of the stuttering students as perceived by the parents. Four (4) themes emerged from the participants' responses coded as 501, 502, 503 and 504. The theme which coded 501 is the impact of bullying. This means that students who stuttering were experiencing bullying. These students were hard for them to cope with their classmates and peers are bullying them. Bullying isn't good for everyone. It has detrimental impact on student's health well-being and learning. According to the bullyingfreenz, being bullied can affect everything about a child: How they see themselves, their friends, school and their future. Students who are bullied after experience depression, low self-esteem that may last a lifetime, shyness, loneliness, physical illness, and threatened or attempted self-harm.

The theme which coded 502 is the student's preparation. Stuttering students doesn't like time pressuring speaking activities or the on the spot activities. They need to prepare themselves before going to speak in public to avoid stuttering in speaking English. According to Hartnett (2019), it's important to spent time for preparing and practicing skills on your own. By enough preparation of the students and practicing will improve skills and help with everyday talking. It will discover easier or different ways of making sounds to speak more clearly.

The theme which coded 503 is the sufficient time to practice speaking English. These stuttering stuents in speaking English need time to further educate, train or enhance their speaking ability. Some of the students were became stutter when their teacher gave them on the spot speaking activities, thus sufficient time to practice speaking English can lessen their stuttering issue. According to Karr (2018), to maximize opportunities for learning, and help students speak more confidently, give them time to prepare what they are going to say. Encourage students to say some of the things they want to say in their heads, or very quietly. Give them as much time as they need for this stage. And of course when giving feedback after the task, focus on how well students communicated their ideas.

The theme which coded 504 is the resistance of bullying. Stuttering students are commonly experience bullying. But some of stuttering students prefer to just disregard the bullies. With this, they much feel safe and sound. According to Apa (2011), it is important for the stuttering students to ignore bullies at school to avoid trouble. Practice scenarios at home where the

child learns to ignore a bully or develop assertive strategies for coping with bullying.

Participant one (1) and three (3) mentioned that their children have a low tongue that's why they are struggling in speaking English. Therefore, proper encouragement to the students in exercising and using English language in their speaking should be imposed. Proper monitoring of the parents is also needed.

According to participant one (1) *"Samana na niyako kapegkelay sa wata ko anan na masu mababa e dila nin. Tuba diged sekanin pakadtalo sa mapia. Labi den u English e pembatyanin endo pedtalunin. Endu minsan na malemo ged sekani kayan, kagilekan sekanin sa edzurian sekanin o mali e madtalo nin gawan sekanin na gana pedtalo.* Participant three (3) added *"Niyako samana kapegkelay sa wata anan sa masu kwana kapegkapuntel puntel nin anan na sabap sa isa den e kapegkobot na mga suled endo mga pakat nin sa namba mababa kon e dila nin. Sabap lo na gapuntel sekanin o dina di magkatalo sa mapia labi den u English. Dibon mataw sekanin edtalo sa English kagina dala nin kalayami. Maguindanon bon e katatapan a kapedtalonin endu mataw bon sa tagalong. Uged na English na kayan edtalo. Lemunsan pan sa apya mambon mga classmates nin na edsuriyan bon sekanin. Bali gawan na gana su wata bangagi."*

Furthermore, all participants said that in order to survive speaking activities in school, enough time, practice and motivations should be given to them. With this, they will not feel alone and behind and more importantly is that they will perform more confident. Thus, Avoid on the spot speaking activities to avoid errors that will embarrass them. Still encouragement should be given to them to participate in any speaking activities in school.

Table 2.3. *Coping Strategies of stuttering students in speaking activities as observed by the Teachers*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	To my stuttering students, they can cope their difficulty by doing their very best to enunciate English words. I saw them practicing their tongue in order for them to pronounce the English words correctly. I have also noticed that they let their classmates and friends to have a conversation using English	Students need enough time practice English speaking. Students also need to socialize and use English as a medium of communication.	601 602	Sufficient time to practice speaking English English communication
2	They have practiced their speaking; they familiarize the English words they are going to be enunciated. I have also witnessed that they communicate with their peers using English even though their speaking is not that fluent and some of the words are mispronounced but still they are continue practicing their communication through speaking.	The students have to familiarize English terms and use it constantly.	603 601	Use English words constantly Sufficient time to practice speaking English
3	They socialized to others and they practiced English speaking with their peers. Regardless of the grammar rules as long as they can speak out the thing want to say. I have also observed that they constantly practice and use English words in their speaking activities.	The students need to socialize with other students and have to practice English speaking. Use English language in communicating with their peers. Use it constantly.	604 605	Socialization Practice and use English to communicate others

Data on table 2.3 reflects the coping strategies the stuttering students as perceived by the teachers. Five (5) themes emerged from the participants' responses coded as 601, 602, 603, 604 and 605. The theme which coded 601 is the sufficient time to practice speaking English. Stuttering students really need sufficient time for them to practice their speaking skills particularly in English. These students don't like rush work and classroom activities such as on the spot speaking activity, oral recitation, In this case, they will become stutter therefore enough time is important for them to practice speaking English prior to the given speaking activity by the teacher. According to Bygate (1987), in most situations where learners need to speak English, they are under time pressure. They need time to decide what to say and how to say it, to check they have got their message across and to take remedial steps if there is any breakdown in communication.

The theme which coded 602 is the English

communication. Stuttering students were able to communicate using English by practicing it with their classmates and peers. It also emphasized that through short conversation using English can improve speaking ability of the stuttering students. Having communication in English influences ability to learn and acquire skills. Being able to communicate effectively helps interact with others. According to Mary (2019), English communicative has a role to play in the lives of the people in all the places in the world. The greatest milestone it has achieved so far is being able to bring the world together making it a place where people can work together and share many things.

The theme which coded 603 is use English words constantly. When stuttering students were constatntly using of English words in a conversation can be able to speak English fluently. Their stuttering will be lessening. According to Busuu's online classes, for instance, are interactive 45 minutes group lessons, guided by a professional teacher. They are a great way to practice speaking English and learn faster in a fun, safe environment. Don't be afraid to make mistakes, just use English words constantly in every conversation.

The theme which coded 604 is socialization. The stuttering students will cope with their stuttering when they socialize with their classmates. Through socialization they build confidence that lead them to speak English in public without hesitation. According to Nancy (2015), children learn negotiation skills, problemsolving and sel-control, children learn about others who may be different than themselves and also they can learn cognitive skills as they socialize.

The theme which coded 605 is practice and use English to communicate others. By constant practice and use of English as a medium of communication can be able to cope with their stuttering condition. According to Mykhanlyvech (2019), to speak fluently it's vital to get as much exposure to English as possible. You should be doing something in English every single day, even if you're not actively studying. Therefore, to learn and lessen stuttering in speaking English, just practice and expose using English as a medium of communication.

All participants mentioned that in order to survive their stuttering in speaking activities in school, they prepare themselves in a particular speaking activity to avoid errors. They need time to practice what they are going to say. Constant use of English words was needed.

According to Leonard (2019), practice is one of the best ways to lessen stuttering. Sufficient time to practice speaking everyday will be more beneficial in learning speaking. For example, people who stutters have to practice speaking by themselves and after they have learned and mastered speaking they can now participate in a speaking activity. They can be able to socialize with others.

In addition, participant three (3) said that *The ways that my stuttering students in coping their difficulty was that, they socialized to others and nagprapractice silang makipag-usap using English. Nakikita korin sa kanila na kahit hindi ganon ka tama ang pagbigkas nila ng mga English words as long as malpractice nila ang pagsasalita lalo na ang English. They are actually very positive and eager to learn on how to speak English properly. They are also trying their very best to familiarize English words for them to use in their speaking activities. So again, they can cope with their difficulty by practicing their speaking using English regardless of the subject-verb agreement or sentence structure what matter most is that they are able to speak kahit nahihirapan sila pero nag-eeffort silang magsalita in public to overcome their fear in speaking and also to practice their tongue to produce sounds that will help them to pronounce words correctly. I have also observed by their constant practice and using of the English words in their speaking activities, they are not only overcoming their stuttering but also ang takot nilang magsalita sa public at pati na ang kanilang pagkamahiyain"*

Intervention activities to lessen students' stuttering in speaking English in the students, parents and teachers' perspective.

The students, parents and teachers' responses on the intervention activities to lessen students' stuttering in speaking English with the significant responses, formulated meanings, codes and theme clusters are presented in Tables 3.1, 3.2 and 3.3.

Table 3.1. *Student's Suggested Intervention Activities to lessen Stuttering*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	I want reading and speaking activity given by the teacher so that, I can learn and anytime my teacher asks to read at least I am ready. I don't like on the spot reading and speaking activities because that tend me to stutter. And the muscle of my tongue will cramp.	The student likes reading and speaking activity as long as there is enough time for him to prepare. The student doesn't like on the spot speaking activities. It led to the cramping of the tongue.	701 702	Oral recitation with enough preparation Oral reading with enough preparation
2	I want reading activity to be given by the teacher to be performed in public. So that we can lessen our shyness sometimes, even I know how to enunciate that certain word but I am afraid of making mistake that my classmates will bully me or something that they laugh at me. That's why, I am ashamed of them.	The student likes to perform in public in order to overcome shyness and fear of speaking.	703	Oral performance activity
3	I like group activity then the activity Is all about speaking as long as we were given enough time so that, we can prepare and to avoid my difficulty in speaking.	The student wants group activity as long as there is enough time given.	704	Group speaking activities with enough preparation

Data on table 3.1 reflects the suggested classroom activities in speaking English of the stuttering students. Four (4) themes emerged from the participants' responses coded as 701, 702, 703 and 704. The theme which coded 701 is the oral recitation with enough preparation. This means that stuttering students can do oral recitation as long as there is enough time to prepare. Because when they are not ready for an oral recitation, that will be the cause of their stuttering.According to Gilley (2019), oral recitation is important aspect of classical education. It helps students to develop excellent rhetorical skills, it gives them almost immediate feedback on their hardwork, and it challenges their fear of speaking in public. The best way to overcome fear of speaking in public is to speak in public. Students get lots of opportunities to do it.

The theme which coded 702 is the oral reading with enough preparation. Stuttering students can be able to do oral reading as long as there is enough time to prepare. It is important to give the stuttering students to prepare themselves in the oral activities for them not to stutter. According to Almack (2014), the more oral practice struggling readers have, the more fluent they will become. As they begin to move past decoding, they will move towards increased comprehension. Oral reading helps develop fluent silent reading skills.

The theme which coded 703 is the oral performance activity. This activity helps stuttering students to lessen their stuttering condition. When they are doing oral activity, they will train themselves in speaking and overcome their shyness and the fear in speaking. Oral performance activities enhance communication skills by encouraging students to verbally connect with audiences and in some cases, other performers. It also requires students to rehearse, articulate and deliver information in an appropriate and clear fashion. According to Karimy and Pishkar (2017), oral performance is one of the most crutial language components that must be practiced communicating orally. People who have ability in speaking will be better in sending and receiving message to one another. It is also the process of building and sharing meanings using verbal and non-verbal symbols in different contexts. It is a productive necessary skill to communicate effectively and efficiently in any language, especially when speakers are not using their native language.

The theme whci coded 704 is the group speaking activities with enough preparation. Stuttering students were sometimes participated in speaking activities when it is group. They can easily express their thoughts when they are in a group. And these students need enough enough time also to prepare themselves and there speaking ability prior to the speaking activities given. According to Rao (2018), activities such as pair or group work enhance the learner's speaking skills enormously since the learners get an opportunity to share their thoughts and ideas in a congenial atmosphere. The English teachers have to think the needs and interest of the learners while selecting topics for these activities.

Out of the three (3) participants suggested classroom intervention activities in order to lessen their stuttering is group activities. As long as they have given a chance to talk with enough time, they can make it. The more they have practice themselves to enunciate English words, the more they have confidence in speaking. Therefore, the supervision of the teacher is a highly needed.

According to Participant one (1). *"Gusto ko rin kasi sir yung mga activity na mga tungkol sa mga kapenbatya endu kapedtalo sa English. Namba e pedtalon lusa eskela sa oral recitation. Uged na meto ba sa sinabi ko anto kagina na kailangan aden oras*

para makaready ako sa edtalon ko. Ayoko kasi ung mga on the spot nginani gatekaw anan ah. activity sa kapedtalo. Ka tuba na pegkurugen ako. Basta si maam na menggay bo sa oras." Participant three (3) mentioned *"Niyako galingyan sir na acticity na nani madakel kami anan. Group activity tapos nani mga activity a papedtalon kami uged na dapat na may sapat na oras lang kami para makahanda para di ako mahirapan magsalita ng English. Bali kasi meka aden oras a mawlad na makagaga kobon sa diyako mapuntel puntel sa kadtalo ko sa English kagina napractice koden mambon sa maytona."*

In addition, one (1) participant suggested that through drama can lessen stuttering. In Dramatization, students should be given a chance to practice their script. Therefore, stuttering students have a great chance to practice and expose themselves to speaking.

Table 3.2. *Parent's Suggested Intervention Activities to Lessen Stuttering.*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	As a parent, I like activity which is all about speaking so that they expose to speaking that they can make it a habit. Give them time to prepare him to speak. Avoid time pressuring activity to avoid stuttering. Also, individual tutoring.	The parent wants speaking activities to expose his child in speaking and make it a habit. Give the child an enough time to prepare. Individual tutoring is best for stuttering student.	801 802	Public speaking with enough preparation Tutorial in speaking
2	What I want is for the teachers to help their stuttering students in their speaking skills.	Parent suggested that the teacher needs to focus and help the stuttering student.	803	Assistance of teacher to improve the speaking skills of the stuttering students
3	I don't know the exact name of the activity, but I want activity that is related to speaking that will lessen his shyness so that he can focus in learning to speak. To lessen his stuttering so the teachers will help their student.	The suggested classroom Intervention activity is all about speaking to lessen their shyness also that their shyness can focus on speaking English. Teachers will help student who are stuttering.	804	Speaking Activities

Data on table 3.2 reflects the suggested classroom activities in speaking English of the stuttering students as perceived by the parents. Four (4) themes emerged from the participants' responses coded as 801, 802, 803 and 804. The theme which coded 801 is the public speaking with enough preparation. Stuttering students were lessen and overcome their speech dysfluency when they are expose in speaking activities. The more they are expose in speaking and using English as their medium of communication they can learn to speak in public and make it a habit. The fear of speaking in many audiences will be minimized. These students need also sufficient time to prepare themselves before speaking. According to Coldicutt (2018), one of the problems doing public speaking when you have a stutter is that you can be scared of the stutter and stuttering, you forget to do the other stuff. But don't do that. You have to relax and prepare for a public speaking.

The theme which coded 802 is the tutorial in speaking. this types of students need tutorial in speaking. a one on one tutorial of the teacher to those students. It is very important for the teacher to tutor this type of students for them to express freely what they want to say without hesitation. According to Oxford Learning, tutorial in speaking gives students individualized attention that they don't get in a crowded classroom. This helps stuttering students to keep up, as well as thise who aren't challenged enough. It also keeps students on track during breaks from school. Learning will become fun for the stuttering students. With constant encouragement and praise the students will no longer feel overwhelmed or frustrated with school.

The theme which coded as 803 is the assistance of teacher to improve the speaking skills of the stuttering students. It emphasizes that teacher played a vital role in order for the stuttering students t be able to speak English and communicate to others. Teachers were

help theses students to grow and learn to speak in English by giving them motivation, positive feedback and proper guidance. According to LaBlance (1998), despite this variability, teachers can significantly help stuttering students by enhancing the students' fluency. This also can be accomplished by providing a good speech model, improving the student's self-esteem and creating a good speech environment.

The theme which coded 804 is the speaking activities. Stuttering students can also improved their speaking skills by participating activities in school. As the parents suggestions says, the teacher should teach stuttering students about speaking activities so that they would be able to train and practice themselves in speaking. by practice and preparation, they can learn to speak. According to Kayi (2006), provide maximum opportunity to stuttering students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Try to involve each student in every speaking activity, for this aim, practice different ways of student participation. Also, reduce teacher speaking time in class while increasing student speaking time. And always indicate positive signs when commenting on a student's response.

Out of the three (3) participants, one (1) of them suggested oral recitation and tutoring can help to lessen stuttering of the students in speaking English. Participant two (2) said, *"Niyako kalingyan sir kanu mga teachers nin e masu kwana tabanganilan sa masu kwana kapapedtalo talo salkanin a mga teachers nin aden anto na egkapyapon su kadtalo nin sa English endu su mga activity a magaganin su mga galbekan siya sa eskwela."* Participant three (3) added that *"Samayto na sir na diko katawan e mga ngala na activity sa eskwela, uged na niya den mapia na kano kapantag sa kapedtalo nin sa mana su kakayanin endu su makafocus sekanin sa egkapiya endu katuntayan su kadtalo nin. Kakulangan su kapegkapuntel nin. Bali tabangan sekanin na mga mestra endu mestro nin."*

According to Bill Hanlon (2016), oral recitation is just one method of helping students memorize information. It has proved to be a very useful strategy in helping struggling students. In addition, oral recitation can allow students to express their ideas and point of views more confident in a large number of audiences. In this activity, it definitely requires more ideas, efforts, and enthusiasm but indeed, proper planning, preparation, and practice are all important. In order to deal with this activity, plan and constant practice are into harmony.

Lastly, two (2) participants suggested that in order to lessen the stuttering of their children, group activity should be used. In group activity, it encourages students to socialize and to talk within the group. Therefore, stuttering students can exercise and practice their speaking skills in public that will enhance their communication skills. According to Harmer (2007), the beauty of group activity are it allows everyone to share their thoughts and opinions, encourages teamwork, develop interpersonal skills and also promotes learner's freedom of expression. Therefore, speaking opportunities are indeed highly encourage.

Table 3.3. *Teacher's Suggested Intervention Activities to Lessen Stuttering*

Participant	*Significant Statement*	*Formulated Meaning*	*Code*	*Theme Cluster*
1	Before we are going to start our lesson, you can provide motivation to students. And one motivation you can provide to them is speech drill. There's a lot of speech drill, you can have the pronunciation of the words, you can have jazz chant, you can have poem recitation, tongue twister all about speaking, because the development of the speech starts in our tongue as well as the speaking skills. So, you can provide a lot of speaking or speech drills to overcome their stuttering.	Student needs motivation such as speech drills or any speaking drills in order for them to exercise their tongue to utter words so that the stuttering will be lessen.	901	Speech drill
2	I think the first thing to do is individual activity before exposing them to large number of audiences so that they practice themselves in speaking and be more ready. Oral reading is also effective as long as the student have given enough time to practice what	Student needs individual activity before exposing them to the entire class for them to practice their speaking. Oral reading is also an effective activity to student who is stuttering with enough time given.	902 903	Individual oral activity with enough preparatior Group ora activity with

	they are going to say. Also, group activity such as dramatization is also useful for them to socialize with others. To enhance their interpersonal skills.			enough preparation
3	Group activity just like in every English festival there is reader's theatre so with that, the students with speaking problem will have the chance to avoid or to develop their speaking. If there is reader's theatre, we have to involve our students in that particular activity so that their communication skills will be strengthened and their foundation in speaking English will be stronger. And if they can do that and use it constantly so probably there is a chance that they can be confident in speaking English. So there is no more bullying happens to them and they can now confident and fluent in speaking English. So definitely their stuttering condition will be lessened.	Student needs group activity such as reader's theatre. Involve student to such activity to enhance interpersonal skills. Student needs to practice speaking English with their classmates and use it contantly to overcome and lessen stuttering. Student will become more confident when they have practice to speak using English as a medium of communication. Student has not experience bullying when they are fluent in speaking English.	904	Practice speaking English

Data on table 3.3 reflects the classroom intervention activities of stuttering students in speaking English as suggested by the teachers. Four (4) themes emerged from the participants' responses coded as 901, 902, 903 and 904. The theme which coded 901 is the speech drill. Teachers suggested that speech drill is one of the best activities that can help stuttering students to improve their speaking skills. This speech drill also helps stuttering students to exercise their tongue to utter words. According to Dugdale (2021), speech drills strengthen and stretch the muscles involve in speech. It will also prepare and train the stuttering students to speak clearly with ease. Speaking drills is also train a student's speaking through consistent repetition.

The theme which coded 902 is the individual oral activity with enough preparation. Teachers suggested that individual oral activity is very effective to lessen the stuttering condition of the students. It is important for these students to have an individual oral activity so that they can express their thoughts and ideas freely with enough time for preparation. This activity does not pressure these students to talk. According to Ashmitha (2021), individual oral activity is important because it is the oral response and presented by a student and they perform an oral activity just to present their analysis of the given task.

The theme which coded 903 is the group oral activity with enough preparation. Teachers suggested that group oral activity is very effective strategy for these students to explore and to be able to socialize with their classmates. It's the other way to improve the interpersonal skills of these students. Enough time for preparation is also a key to the success of the speaking of these students. The more they are prepared the more they can speak English very well. According to Ronan (2022), group oral activity can get students talking to each other about their classwork and it helps them learn to listen to one another's ideas. And also it gives way to assess both formal and informal language skills, as students work socially to complete something academic in nature.

The theme which coded 904 is practice speaking English. Through practice in speaking English, these students were become fluent in speaking English when they practice their speaking English. It's a matter of proper practice in speaking English can lessen the stuttering of the students. According to Bygate (1987), in most situations where learners need to speak English, they are under time pressure. They need time to decide what to say and how to say it, to check they have got their message across and to take remedial steps if there is any breakdown in communication.

All of the participants suggested that group activity is effective to administer in the classroom. Let the students to talk and socialize with their classmates and with this, stuttering students couldn't feel that they are alone or behind to their classmates. In this activity, give students with enough time and chance to practice their speaking.

According to participant one (1) *"In speaking, isasali sila sa mga group activities. Do not belittle that kind of student kasi kapag naprepressure sila mas lalo siyang nawawalan ng self-confidence, mas lalo siyang magstutter. Then provide him instructional materials about speaking kahit sa bahay lang siya magpractice ng mga dialogues ganon, provision sa instructional materials talaga ang kailangan, then sa klase e ano talaga na hindi talaga e bebelittle ng mga classmates*

niya kasi kailangan talaga ang constant practice and constant use of the language. Oh kasi prior to the activity bigyan mo talaga sila ng time para maprepare sila para makapagpractice sila, para makacope up siya sa kanyang mga classmates." Also added that *"Before we are going to start our lesson, you can provide motivation to students' diba? And one motivation you can provide to them is speech drill. There's a lot of speech drill, you can have the pronunciation of the words, you can have jazz chant, you can have poem recitation, tongue twister, yung mga ganon all about speaking, kasi diyan naman talaga nagsisimula ang development sa tongue at speaking skills natin. So, you can provide a lot of speaking or speech drills para maovercome nila ang problem nila sa speaking."*

Based on a Behaviourist view of learning, such as audiolingualism, drills are considered a key element in the learning process. In this approach, drills are used to foster the formation of positive habits and focus mainly on the presesntation and practice grammatical structures. This approach has attracted fierce criticism for relying heavily on the belief that language learning occurs through imitation. However, the use of oral drills as a technique for language practice remained present in many approaches which are often used in the controlled practice phase of lessons and aim at helping students develop accuracy before moving on to a more communicative language practice. They can also be used after error correction.

Furthermore, out of the three (3) participants, one of them suggested the individual activity in order to lessen the stuttering of the students such as oral reading, oral recitation, and even the tongue twister. Accordingly, the role of the teacher here is to give focus especially to that particular student that having a speech problem. Also added that, prior to the group activity, they should have individual tutoring so that they will be more prepared and also to avoid hesitation. Enough time to practice speaking should be imposed. Tongue twister can also help stuttering students to exercise their tongue and enhance their speaking skills.

Lastly, participant three (3) suggested readers theatre can also be helpful to lessen stuttering of the students. Accordingly, let the stuttering students to participate for that activity so that they can develop their speaking as well as their socialization. Involve them to English speaking activities so that their communication skills will be strengthened and the foundation of speaking English will be developed. Always expose them in English speaking activities to further lessen their stuttering.

According to Bailey (2015), students can be able to acquire learning from others who are different than themselves. Students would be able learn cognitive skills as they socialize. Also they can adopt and gain skills that they can use for future job and working with other people. Thus, teacher must encourage stuttering students to participate and to socialize themselves to their classmates.

Conclusion

Based on the results, it is concluded that stuttering students in speaking English are due to their hesitation to speak, lack of confidence, afraid of committing mistakes, the English words are not familiar to them as well as the factor of low tongue. Therefore, it is hard for them to speak English in public. They are also often the victim of bullying in school that lead to their low performance.

Additionally, stuttering students have encountered a lot of factors that affects their speaking in English. Hence, students with stuttering condition need enough time to practice themselves to speak, to socialize with others and to enhance interpersonal skills. They need to cope with all the factors that affect their speaking activities. Mostly, stuttering students need proper motivation, engagement, inspiration, confidence, belief and interest to learn and practice them towards speaking English.

Based on the findings and conclusions, the following are recommended:

1. Stuttering students should practice and engage themselves to any speaking activities in school to overcome their hesitation in speaking.
2. Parents may strengthen their supervision and monitoring to their child who is stuttering in order to further identify the problem and concerns.
3. Teachers may motivate stuttering students in order to boost their confidence, interest and participation to the speaking activities in school.
4. School administration may send their English teachers to trainings and seminars about strategies in teaching stuttering students.
5. Department of Education should conduct trainings and seminars to further educate teachers regarding the approach and methods to be used in handling stuttering

students.

6. Other researchers may conduct further study on stuttering to other setting and participants to further validate the results of this study.

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Affiliations and Corresponding Information

Tohamie P. Ugalingan
Nabalawag National High School
Department of Education – Philippines

Lydia S. Bawa, PhD
Mindanao State University - Philippines

Roldan A. Carpisano
MMG College of Social Work - Philippines

Albaina S. Akmad, LPT
Talitay National High School
Department of Education - Philippines

Munaima G. Mentato, LPT
Talitay National High School
Department of Education - Philippines

Parid D. Manakan, MAELT
Datu Saudi Uy Ampatuan Memorial National High School
Department of Education - Philippines

Datu Raffy Ralph S. Sinsuat, MScIT
BARMM -Bangsamoro Information and Communications Technology Office - Philippines

Haron A. Mohamad, MAELT
MBHTE-BARMM Talitay National High School
Department of Education - Philippines