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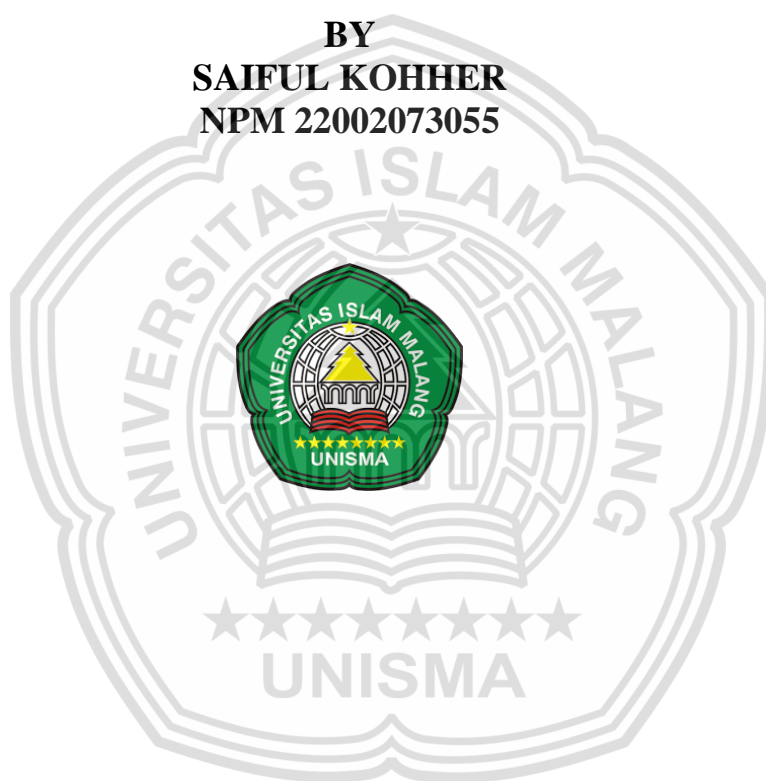
STUDENTS' SPEAKING ABILITY

THESIS

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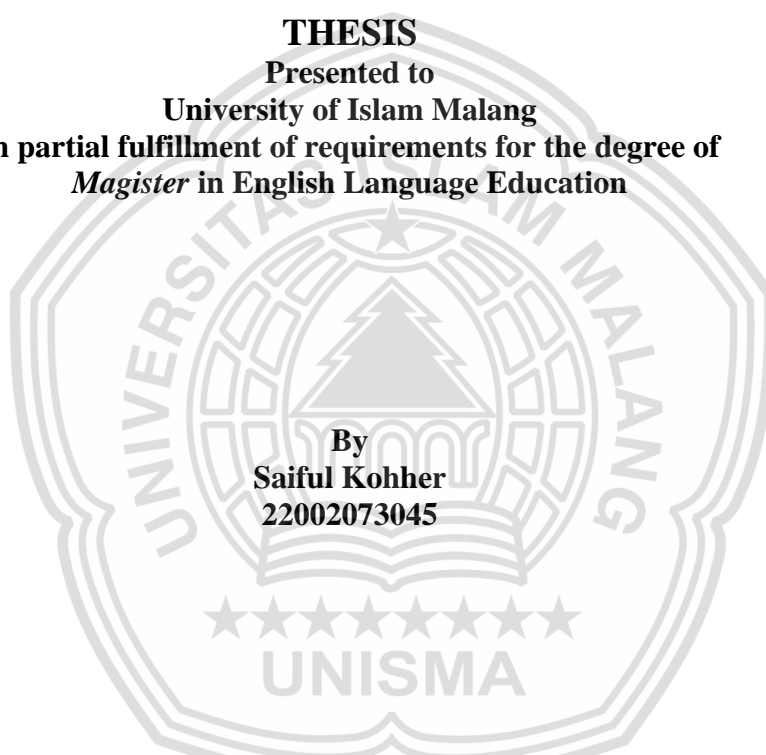
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THESIS
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ABSTRACT

Saiful Kohher, 2022.*The Influence of Connected Speech toward Students' Speaking Ability.* Thesis, Postgraduate Program in English Education, Universitas Islam Malang. Advisor: Dr. Dwi Fita Heriyawati, M.Pd.

Keywords: Pronunciation, Connected Speech, Speaking Ability

Speaking is the most complex skill of English Speaking is the most complex skill of English because the speakers need to be focus on some components such as pronunciation, vocabulary and grammar. Moreover, beside those components, pronunciation takes the most crucial not only in English but it also works in other languages. Pronunciation also becomes the biggest problem for students. Everytime English learners in Indonesia speak English, they usually speak English slowly or by pronouncing word by word. Connected speech is the form of spoken English happening naturally or unconsiously to the native speaker in any levels and situations in which can make the English speaker speaks fast and fluently. The purpose of this study is to measure the influence of connected speech toward speaking ability of students at SMP International Islamic Class Program Pamekasan.

A pre-experimental design with one group pre-test and post-test was employed in this investigation. In the instrument, the researcher administrated the pre-test at the first time, then the treatment, and finally the post-test. To know the validity of the instruments used, the researcher used content and construct validity in which the test was representative of the material that was given to the students, and for reliability, the researcher used Cronbach's Alpha by using the SPSS program. This study was done in the ninth grade of SMP International Islamic Class Program (IICP) Pamekasan and consisted of 28 participants. The test score of Ninth grade students was used to collect data for this study. The test was in the form of some questions. The speaking test was conducted to determine the efficacy of connected speech. The test was administrated twice, before and after treatment. The treatment was given before post-test for four times

The results demonstrate that after treatment, students' speaking achievement was higher than before treatment. It was proved by the mean score post test was 6.56. while the mean score of pre-test 5.59. To find out whether the difference was significant, the t-test for dependent was applied. The interpretation of the t-test result with df 25, the T-count is 7.086. The 2-tailed significant value is 0.000, which was less than 0.05.

The null hypothesis stated that there was no significant influence of students speaking ability after being taught connected speech was rejected. Whereas, the alternative hypothesis was accepted because there was a significant influence of students' speaking ability after being taught connected speech.

Therefore, it is recommended that connecte speech can be applied in teaching speaking skill at Islamic junior high school. Nevertheless, in teaching connected speech, the teacher should be selective in selecting teaching method which suitable to students' ability in receiving the lesson.

CHAPTER I

INTRODUCTION

This chapter presents about introduction including background of study, problem of the study, objective of the study, significance of study and scope and limitation of study.

1.1 Background of Study

Speaking is the most complex skill of English because the speakers need to be focus on some components such as pronunciation, vocabulary and grammar. Moreover, beside those components, pronunciation takes the most crucial not only in English but it also works in other languages. We can imagine when the speaker mispronouncing only one word in the statement then it could definitely change the meaning and it could also make the people whom they are talking to misunderstanding about what they exactly mean to. Besides pronunciation is considered as the most crucial component of speaking, it is also considered as the most difficult component. It can be figured out in which learning pronunciation is not as easy as learning another thing like how to make an English sentence, it is because sometimes the English word's spelling is very different from its pronunciation.

Even though some students are able to read every single English word only through looking at the symbol of the word but not many of them are able to speak English naturally. In another word, everytime English learners in Indonesia speak English, they usually speak English slowly or by pronouncing word by word. It is in line with what Matsuzawa (2006) stated that the way of a non-native speaker speaks word by word, unnatural or unconnectedly. It seems unimportant thing to speak English naturally such as linking one word to another but it is actually really useful to know especially in speaking skill. It is the

reason why we are very difficult to understand about what the native speakers said because they commonly link one word to another word in which could change the surrounding sounds.

Connected speech consists of some elements related to pronunciation which is able to support the English skill of speaking such as linking sound which is famailiar with word connection. According to Brown and Kondo-Brown (2006) and as already cited in Ahmadin and Motour (2014) and Musfirah (2019) mentioned that connected speech is the form of spoken English happening naturally or unconsiously to the native speaker in any levels and situations in which can make the English speaker speaks fast and fluently. Connected speech is started to be taught to English students in International Islamic Class Program (IICP) in intermediate level. It is also being taught at most of English courses in Pare Kediri because it is believed that all the elements of connected speech really useful to make the English speakers speak more naturally or not speak word by word.In another word, it could be assumed that connected speech has a good influenceto improve the students speaking ability because it is still being taught to help students' speaking abilities. Moreover, the researcher believes that it is not totally demonstrated that after learning connected speech, the students' speaking ability is improved and no one can guarantee that it has significant influence as well.

There were previous studies which also conducted almost similar topic. The first research was conducted by Yu Chen (2021) in which the researcher also conducted the effect of connected speech but it was different from this research because that research used a video about connected speech. The second research was conducted by Musfiral (2019) in which the researchers also conducted almost similar topic as well but the

researchers used connected speech to improve the students' listening skill not speaking skill. Therefore, the researcher is interested in identifying the influence of connected speech to the students' speaking ability.

1.2 Problem of Study

From the background of study above, the researcher formulates the research questions as the following:

Is there any significant influence of teaching connected speech toward students' speaking ability?

1.3 Objective of Study

To answer the research problem above, the objective of this study are as the following:

To find out whether there is any significant influence of teaching connected speech toward students' speaking or not.

1.4 Hypotheses

Hypothesis is a prediction statement of the research problem which is able to be proved after the data have been already collected and analyzed. According to Creswell (2012:62), hypotheses is quantitative statement which is made by the researcher to make a prediction or conjecture about the outcome of relationships among atributes or characteristic.

There are two kinds of hypotheses in this research. They are alternative hypothesis (Ha) and null hypothesis (Ho). They are noted below:

1. Ho : means that there is no significant difference of students'speaking ability before and after being taughtconnected speech at the third grade of junior high shcool of International Islamic Class Program (IICP) 2022.

2. Ha : means that there is significant difference of students'speaking ability before and after being taughtconnected speech at the third grade of junior high shcool of International Islamic Class Program (IICP) 2022.

In this research, the researcher uses the alternative hypothesis (Ha) as the hypothesis of this research. The hypothesis states that there is no significant difference of students'speaking ability before and after being taught connected speech at the third grade of junior high shcool of International Islamic Class Program (IICP) 2022.

1.5 Assumption

Based on the object of this research, researcher formulates the assumption about the influence of connected speech toward students' speaking ability. The assumption is the influence of connected speech toward students' speaking ability is existing.

1.6 Significances of Study

Significance of the research is a statement of why the studies is important to do and how the solution will improve the human ability. The research should be able to provide the two significances. They are theoretically and practically as the followings:

Theoretically, the result of this research is expected to be a useful source of information for the further research which is related toconnected speechand speakingability, to enrich the reader's understanding about connected speech and speaking ability and to be the

reference for the next researchers who want to conduct further research related to the connected speech and speaking ability.

Practically, for the teachers, it could be a source of information and knowledge about the connected speech and speaking ability, for the students, it is expected that this research could provide useful input in improving the quality of learning in a school and for the next researcher, it is expected to be one of the references to conduct further research about connected speech and speaking ability.

1.7 Scope and Limitation of Study

The scope of this research is an intermediate class at International Islamic Class Program (IICP) and the limitation of this research was on the treatment which was given. It was given only four times because of the limited time owned by the researcher.

1.8 Definitions of Key Terms

To avoid misunderstanding and to clarify the key terms used in this study, some definitions are put forward:

Pronunciation is the students' way how to produce a sound and how to pronounce a word before and after being taught with conected

Speaking is the students' ability in transferring the ideas before and after being taught with connected speech. It consists of accuracy and fluency.

Connected speech is the technique which was used to improve the students' speaking ability. The features which were used are assimilation, linking and elision.

BAB V

DISCUSSION

The purpose of this research was to determine whether connected speech improved students' speaking ability or not on the 9th grade of International Islamic Class Program (IICP).

This chapter described about the results of the current investigation based on the analytical computation. This chapter focused on the students' speaking achievement and the interpretation of the data analysis results in relation to previous theories.

5.1 The Students' Speaking Achievement

The researchr administered a pre-test at the beginning of the research in which the students' speaking abilities were tested orally one by one. The test which was given was oral test in which the students need to speak the same topic in front of the class. After admistering a pre-test, a treatment was given four times in a different time. A treatment was about teaching about connected speech. Finally, the second or the last test was given at the same way but different topic. The result of pre-test and post-test are definitely different. Then the difference is used to answer the research question.

The result of data analysis shows that connected speech definetly gave a significant effect on 9th grade students' speaking achievement. It was called with the result of the calculation formula of the t-test was already got and the Sig. (2-tailed) was less than the level of significance. It indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. Therefore, it could be expected that the post-test scores

were higher than the pre-test on students' speaking achievement which taught with connected speech.

After the students of the 9th grade students of International Islamic Class Program (IICP) were taught connected speech, the students could speak more easily because they started to link one word to others which made them easier in speaking. By learning connected speech, students also could independently understand what the teacher said more easily and their speaking sounds more natural with connected speech.

5.2 The Interpretation on The Result of Data Analysis in Relation to the Earlier Theories

Based on the findings in chapter 4 that connected speech is really great to make speaking more natural. It is in line with Acosta (2012:1) stated that connected speech usually referred to reduced speech in which reductions, elisions and liaisons are involved. That's what connected speech is. It is continuous spoken language like you'd hear in a normal conversation and it is called connected speech because the words are all connected, with sounds from one running into the next which makes the speaker sounds more natural.

However, connected speech makes the students easier to speak because they don't need to pronounce every word one by one. It could be seen from the students speaking after being taught connected speech. In pre-test or being taught connected speech, the students liked to speak word by word. Such as what some students said "it could happen when I wasn't" most of them pronounce each word of those really complete without connecting one word to another word and without changing one phoneme to another. They pronounced this way " It kud hepen wen ai wes nat". They pronounced the word ''it could" by /it kud/ but it was different when they were already taught connected speech. In post-test they

pronounce those word this way /Ik kud/. The difference was they pronounced every word originally at pre-test and they changed one phoneme to another which called with assimilation.

They also like to pronounce word by word in pre-test. Such as whey they said "when I was in Malang", they pronounced those word one by one like /wen ai wes in Malang/ but in post test, they pronounced those differently or they connected one to another one. They pronounce those this way /wenaiwesin Malang/ which made it sound more natural and it was called with linking. And when they said ''last week or last two weeks/ they pronounced the final sound of the first word ''last'' which meant was the sound of /t/. Therefore they pronounced those words /læst wi:k or læst tu: wi:k/. It made them difficult to speak. It was different when they already got a treatment. In post-test, they pronounced those words this way /læs wi:k/ or /læs tu: wi:k/. The final consonant of the first word was not pronounced. It was called with elision.

This study used a one-group pre-test-post-test design. The analysis of the mean differences between the pre-test and post-test had been discovered that the mean score of the pre-test was 5.59 and the mean of the post-test was 6.56. The result of the paired sample correlation above, it could be concluded that the sig. Correlation was 0,000. Because the score is lower than 0,05, it means there is correlation between pre-test and post-test. It could be definetly concluded that there was a difference of the result gotten from pre-test up to post-test. The difference was the score of post-test was higher than the score of pre-test. It means that there was an improvement of the achivement of pre-test and post-test on students' speaking ability. The result was also in line with Mahmood, et al. (2012) and Bagharni et al. (2014) whom also stated that students were more motivated, confident and

participative in learning English especially in listening course after connected speech aspects being taught to them. It was also in line with the result of the research which conducted by Musfirah (2019) also stated that connected speech could improve the students' listening skill.

After teaching connected speech to improve their speaking, 9th grade students of International Islamic Class Program (IICP) received a higher achievement score Therefore, the students became more active in the classroom. In conclusion, the evidence showed that connected speech had a significant influence toward students speaking ability.
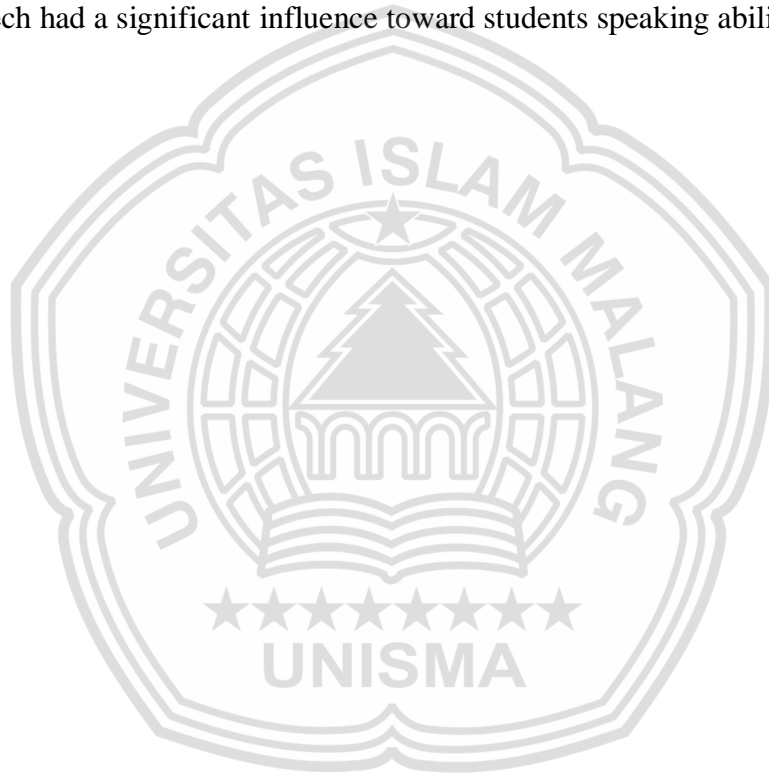
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