

**AN ANALYSIS OF CONNECTED SPEECH IN LISTENING  
MATERIAL FOR THE FIRST SEMESTER OF ENGLISH  
TEXTBOOK FOR TENTH GRADE OF SENIOR HIGH  
SCHOOL ENTITLED “BAHASA INGGRIS”**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1  
Degree**

**By:**

**YENI SULISTYAWATI  
NPM.1911040515**

**Study Program : English Education  
Advisor : Rohmatillah, M.Pd  
Co- Advisor : Septa Aryanika, M.Pd**



**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY OF  
LAMPUNG**

**1445/2024**

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## ABSTRACT

Connected speech is a form of pronunciation in which a word is pronounced simultaneously with another word or combines words with each other in one breath, involving unstressed vowels, omitted sounds, and other full-form alternations. Many students have difficulty in listening, especially in understanding what the speaker is saying. One of the reasons is the lack of exposure to connected speech in learning. The subject of this research is the audio listening material of the first semester English textbook for tenth grade high school. This research aims to analyze the aspects of connected speech and calculate the frequency of occurrence of audio listening material.

This research used a qualitative research design using a descriptive qualitative approach to analyze the subject. The researcher used documents as the primary data source for analysis. Documents are audio listening materials in the textbook teachers use to teach English in schools. The data collecting techniques that the researcher used are listening and note-taking techniques. The instrument of this research is the researcher herself and questions. There are four steps in conducting this research, they are data collecting, data condensation, data analysis, and drawing conclusion.

The results of the research on audio listening materials, there are 182 data as aspects of connected speech, including seventy-three linking aspects (40%), fourteen deletion aspects (8%), seventeen insertion aspects (9%), thirty-one modification aspects (17%), thirty-three reduction aspects (18%), and fourteen multiple aspects (8%). It can be concluded that the most frequently used aspect is linking.

Keywords : Audio Listening Material, Connected Speech, Descriptive Qualitative, English Textbook.

## DECLARATION

The researcher is a student with the following identity:

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Students' Number : 1911040515

This thesis, "An Analysis of Connected Speech in Listening Material for the First Semester of English Textbook for Tenth Grade of Senior High School Entitled "*Bahasa Inggris*" " is completely my own work. I am fully aware that I had quoted some statements and ideas from various sources and all of which have been properly cited.

Bandar Lampung, 28 December 2023

Declared by



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IN LISTENING MATERIAL FOR THE  
FIRST SEMESTER OF ENGLISH  
TEXTBOOK FOR TENTH GRADE OF  
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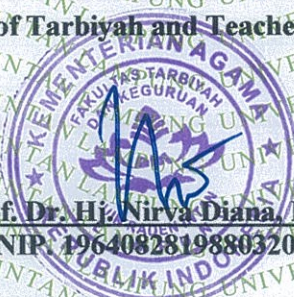
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## MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ

أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا

“And do not follow what you do not know. For hearing, sight and conscience will all be held accountable.”

(Q.S. Al-Isra : 36)<sup>1</sup>



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<sup>1</sup> Departemen Agama Islam RI. *Al-Qur'an dan Terjemahannya*. CV Pustaka Agung Harapan Surabaya, (2006). P.295

## DEDICATION

Praise and gratitude to the Almighty God, Allah SWT, for the blessing so I can finish this thesis. From the bottom of my heart, this thesis is dedicated to:

1. My beloved father, Edi Daryono, who always supports every step that I take and who reminds me that my dreams must be achieved.
2. My beloved mother, Sri Isnaton, who never stopped praying and was always ready to hear my complaints in preparing the thesis.
3. My beloved little sister, Alifa Zulfatun Naja, who is always an encouragement and makes my mood back because of her funny behaviour to return to working on the thesis.
4. All of the lecturers in English Education Department of UIN Raden Intan Lampung who has given knowledge, motivation, guidance, and assistance sincerely.
5. My beloved almamater, English Education of UIN Raden Intan Lampung. Thank you for making me able to develop better.



## **CURRICULUM VITAE**

The researcher's name is Yeni Sulistyawati. She is the biggest child in her family. She was born in Braja Harjosari on November 30, 2000. Her father, Edi Daryono is self-employed, and her mother, Sri Isnatun, is also self-employed. She has one younger sister named Alifa Zulfatun Naja.

The researcher started her education at Dharma Wanita Kindergarten in 2006, and then continued her education at SDN 1 Mesuji Timur in 2007. After completing elementary school, she continued to TMI Roudlatul Qur'an Metro Junior High School and graduated in 2016, and then she enrolled to MAN 1 Metro and graduated in 2019. Since junior high school, she wanted to be able to speak English. So, she majored in English Education at UIN Raden Intan Lampung.



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*Alhamdulillahirabbil 'alamin.* All praises to Allah *subhana hu wata 'alla* for the love and blessings that made me able to conduct a research and write a thesis with title An Analysis of Connected Speech in Listening Material for the First Semester of English Textbook for Tenth-grade of Senior High School Entitled “Bahasa Inggris”. Prayers and peace are given to our beloved prophet Muhammad SAW, his family, and his companions who has struggled to guide his *ummah* to the right path. This thesis is written as one of the requirements of bachelor’s degree of English Education Study Program of UIN Raden Intan Lampung. The researcher would like to thank to the following people for their ideas, guidance, time, support, encouragement, and assistance for the accomplishment of this thesis:

1. Prof. Dr. Hj. Nirva Diana, M. Pd., as the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. M. Ridho Kholid, S. S., M. Pd., as the Chairperson of English Education Study Program of UIN Raden Intan Lampung and one of the validators of this thesis.
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7. Linda Dwiyantri, S.Pd as the one of the validators of this research.
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9. My beloved friends, Ernita Listia Putri, Eka Fitriana, Khoirummuthmainnah, Noni Fitria, Riska Ayu Diana, Tri Rahayu, Yulandari Amanda, Izul Reaymoun, Renaldi Fernanda, and Alfanda Hafiz, which are my besties, that

always be my mood booster, accompany me in my tough days, and give me support to finish my college.

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12. And not to forget, thanks to myself, who has struggled so far, against the trials and obstacles that exist with full sincerity even though along with tears.

Finally, the researcher was fully aware that there are a lot of weakness in this research that are always open-heartedly welcome, and the writer hopes that this thesis will be useful for the readers.



Bandar Lampung, 28 December 2023  
The Researcher

Yeni Sulistyawati  
NPM. 1911040515



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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As a first step to understand the title of this research, and to avoid misunderstanding, the researcher feels the need to explain the title of this research. The researcher entitled **AN ANALYSIS OF CONNECTED SPEECH IN LISTENING MATERIAL FOR THE FIRST SEMESTER OF ENGLISH TEXTBOOK FOR TENTH GRADE OF SENIOR HIGH SCHOOL ENTITLED “BAHASA INGGRIS”**. A description of some terminology contained in the title of this research is:

An analysis is a methodical search and categorization of records obtained by observations, interviews, and other data to improve the researcher’s understanding of the case under study and present it as a finding for others looking for meaning.<sup>1</sup> The analysis of this study is to talk about the types of connected speech by Alameen and Levis theory in Reed and Levis eds., in audio listening contained in English textbooks for tenth grade of senior high school.

Connected speech is a modified simplification system as a sound stream through which the phonemes are connected, changed, or grouper.<sup>2</sup> Connected speech is spoken language when analyzed as a continuous sequence, as in typical utterances and conversations.<sup>3</sup> Connected speech is designed

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<sup>1</sup> Sanapiah Faisal, “Pengumpulan dan Analisis Data dalam Penelitian Kualitatif. Dalam Burhan Bungin (editor). Analisis Data Penelitian Kualitatif Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi”, (Jakarta: PT RajaGrafindo, 2010), p.64-79.

<sup>2</sup>Adrian Underhill, “Sound Foundations: Learning and Teaching Pronunciation,” 2005, p.58, [http://www.eng11.com/uploads/5/7/7/9/57799873/learning\\_and\\_teaching\\_pronunciation.pdf](http://www.eng11.com/uploads/5/7/7/9/57799873/learning_and_teaching_pronunciation.pdf).

<sup>3</sup> Takashi Matsuzawa, Comprehension of English reduced forms by Japanese business people and the effectiveness of instruction. In J. D. Brown & K. Kondo-Brown (Eds.), *Perspectives on Teaching Connected Speech to Second Language Speakers*. Honolulu: (University of Hawaii, National Foreign Language Resource Center. 2006), p.59-66.



to teach natural pronunciation and active communication skills. Connected speech serves to capture conversations in English well and can speak continuously by combining words, so they can speak and communicate more clearly and effectively. In this study, the researcher analyzed connected speech processes based on the theory from Alameen and Levis theory in Reed and Levis eds., also the researcher determined the frequency of occurrence of the connected speech contained in audio listening material for the first semester in tenth-grade of English textbooks.

Listening involves an active process that requires analysis of voice. Listening is an active process in contrast to passive listening. In listening, the listener must pay attention and understand the verbal communication delivered by the speaker.<sup>4</sup> Listening is considered one of the main skills that must be mastered by learners in learning English because it plays an important role during the language-learning process. The importance of listening in the language learning process, the teacher must be able to determine the appropriate learning material for students.<sup>5</sup> Listening materials refer to any material with instructional content used for formal or informal learning purposes. Based on the statement above, English teachers need to be able to choose English textbooks as teaching materials for students, especially in learning listening skills.

Therefore, the title of this study analyzed connected speech in listening material for the first semester in units 1 to 5 of the English textbook for tenth grade of senior high school entitled “*Bahasa Inggris*” published by Yrama Widya in 2021 and written by Otong Setiawan Djuharie with the latest curriculum, namely Merdeka Curriculum.

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<sup>4</sup> Lee Barker, *Communication*, Englewood Cliffs, New Jersey, Prentice Hall, Inc. (1987)

<sup>5</sup> H. Douglas Brown, “*Language Assessment: Principles and Classroom Practices*”. (San Francisco: Longman 2004)

## B. Background of the Problem

Many students have difficulty in listening, especially in understanding what the speaker is saying.<sup>6</sup> One of the reasons is the lack of deepening connected speech in learning. Students often do not understand and have difficulty listening to what native speakers say, as the case when students listen to the words “*good boy*” they will think that what they hear and how to pronounce it is “/good boy/”, the correct pronunciation should be “/gʊb bɔɪ/”. Another example is the word “*how do you do*” become “/həʊ du: dʒʊ du:/”, and it should be “/həʊ dʒʊ du:/”. Some problems in pronouncing do affect the meaning of what is said by the speaker, and this is very important for anyone who studies English. English speakers are needed to pronounce English well, especially for English learners. English learners need to connect the words they say when they pronounce English because connected speech is a natural part of the English language. Another problem that causes students to have difficulty pronouncing English words is the lack of information from language educators. The highlights of connected speech are not shown at any school level, which is one reason students face so many difficulties in English pronunciation.<sup>7</sup> In Indonesia, connected speech seems challenging to learn. A teacher ignores it in learning English, and only high-level students who will learn English deeper and progress within themselves can deliver connected speech greatly. Many students cannot produce words correctly because the teacher only thinks that the most important thing is that students can say and understand what is being conveyed, so that connected speech is not essential in English. With this phenomenon, it is no less important for

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<sup>6</sup> Ni Luh Eka Yuliarini, “The Use of Song in Improving Students’ Listening Skill,” *Indonesian Journal Of Educational Research and Review* 5, no. 2 (2022): p.226, <https://doi.org/10.23887/ijerr.v5i2.48760>.

<sup>7</sup> Umar Bakri, “An Analysis of Connected Speech in a Song Entitled ‘Count on Me’ By Bruno Mars: A Content Analysis on Textbook of Curriculum 2013 for Junior High School,” *Pandawa: Jurnal Pendidikan Dan Dakwah* 2, no. September (2020): p.2, <https://ejournal.stitpn.ac.id/index.php/pandawa>.

teachers to be able to provide in-depth knowledge about connected speech for English students.

Connected speech is the connection of a word in pronouncing like a native speaker because it is connected speech when we say a word in English, speakers omit or combine one word is simpler when pronounced. It can be more natural, like a native speaker. Connected speech is the key to having a natural, fluent, pronounced style. English has an authentic accent that determines the meaning of the word. The accent influences the stress of the word that is used. Pronouncing with an incorrect accent means giving incorrect stress to the words. Incorrect word stress means wrong meaning. The pronunciation of English reveals many problems because the way of pronouncing English and Indonesian is different. Students need to be exposed to and think about all the features of connected speech.<sup>8</sup> Having good English pronunciation when they pronounce naturally by blending words. Banging words together makes them pronounce easier, faster, smoother, and less robotically.

Pronunciation is one of the complicated processes in communication. Pronunciation is the production of sounds that people use to create meaning. It includes attention to the particular sounds of a language (segmental aspects), aspects of speech beyond the level of the individual sound, such as intonation, stress, phrasing, timing, rhythm (suprasegmental aspects), and how the voice quality is projected.<sup>9</sup> Having good English pronunciation when they speak naturally by blending words.<sup>10</sup> Pronunciation has a significant influence on one's

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<sup>8</sup> Laura Catherine Grisso and Laura Catherine Grisso, "THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE PROFICIENCY AND By" 8, no. 2 (2018): p.41.

<sup>9</sup> Al Malikul Ikhwanda Putra, "Using Video to Improve Pronunciation of The Second Years Students of FKI UIR Pekanbaru," *International Journal of Language Teaching and Education* 2, no. 1 (2018): 19–24, <https://doi.org/10.22437/ijolte.v2i1.4519>.

<sup>10</sup> Auliatus Zahrotul Jannah, Sul-ton Dedi Wijaya, and Ro'ifah Ro'ifah, "Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni*



listening skills. This is obvious and makes sense because it is difficult for someone to produce good pronunciation when people have never heard it before. Students must hear correctly before trying to reproduce it.<sup>11</sup> Moreover, to achieve such fluency, it is suggested that a student listens to a specific speech many times, over and over again". Students must listen to the same material often to assist students in longer segments and, as a result, in producing these longer segments.<sup>12</sup> The possible correlation between listening and pronunciation is strong, and it can be argued that higher skills in listening are accurate in pronouncing. Therefore, it seems pronunciation and listening are equally exciting and sustainable in learning English to create naturally connected speech because the connected speech in listening material tends to be more natural setting, as well as the need for pronouncing in listening because the many words contained in audio listening are similar from one word to another. One example of a similar word in listening is "Date" with "Death", "Leave" with "Leaf", and "Break" with "Brake". These words, if not accompanied by correct pronunciation, can make students feel confused about the differences in these words. Listening to the sounds of English is an effective way to learn English.<sup>13</sup>

From the statement above, it can be concluded that English learners need connected speech to learn good English. In addition, connected speech can also make it easier for English students to understand native-speaker conversations, which are usually included in listening tests on listening

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*Prodi Pendidikan Bahasa Inggris IKIP* 9, no. 1 (2022): p.13, <https://doi.org/10.33394/jo-elt.v9i1.5156>.

<sup>11</sup> Wilga M. Rivers, *The Psychologist and the Foreign Language Teachers*, (The University of Chicago Press, Chicago and London, 1964)

<sup>12</sup> Christine C.M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*, 1st Editio (New York: Routledge, 2012), <https://doi.org/10.4324/9780429287749>.

<sup>13</sup> Anggun Hervi Rahmania and Berlinda Mandasari, "Students' Perception Towards the Use of Joox Application To Improve Students' Pronunciation," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): p.39–40, <https://doi.org/10.33365/jeltl.v2i1.758>.

material. Understanding connected speech also makes it easier for students to understand properly when native speakers are speaking. It is essential for English learners when they get listening subjects because several studies on listening are among the most challenging skills for foreign language learners. This is due to the complexity of the process and the different types of knowledge required for successful listening. In addition, they can understand the regularities and patterns that underlie the actual use of sounds in language. So, connected speech plays a significant role in English and must be understood and mastered by English learners.

In this research, the researcher analyzed connected speech processes based on Alameen and Levis theory in Reed and Levis eds., they divided into connected speech processes into six aspects, namely: linking, deletion, insertion, modification, reduction, and multiple.<sup>14</sup> The researcher analyzed audio listening in this textbook for the first semester in units 1 to 5. The researcher analyzed in the first semester because the researcher wanted to understand better and focus more on analyzing connected speech that becomes audio listening in this textbook is a teaching material for teachers for students in learning English. The researcher analyzed connected speech in audio listening because it is one of the influential aspects of students' pronunciation and listening. The researcher used the book "*Bahasa Inggris*" in this research because this book is one of the Merdeka Curriculum editions English teachers use as teaching materials at school. One school that uses the book "*Bahasa Inggris*" as teaching material is SMA Negeri 3 Bandar Lampung. It is hoped that teachers will find related subjects in the Merdeka Curriculum textbooks, and a different goal is to increase students' useful skills in the field of listening. According to certain investigations, teaching connected speech is very important to

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<sup>14</sup> Marnie Reed and John M. Levis eds., *The Handbook of English Pronunciation*, 1<sup>st</sup> ed. (Malden: John Wiley & Sons, 2015).

help students listen to audio listening, record it in their heads, and imitate it faster and better.

Based on previous research by Radha Andhra Swari in the title "Assimilation in Children's Connected Speech in "HiHo Kids" Youtube Videos". This study investigated the types of assimilation that occur in children's connected speech in selected "HiHo Kids" videos. A descriptive qualitative method was applied in this study. The data source was six videos from the "HiHo Kids" YouTube channel, particularly the ones from the section "Kids Try" uploaded from September to November. The data collection process involves watching and transcribing the videos manually. Two research instruments, namely the official website of Oxford Learner's Dictionary and IPA transcription, were used for this study to check the correct pronunciation of the North American (NAmE) accent, as well as typing the phonetic symbols. Regarding data analysis, the researchers identified the findings based on Roach and Crystal's theories of assimilation types. The results revealed that regressive assimilation is the most prevalent type in children's connected speech in the selected videos, though progressive and coalescent assimilation also occurs in certain cases.<sup>15</sup>

In the previous research by Ida Yanti, Rina Yanti, Ririn Abdiati, and Muhammad Jaidie in the title "An Analysis of Assimilation and Elision Reflected in the Movie "Up". This study aims to identify and analyze aspects of connected speech, namely assimilation and elision in the movie Up. The researchers used a qualitative approach with analysis of film content and the results show that the assimilation process occurs 39 times and the elision process occur 32 times. This finding shows that the process of assimilation occurs more than the process of elision. However, the process of

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<sup>15</sup> Radha Andhra Swari, "Assimilation in Children's Connected Speech in 'HiHo Kids' YouTube Videos," *Jurnal Budaya FIB UB* 1, no. 2 (2020): p.1–6.

assimilation and elision is not very much present in this film because the speakers of the film use the native language.<sup>16</sup>

The last previous research by Istiqamah Ardila, Putri Utami, Shinta YUSDANIANTY, and Siti RUQIAH. The title is "Assimilation and Elision in the Movie of Cinderella". This study aims to identify and analyze aspects of connected speech, namely assimilation and elimination, in the film Cinderella. The researchers used a qualitative approach to the content analysis of the film, and the research results show that the process of assimilation appeared 16 times and the elimination process appeared 315 times. These findings indicate that the elision process occurs more frequently from the assimilation process.<sup>17</sup>

The difference between previous researchers. One of them is from the object taken from previous research. The first previous research took a YouTube video as the object used and only focused on one aspect of connected speech, namely assimilation. The second previous used movies as research objects, the difference from the first research is that it uses two aspects of connected speech, which are analyzed, namely assimilation and elision. While the third study was almost the same as the second study, both used movies as objects and analyzed assimilation and elision. The third previously used a qualitative approach. It shows that the difference between previous research and this research is that the object used is textbooks for tenth grade students, the theory of connected speech is different, and the researcher analyzed all aspects of connected speech in this study.

### C. Focus and Sub-Focus of the Research

Based on the background of the problems described above, this study focused on connected speech analysis in

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<sup>16</sup> Ida Yanti et al., "An Analysis of Assimilation and Elision," no. 2009 (2022): p.99–104.

<sup>17</sup> Istiqamah Ardila et al., "ASSIMILATION AND ELISION REFLECTED IN THE MOVIE OF CINDERELLA (2015)," *Jurnal Al-Risalah* 15, no. 2015 (2019): p.239–258.



listening material in the English textbook for tenth-grade of Senior High School entitled "*Bahasa Inggris*" which is contained for the first semester in units 1 to 5, with a total of seven different theme audios.

The sub-focus of this research are:

- 1) To analyze connected speech aspects in audio listening material.
- 2) To analyze frequency occurrences of connected speech aspects in audio listening material.

#### **D. Formulation of the Problem**

Based on the background above, the researcher formulates the problem to know:

- 1) What are the connected speech aspects based on Alameen and Levis theory in Reed and Levis eds., in audio listening material for the first semester of English textbook for the tenth grade of senior high school entitled "*Bahasa Inggris*"?
- 2) How many frequency occurrences of connected speech aspects based on Alameen and Levis theory in Reed and Levis eds., in audio listening material for the first semester of English textbook for the tenth grade of senior high school entitled "*Bahasa Inggris*"?

#### **E. Objective of the Research**

The purpose of this study that represents what this research wants to accomplish is described as follows:

- 1) To find out the connected speech aspects based on Alameen and Levis theory in Reed and Levis eds., in listening material for the first semester of English textbook for the tenth grade of senior high school entitled "*Bahasa Inggris*"
- 2) To find out frequency occurrences of connected speech aspects based on Alameen and Levis theory in Reed and Levis eds., in listening material for the first semester of English textbook for the tenth grade of senior high school entitled "*Bahasa Inggris*"

## F. Significance of the Research

- 1) Theoretically, the results of this study are expected to contribute to students' progress in learning English, especially in the English aspect, namely listening.
- 2) Practically
  - a) For the students:

It can help English students to be good in listening by understanding connected speech, also students can more easily understand native speakers, especially during listening tests.
  - b) For the teachers:

This research results are expected to be a reference for teachers, especially in English, because students will follow what the teacher conveys. Moreover, the teacher must recreate nice in listening by understanding connected speech, so when the teacher fault in teaching English especially in listening, it will make it difficult for students to listen correctly in listening.
  - c) For the other researchers:

This result can help other researchers increase knowledge related to connected speech as motivation and reference for other researchers to contribute more actively to literary and educational scientific works.
  - d) For the readers:

The researcher hopes that this study can influence people to be careful when listening to audio listening, because if they hear the audio incorrectly, and they don't realize that it is connected speech, they will find it difficult to hear properly what the native speaker is saying in the audio. They can also understand connected speech from an audio listening. Furthermore, this will help them to minimize miscommunication and misunderstanding

## G. Relevance Studies

Some researchers have done research on connected speech, one of them is Rifqi Hidayatullah, Ekaning Dewanti Laksmi, and Suharyadi with the title *“Investigating EFL Teacher’s Difficulties in Connected Speech”*. The researcher used the descriptive qualitative method was considered the appropriate method because it could describe and interpret events, conditions, or situations of the present, this study investigated several phonological aspects of connected speech such as linking, elision, and assimilation by EFL English teachers. The result revealed that assimilation was the most difficult phonological aspect of connected speech rather than linking or elision. The main reason of the teachers' difficulties in terms of connected speech elements may be due to the significant differences between English and their mother tongue.<sup>18</sup>

The second previous research by Umar Bakri with titled *“An Analysis of Connected Speech in a Song Entitled COUNT ON ME by Bruno Mars”*. This study aimed to describe connected speech in an English song based on the textbook in curriculum 2013. And it contributed to the teacher helping the students understand the correct English sounds. The data of the study were obtained from the textbook of curriculum 2013 related to a song lyric entitled “Count on me”. In collecting the data, this study applied a content analysis. The contents method includes listening to a song, and a transcribing technique was used to collect the data from the song based on the script. The collected data were analyzed and presented using descriptive and qualitative methods. The data analysis used three techniques; reducing data, displaying data, and conclusions. The result of the study demonstrated three types of connected speech in which those are assimilation, elision, and linking words. Thus, occurrence

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<sup>18</sup> Rifqi Hadiyahulloh, Ekaning Dewanti Laksmi, and Suharyadi Suharyadi, “Investigating EFL Teachers’ Difficulties in Connected Speech,” *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 6, no. 9 (2021): p.1376, <https://doi.org/10.17977/jptpp.v6i9.14983>.

leads to each type occurring nineteen percent for assimilation in the whole textbook of curriculum 2013 for Junior High school, seven percent for elision, and seventy-four percentage for linking. From the result, it was recommended that the English teachers choose other songs that contain eight types of connected speech.<sup>19</sup>

The third previous research by Auliatus Zahrotul Jannah, Sulton Dedi Wijaya, and Ro'ifah with the title "*Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective*". This study aims to investigate how students' perspectives on learning connected speech by pronouncing song lyrics. It used a qualitative method to analyze students' thoughts and presented them descriptively. To collect the data, the researcher used questionnaires and interviews. Totally 58 statements in questionnaires and 16 questions through interviews have given to the subject as a completion. The main finding of this research is all subjects loved to listening English songs. They have positive responses to learning connected speech using song lyrics. They state that learning connected speech by pronouncing song lyrics can be an effective and fun way. They also feel confident, happy, and close to natives. By seeing the finding, it can be concluded that the problem that existed like students' difficulty when listening to the native speaker speaking, bad pronunciation, shame, less fluency, and even no connected speech is tackled. Moreover, they can learn without boredom because they learn in the way they loved.<sup>20</sup>

The last previous research by Simpson W.L. Wong, Jenny K.Y. Tsui, Jessica Dealey, and Anisa Cheung with the title "*Chinese ESL learners' perceptual errors of English connected speech: Insight into listening comprehension*". In this study, researchers tested the perceptual errors of native

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<sup>19</sup> Bakri, "An Analysis of Connected Speech in a Song Entitled 'Count on Me' By Bruno Mars: A Content Analysis on Textbook of Curriculum 2013 for Junior High School."

<sup>20</sup> Jannah, Wijaya, and Ro'ifah, "Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective."

English connected speech by 60 undergraduate learners of English as a second language (ESL) in Hong Kong and systematically classified their dictation responses. At the highest level of the system there are six categories, each of which represents the broadest level of error types, namely a) simple consonant error, b) complex consonant error, c) vowel errors, d) misperception of the shapes of words, e) lexicon errors, and f) syntax-related/syntactic errors. Each error was categorized under one of the two systems. The frequency of specific errors in the present data was tabulated in terms of the absolute and relative frequencies. A total of 640 errors were identified, which were grouped to 20 types (10 types in the phonetic set, 10 types in the lexical-syntactic set). The absolute number of errors and the relative frequency. current study provides a framework for elucidating the common source of ESL learner difficulty and recommends the use of more authentic listening materials and training activities for training the skills of decoding native English connected speech.<sup>21</sup>

From several previous studies that the researcher has read, there are some similarities and differences between the research that has been done and the research that is being done. This study used a descriptive qualitative method widely used in previous studies. This study used the theory of Reed and Levis in determining connected speech processes. The previous study used songs as research material, while this study used audio listening material found in tenth-grade English textbooks of the Merdeka Curriculum. The second is the subject and the place where the researcher conducts research.

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<sup>21</sup> Simpson W.L. Wong et al., "Chinese ESL Learners' Perceptual Errors of English Connected Speech: Insights into Listening Comprehension," *System* 98 (2021): 102480, <https://doi.org/10.1016/j.system.2021.102480>.



## H. Research Method

### 1. Research Design

This research used a qualitative research design using a descriptive qualitative research approach to analyze the subject because the researcher was found the connected speech in audio listening material for the first semester of English textbook for tenth grade of senior high school entitled "*Bahasa Inggris*". Qualitative research is a type of research method that examines natural phenomena and can be a negative or positive phenomenon.<sup>22</sup> Qualitative research is a social inquiry that focuses on interpreting people and roughly identifying their experiences and the words they use in life. Qualitative research is in its infancy to investigate issues of which we are no longer aware variables and want to know the research.<sup>23</sup> The researcher has conducted an analysis that describes the phenomenon. The purpose of the analysis of connected speech in this audio listening material is to be descriptive research. Descriptive research describes an event or phenomenon that is factual and carried out in detail, as well as to obtain a good definite step. Descriptive qualitative analysis involves describing general characteristics that underline the data and identify problems or justify the current situation. Qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or making predictions. It only describes the situation or phenomenon.<sup>24</sup>

From the explanation above, the purpose of this study was found and justified. It also calculates the frequency of occurrences of the aspects of connected speech, which

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<sup>22</sup> Margot Ely, "*Doing Qualitative Research: Circles Within Circles*", (London: Falmer Press, 2003), p.112.

<sup>23</sup> John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), p.16.

<sup>24</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, Sage Publications, Inc., 2, 2007.

include linking, deletion, insertion, modification, reduction, and multiple, which are in audio listening material for the first semester in English textbooks.

## 2. Data Source

The research data source in listening material for the first semester in units 1 to 5 of the English textbook for tenth grade of senior high school entitled “*Bahasa Inggris*” with a total of seven different theme audios. Including audio are:

- 1) Unit 1 Activity 2 is 4 minutes 38 seconds:  
<https://bit.ly/engx-unit1-act2>
- 2) Unit 2 Activity 3 is 2 minutes 44 seconds:  
<https://bit.ly/engx-unit2-act3>
- 3) Unit 2 Activity 4 is 4 minutes 52 seconds:  
<https://bit.ly/engx-unit2-act4>
- 4) Unit 3 Activity 2 is 1 minute 2 seconds:  
<https://bit.ly/engx-unit3-act2>
- 5) Unit 4 Activity 5 is 3 minutes 34 seconds:  
<https://bit.ly/engx-unit4-act5>
- 6) Unit 5 Activity 4 is 1 minute 12 seconds:  
<https://bit.ly/engx-unit5-act4>
- 7) Unit 5 Activity 5 is 3 minutes 16 seconds:  
<https://bit.ly/engx-unit5-act5>

## 3. Instrument of the Research

In every qualitative research, this research was spent every research arranged to make a difference. This research comprehends all the information collected with this research. Therefore, qualitative research contains a part of the time with this research. This research spent a lot of time listening, observing, and understanding related to the related concepts of this study and collecting and analyzing the data.

The researcher used documents as the main data source for analysis. Documents are audio listening materials in the textbook teachers use to teach English in

schools. Documents are valuable information used in qualitative research consisting of public and private records obtained by researchers about a site or participants in a study.<sup>25</sup> The researcher analyzed it because the researcher wanted to know whether or not the connected speech is contained in the audio listening material in the textbook, which was analyzed based on Alameen and Levis theory in Reed and Levis eds. In textbooks, several audios are used by teachers to teach listening skills. The researcher takes the first semester in units 1 to 5 in the textbook for analysis. The researcher listened and understood the audio. In addition, the researcher used a connected speech processes analysis table by Alameen and Levis theory in Reed and Levis eds. The analysis results in the table are then explained with a broader description of each point.

Below is a table describing this research instrument:

**Table 1.1**  
**Analysis Aspects of Connected Speech**

No	Aspects of Connected Speech	Utterances	Notes
1	Linking	Consonant-Vowel	
		Consonant-Consonant	
2	Deletion	Elision	
		Contraction	
3	Insertion	Consonant Insertion	
		Glide Insertion	
4	Modification	Palatalization	
		Assimilation	
		Flapping	
		Glottalization	
5	Reduction	Consonant Reduction	
		Discourse Reduction	
6	Multiple	Lexical Combination	

<sup>25</sup> John W. Creswell, *Educational Research* (Third Edition), (New Jersey: Pearson Education, 2008), p.230.

No	Aspects of Connected Speech	Utterances	Notes
	Contraction		

#### 4. Trustworthiness of the Data

The data's trustworthiness in research proves that the data examined can be accounted for. The researcher used triangulation in conducting reliability testing. Qualitative research is reliable and more credible, a researcher can use a method called triangulation, which uses two research data collection methods to make more accurate conclusions.<sup>26</sup> There are several types of triangulation, as follows:

##### a. Data triangulation

Data triangulation is the use of various data sources, which requires researchers to collect data from various sources, including time, space, and people in a study. This triangulation strengthens conclusions about the findings and reduces the risk of incorrect interpretation.

##### b. Method Triangulation

It is a way for researchers to check the validity of data by collecting the same data but using different data collection methods. The aim is to reduce deficiencies and biases that come from one method.

##### c. Investigator Triangulation

Investigative triangulation uses more than one researcher, investigator, or observer to analyze data in a study. In this triangulation, the validity of the data or conclusions about certain parts or the whole can be tested by several researchers.

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<sup>26</sup> Louis Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education* (routledge, 2017).

d. Theory triangulation

In theory triangulation, data analysis on research problems and conclusions are evaluated using several theories' perspectives.

e. Data Analysis Triangulation

This triangulation combines two or more data analysis methods in a study.

The researcher used investigator triangulation from the various types of triangulation above. To check whether the data obtained is valid or invalid, experts will conduct validation checks on studies related to this research.

## 5. Procedure of Data Collection

Data collection was taken from data analysis into theory or interpretation. In many qualitative studies, the inquiry collects various declarations of data and spends much time in natural settings to encounter information.<sup>27</sup> A very important stage in research is data collection. Data collection is the specific proof that permits the researcher to precisely analyze the outcomes of all activities with the procedures used in the research. The data in this study was obtained by listening and note-taking techniques.

a. Listening Techniques

The listening technique is a method used to obtain data by listening to language, including spoken and written language. The listening technique means the researcher observes the use of language and is not involved in the speech whose language is being studied. At this stage, the researcher read and listened to the use of connected speech in audio listening material for the first semester in the textbook "*Bahasa Inggris*".

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<sup>27</sup> John W. Creswell, *Resesarch Design* (California: Sage Publications, 2000), p.84.



### b. Note-Taking Techniques

Furthermore, note-taking is an advanced technique when applying the listening method with the advanced techniques above. The note-taking technique recorded relevant data by the research goals and objectives. That is, the researcher noted relevant things related to the research data.<sup>28</sup> This technique produced transcripts of connected speech in audio listening material for the first semester in the textbook “*Bahasa Inggris*”.

The following are the steps in this research:

- a) Listened to the audio listening material for each connected speech contained in the audio using listening techniques.
- b) Noted every sentence heard and connected speech in the audio listening material using note-taking techniques.
- c) Noted down and classified aspects of connected speech based on Alameen and Levis theory in Reed and Levis eds., using note-taking techniques.
- d) Then, checked the validity of recording and classified aspects of connected speech based on Alameen and Levis theory in Reed and Levis eds., with the validator.
- e) Concluded.

## 6. Technique of Data Analysis

Data analysis is an important part of research because the results are all research conclusions. In collecting the data, the researcher applied content analysis. The methods include listening and transcribing techniques used to collect data from the English audio listening material for the first semester based on the script of English textbook.

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<sup>28</sup> Mahsun. *Metode Penelitian Bahasa: Tahapan, Strategi, Metode, dan Tekniknya*. (Depok: Rajawali Pers, 2017), p.92.

In content analysis research, record the data is analyzed and interpreted to learn more about pronunciation. The content could consist of freely accessible reports, readings for classes, letters, videos, journals, subjects, reports, or other documents.<sup>29</sup> Content analysis generally starts with an inquiry the essayist accepts can best be replied to by contemplating documents. Qualitative data are generally in words such as observations, impressions, recordings, descriptions, and their kind.

The researcher used the data analysis technique using by Miles and Huberman model. Activities in qualitative data analysis are carried out interactively and continue continuously until complete so that the data is saturated. Miles and Huberman offer a general pattern of analysis by following an interactive model as follows:

a. Data Condensation

Data condensation refers to the method of selecting, concentrating, and altering the data from the entire corpus of written-up field notes, interview transcripts, documents, and other empirical materials.<sup>30</sup> Based on the explanation above, the researcher will reduce all the data that are not included in the research.

b. Data Display

The next step was to present the data. The production and usage of display, like data condensation, is not separate from analysis; it is a component of analysis.<sup>31</sup> In qualitative research, data presentation includes many types of matrices, graphs, tables, and networks. The researcher presented connected speech analysis data in audio listening

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<sup>29</sup> Donald Ary, Cheser Lucy Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th ed. (Wadsworth, 2010).

<sup>30</sup> Mathew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Arizona: SAGE Publications Inc., 2014). p.8.

<sup>31</sup> *Ibid.*, p.9.

material of English textbook for tenth-grade of senior high school entitled "*Bahasa Inggris*" by using tables. Through the presentation of these data, the data was organized and structured to be easier to understand.

- c. Data Analysis
- d. Conclusion

The final step in analyzing qualitative research has been concluded. The conclusion of this research answers the problem formulated from the start. The findings are in the form of a description or description of an object that was previously unclear, so that after research has become clear.<sup>32</sup>

## **I. Systematic Discussion**

This research was divided into five chapters. Each chapter discussed and described certain topics as follows:

Chapter I Introduction contains title confirmation in this chapter, as is the background of the problem, the research focus and sub-focus, the formulation of the problem, the research objectives, the study's relevance, the research methodology, and the systematic discussion.

Chapter II Review of Related Literature, this chapter reviewed the literature that discussed the concept of listening, the concept of pronunciation, the concept of connected speech, and the Textbook.

Chapter III Description of the Research Object: this chapter described object research in general. It presents research facts and data analysis of connected speech in listening material in units 1 to 5 of English textbook for tenth grade of senior high school entitled "*Bahasa Inggris*".

Chapter IV Findings and Discussion, this chapter discussed the analysis of data obtained from research in detail.

Chapter V Conclusions and Recommendations, in this chapter the research findings are explained the conclusion and recommendations are given.

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<sup>32</sup> Ibid., p.10.



## CHAPTER II

### LITERATURE REVIEW

This chapter explains a theory concerning the formulation of research problems and the research goals.

#### A. Concept of Listening

##### 1. Definition of Listening

In general, listening skills is a person's ability to digest or understand words or sentences taught by certain speakers or media. As one of the receptive skills, listening skills is an element that must be mastered by students first. It is naturally the first-time humans understand other people's language through hearing, so because of this concept, listening is a foreign language skill that must take precedence. Listening is very important in language learning because it provides input for learners and has a major role in developing their language knowledge.<sup>1</sup> Listening is the activity of receiving language through the ear. Listening can be considered a basic speaking skill because without understanding input at the right level, any learning cannot begin.<sup>2</sup> There are five listening components: listening effectively, giving attention, understanding, remembering, and providing feedback.<sup>3</sup> The aspect of listening is the most difficult aspect for students to learn. This is because when students listen to words or sentences in English conversations, they are influenced by the teacher's accent and the learning media used. Students are already accustomed to the accent usually spoken by the teacher or the people around them.

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<sup>1</sup> H. Douglas Brown, *“Language Assesment: Principles and Classroom Practices”*. (San Fransisco: Longman 2004)

<sup>2</sup> Ekrem Solak,. *Teaching Language Skills for Perspective English Teacher*. (2016)

<sup>3</sup> Besse Ayus D. “Aspek-Aspek Penteng dalam Listening,” 123.dok, 2023. <https://123dok.com/document/q7559jkz-aspek-aspek-penting-dalam-listening.html#fulltext-content>.



Listening is a basic skill because it is in our language learning that we must be able to converse with others because we must understand what people say. In listening, the listeners will not only learn speaking and listening, they may figure out the meaning by themselves. Listening is a learned behaviour, a mental process related to hearing, noticing, discriminating, understanding, and remembering.<sup>4</sup> It means that students must be able to understand the context of listening, and also students can retell what the speaker said. Students with good listening will create a response that they understand the speaker's intent, and that will keep the conversation going. Instead, students who do not have good listening skills will jam the conversation because they can't listen carefully to reply to the speaker. Also, it can confuse listeners with what is being said. Listening is an essential skill: language enables learners to interact with and receive language information, and it also helps new language skills emerge.<sup>5</sup> In listening, students must process the sound received to understand the speaker's information. This ability can be achieved by continuous practice to listen to the differences in the sound of word elements with other elements according to the correct meaning of the letters, either directly from the native speakers or through recordings.

Listening is a process of comprehending what was really said, representing, negotiating meaning (with the speaker), offering feedback, and creating meaning through involvement, empathy, and imagination.<sup>6</sup> The definition above tells that listening also provides feedback on what students hear. Students can respond if they know what the

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<sup>4</sup> Jeanne M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy* (California: Wadsworth Cengage Learning, 2012), p.223.

<sup>5</sup> Christine C.M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*, 1st Edition (New York: Routledge, 2012), p.4. <https://doi.org/10.4324/9780429287749>.

<sup>6</sup> M. Rost, *Teaching and Researcher Listening*. Harlow: (Pearson Education Limited, 2011), p.2-4.

speaker is telling. If students do not know what to listen to then they are unable to respond. So, in listening, students must understand and get the main idea from what was heard.

Based on the theories above, listening is not only the ability to receive information and only hear but also to know, understand, and respond to the speaker in a way that invites communication to continue. Students can say they are listening if they can understand and respond to the speaker.

## 2. Kinds of Listening

There are some theories that define the kind of listening. There are two kinds of listening extensive and intensive listening<sup>7</sup>.

### a. Extensive Listening

Extensive listening that students often do is far from classes, for fun or other reasons. audio material they consume this way - often on CDs in their cars, on MP3s players, DVD, video, or on the Internet - must consist of text that they can enjoy listening to as they more or less understand it without the intervention of the teacher or the course materials to help them. In other words, listening for the point, for the main idea, and concluding is part of the extensive.

### b. Intensive Listening

Intensive listening is different from extensive listening in that respect students listen specifically to work on listening skills and to learn how English is spoken. Usually, it takes place in a classroom or language laboratory. Usually, it occurs when the teacher is present to guide students through anything listening difficulties and direct them to areas of interest.

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<sup>7</sup> J. Harmer, *How to Teach English*, (Edinburgh: Pearson, 2007), p.134.

It means that listening can be done anywhere and for many things objectives. For example, students listen to songs or dialogues in home movies that allow them to use subtitles, but for academics, excuses or intensive listening, students will not be allowed to use subtitles but the choice of the type of material listening to students listening to be able to various kind.

There are extensive and intensive types of listening. Extensive listening can be used for two different purposes. Very basic is the presentation of familiar material in a new environment. It can be a recently taught structure or say, a lexical set that was introduced months earlier and needs to be revised. Meanwhile, extensive listening relates to more freedom, more general natural English listening, concerned intensive listening, in much more controlled, with only one or two specific points. Obviously, in the second case, the meaning of the language must be familiar.<sup>8</sup> It means in Intensive listening, the listener must be familiar with the language rather than extensively listen.

From the definition above, it can be concluded that each type of listening has different goals and objectives for listeners to understand the message and meaning of listening to the activity. First, in intensive listening, the listener is only asked to get the component. While in responsive listening, listeners must understand short language such as greetings and questions.

### **3. Listening as Teaching Materials**

Listening is a conscious and active process in which the listener constructs meaning using cues from contextual information and existing knowledge while relying on several strategic resources to complete task requirements. Listening begins in the preschool years with

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<sup>8</sup> Geoffrey Broughton and Christopher Brumft, *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p.72

individual's efforts to understand what is happening around them, the formation of a universe that contains the knowledge, feelings, and thoughts of this era, and the development of fundamental mental structures. Listening is not just always listening to dialogue, songs, or other things. However, listening is also used as teaching material in schools and universities. whether in the form of dialogue, legend, or song. This material can be used as material for learning listening which is used by teachers to students to make it easier for students to practice listening.

Meanwhile, the types of listening into several types, namely:

- |                  |                                                |
|------------------|------------------------------------------------|
| 1) Dialogue      | 6) Interview                                   |
| 2) Discussions   | 7) Songs                                       |
| 3) Stories       | 8) Broadcast                                   |
| 4) Talks         | 9) Lectures                                    |
| 5) Advertisement | 10) Telephone conversations, etc. <sup>9</sup> |

In this situation, the time spent developing listening skills further will not be wasted. It is possible to claim that there is a close relationship between academic performance and listening skills, given that students must listen to the teacher's explanation to understand school topics. The planned audience materials must cover both the larger context in which language speakers can participate as well as specific events that must involve language speakers playing a part in the event.<sup>10</sup> This material is very important for students to improve students listening skills. Appropriate educational materials can motivate children to learn. Material suitable for students must be interesting, at an appropriate level of

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<sup>9</sup> Deni Irawan, "Students' Difficulties in Listening to Dialogue" (Thesis, Raden Intan State Islamic University Lampung, 2020), p.22.

<sup>10</sup> Dwi Oktalia, N. Ngadiso, and Slamet Supriyadi, "Listening Material in the 2013 Curriculum English Textbook: What Do the Teachers Think?," *Journal of English Education* 3, no. 2 (2018): p.70, <https://doi.org/10.31327/jee.v3i2.853>.

difficulty for students, and presented in a variety of activities. Students should be provided with interesting material that is familiar, meaningful, and diverse. It can make them easier to understand. It is very important to consider whether to include listening materials in the design process or not, the prepared materials can arouse students' interest when designing listening materials. Certain materials are boring, and topics that are too theoretical should be avoided in favor of more practical and applicable concepts to spark students interest. In addition, listening material must meet several criteria so that it can be classified as good and relevant. Furthermore, in order for listening material to be classified as good listening material, listening material must meet several criteria, including the ability to entertain and amuse students, can be used for independent learning, ease of use, variety of assignments, and use of real material. The intended listening material must include specific events that must involve speakers of the language, as well as a wider area in which speakers of the language can play a role.<sup>11</sup> Listening material follows three principles. The first consideration is suitability: the second is application or transfer. The third principle is task orientation.<sup>12</sup> Furthermore, language learners are taught to do something the learner needs or wants to do, and learn about something useful or interesting, and listen to questions and requests for clarification from the learner.

From the definition above, it can be concluded that the type of listening is both extensive and intensive listening. As for the ingredients in listening we are involved extensive and intensive on a daily basis listening can be of various kinds. For example, a listener

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<sup>11</sup> Ibid., p.71.

<sup>12</sup> Marriane. Celce, Murcia, *Teaching English as a Second or Foreign Language*: (Third Edition. USA: Heinle & Heinle 2001)



could have stories as material in extensive listening. Therefore, listening as the material is included in the category of intensive listening.

## **B. Concept of Pronunciation**

### **1. Definition of Pronunciation**

To make the hearer understand the meaning of utterance we must have good pronunciation. Good pronunciation means good communication which communication is to of human life. Good understanding and production of each vowel and consonant sound is only one aspect of pronunciation; other factors include speed, pause patterns, intonation, and combination of sounds.<sup>13</sup> In other words, pronunciation is the aspect of a language that can define a learner's level of skill in both speaking and listening.<sup>14</sup> Therefore, pronunciation is one of the skills to produce good communication in English. Since the teaching of pronunciation has been often neglected especially when English is considered a foreign language, some teachers argue that pronunciation teaching should be delivered with little or no direct instruction. As a result, the student's fluency is not reached the native or native-like level. This creates difficulties for students to convey the spoken language when they communicate in a casual speech.

English Pronunciation is one of the most difficult skills to acquire and learners, so students should spend lots of time improving their pronunciation.<sup>15</sup> It means in language study pronunciation is a basic skill that students

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<sup>13</sup> Rifqi Hadiyatulloh, Ekaning Dewanti Laksmi, and Suharyadi Suharyadi, "Investigating EFL Teachers' Difficulties in Connected Speech," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 6, no. 9 (2021): p.2, <https://doi.org/10.17977/jptpp.v6i9.14983>.

<sup>14</sup> Faranak Rezaei, Habib Gowhary, and Akbar Azizifar, Investigating The Effect of Formal Training of Phonetic Rules on Intermediate Iranian EFL Learners' Observing Assimilation. *Procedia-Social and Behavioral Sciences*, (2015), p.199.

<sup>15</sup> Aliaga García C. "The Role of Phonetic Training in L2 Speech Learning. *Proceedings of the Phonetics Teaching and Learning Conference*" (University College, London, 2007).

must have and improve their ability, usually, people who learning English spends a lot of time mastering pronunciation skill. Moreover, good pronunciation leads to learning while bad pronunciation promotes great difficulties in language learning.<sup>16</sup> Based on the explanation above, pronunciation is considered one of the difficult skills that take up a lot of time, so pronunciation is one of the most important skills to learn.

Pronunciation is the act or way of saying something, articulated utterance, or the way or ways in which a language unit is normally spoken or by analogy might be spoken by persons qualified by education or otherwise to be worthy speakers or imitations.<sup>17</sup> From the statement above, pronunciation is the study of how a word sounds. Learning proper pronunciation is the most important skill for bilingual students because it can boost their self-confidence when communicating with others.

## **2. The Nature of Pronunciation**

### **a. Consonant**

Underhill explains consonants into two meanings. The first meaning of consonant is the sounds that are made by restricting or blocking the airflow in some physical way, and this restriction makes the consonant a characteristic sound. The second meaning is consonant marks the beginning and end of the syllable.

#### **1) Force of articulation (voicing)**

In his book, Kelly says the force of articulation describes the consonants in terms of the breath force. There are two kinds of consonants in the force of articulation (voicing)

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<sup>16</sup> Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education," *Ijree* 1, no. 1 (2016): 1–6, <https://ijreeonline.com/article-1-21-en.html>.

<sup>17</sup> Meriam Webster, *Webster's Third New International Dictionary*, (G and C Merriam Company, U.S.A, 1996), p.1816.

category. They are voiced and unvoiced. Voiced consonants need the vocal cords to vibrate, while the unvoiced do not need the vocal cords to vibrate.<sup>18</sup> From the statement above, the consonant is the style of breath (articulation, which is divided into two categories, namely voiced and voiceless).

The difference between voiced and unvoiced tends to deal with soft and robust aspirations because of the need to take the energy from the breath to drive the larynx. Partly, the voiced consonants are sounded with softer breath force. On the other hand, the unvoiced consonants are sounded with stronger breath force. This is because its sounds must balance their lack of voice with force and distinction in their articulation.

## 2) Place of articulation

The manner of articulation refers to how the vocal tract modifies the air stream to produce the sound depending on the degree of closure of the articulation, that is, how close together or how far apart they are. Seven manners of articulation are:

### a) Stops

Stops are sounds produced by stopping the air somewhere in the mouth or vocal passage and releasing it suddenly. When saying /p/ and /b/, the lips are closed together momentarily, stopping the airflow. /p/ and /b/ are bilabial stops; /p/ is a voiceless bilabial stop, and /b/ is a voiced bilabial stop. The other consonants are /t/, /d/, /k/, and /g/.

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<sup>18</sup> Adrian Underhill, *“Sound Foundations: Learning and Teaching Pronunciation”*, (UK: Macmillan Education, 2005).

## b) Affricates

Affricates are sounds of two parts: a stop and a fricative. They are made by briefly stopping the air stream completely and then releasing the articulators slightly so that friction is produced. English has only two affricates: /tʃ/ and /dʒ/.

## c) Fricatives

Fricatives are sounds made by forming a nearly complete stoppage of the air stream. The opening through which the air escapes is so small that friction is produced. The fricative consonants are /f, v, θ, ð, s, z, ʃ, ʒ, h/.

## d) Nasal

Nasals are sounds that are produced with air going out through the nose or Fricatives cavity. When people make a nasal sound, the soft palate is lowered so that air escapes through the nose. Nasal consonants are normally voiced. English has a bilabial, an alveolar, and a velar nasal, represented by the symbols /m, n, ŋ/.

## e) Lateral

Lateral sounds are produced by having air go out of the mouth from both sides of the tongue. Laterals are normally voiced. English has the only lateral alveolar lateral /l/.

## f) Semi-vowels

Semivowels are sounds that are considered half consonant and half vowel. They are like consonants in their structural behavior, and they are like vowels in their quality. The semivowels are /w/ and /y/, as in the words win and yes.

## b. Vowel

A vowel is a word pronounced with air flowing freely. The shape of the vocal tract is altered to create different sounds.

- a) Close vowel: the tongue position is high in the mouth. The close vowels are /i:/, /ɪ/, /u:/ and /ʊ/.
- b) Mid vowel: the tongue position is in the middle of the mouth. The mid vowels are /e/, /ə/, /ɜ:/, and /ɔ:/.
- c) Open vowel: the tongue position is low in the mouth. The open vowels are /æ/, /ʌ/, /ɑ:/ and /ɒ/.  
While a pure vowel is a single vowel, a diphthong is a combination of vowels' sounds. There is a glide when pronouncing one pure vowel to another vowel. English has eight diphthongs which are divided into two categories.
  - (1) Centering diphthong: this is the diphthong with /ə/, at the end. It is called centering because /ə/ is the center vowel. The examples are /ɪ ə/, /ʊ ə/ and /e ə/.
  - (2) Closing diphthong: this is the diphthong with /ɪ/ and /ʊ/ at the end. The examples are /eɪ/ in the word they, /ɔɪ/ in the word boy, /aɪ/ in the word mighty, /əʊ/ in the word go, and /aʊ/ in "now".

Here is the IPA (International Phonetic Alphabet) table of vowels:

**Table 2.1**  
**The International Phonetic Alphabet table of vowels: (Revised to 2005)<sup>19</sup>**

**Consonants (Pulmonic)**

	Bil abi al	Labi oden tal	D en tal	Al veo lar	Po st alv eol ar	Ret rofl ex	Pa lat al	V el ar	U vu lar	Phar yng eal	Gl ot al
Plosi ve	P B			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	M	ɱ		N		ɳ	ɲ	ŋ	ɴ		
Trill	B			R				R			
Tap or Flap				ɾ		ɽ					
Frica tive	ɸ β	f v	θ ð	s z	ʃ ʒ	ɬ ɮ	ç j	χ ʁ	ħ ʕ	h ɦ	
Later al fricat ive				ɬ ɮ							
Appr oxim ant		ʋ		ɹ		ɻ	j	ɰ			
Later al appro xima nt				L		ɭ	ʎ	ʟ			

### C. Concept of Connected Speech

#### 1. Definition of Connected Speech

The term "connected speech" is a phenomenon commonly observed in the informal speech of native speakers. These forms involve unstressed vowels, omitted

<sup>19</sup> Peter Roach, "English-Phonetics-and-Phonology-4th-Ed.Pdf," 2009.



sounds, and other full-form alternations, such as assimilation, contraction, and blending.<sup>20</sup> Connected speech is a program designed to teach natural pronunciation and effective communication skills.<sup>21</sup> Connected speech is a subset of phonetics and phonology that is focused on the way native speakers pronounce these words. In connected speech, to be able, the students are expected to speak English naturally like a native speaker. Everything in connected speech has been designed to help students understand the importance of learning connected speech, and it can produce supra-segmental features. Supra-segmental features are word stress, sentence stress, and pitch changes in spoken English.

Connected speech is an important feature of effective communication. The capability to speak English embodies the accuracy of pronunciation and intonation that affects proper communication in conversation. Connected speech is a very systematic conversation that consists of various characteristics and features contributing to the meaning of connected speech.<sup>22</sup> The English-speaking ability requires the truth in pronunciation and intonation that directly affects the right communication in conversation. Connected speech is the connection of a word in English pronunciation, for our pronunciation can be as simple as native speakers.

Moreover, connected speech is a system of simplification that is modified as a flow of sounds through which phonemes are connected, modified, or grouped together. Simplification is the process that unconsciously

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<sup>20</sup> Huda Suleiman Al Qunayer, "THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE PROFICIENCY AND BY" 8, no. 2 (2018): p.39.

<sup>21</sup> Virginia W. Westwood and Heather Kaufman, *Connected Speech* (Australia: Protea Textware Pty Ltd, 2011), p.2.

<sup>22</sup> Muhammad Akram and Abrar Hussain Qureshi Pakistan, "The Role of Features of Connected Speech in Teaching English Pronunciation," *International Journal of English and Education* 3, no. 2 (2014): p.230, [http://ijee.org/yahoo\\_site\\_admin/assets/docs/23.18203834](http://ijee.org/yahoo_site_admin/assets/docs/23.18203834).

happens for the first language speakers (native speakers), and most of them are often unaware of this process as they practice it.<sup>23</sup>

Based on the definition above, it can be concluded that connected speech is a form of pronunciation with a process of pronouncing a word together with other words or joining words with one another in one breath, which involves unstressed vowels, omitted sounds, and other full-form alternations. This occurs subconsciously in native speakers and they are often not aware of this process when they use it in either a formal context or even an informal context, sooner or later. In this study, the researcher will analyze connected speech processes based on the theory from Alameen and Levis theory in Reed and Levis eds., also the researcher determined the frequency of occurrence of the connected speech contained in audio listening material of English textbook for tenth-grade of senior high school entitled "*Bahasa Inggris*".

## 2. Function of Connected Speech

The use of term connected speech refers to the sound changes that occur when we speak. Understanding these changes can dramatically improve your understanding of fluent native English speakers. And if students don't use at least some of the features of connected speech, they might sound stilted and formal. This can be a communication barrier, especially in informal situations. Formal presentations without connected speech features can also be a burden to native-speaking audiences.<sup>24</sup>

The main function of connected speech in English is to promote English rhythmic regularity by compressing the syllables between stressed elements and facilitating their articulation so that regular speech timing is

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<sup>23</sup> Adrian Underhill, *Sound foundations: learning and teaching pronunciation*. (UK: Macmillan Education, 2005)

<sup>24</sup> Martin Hewings, *Pronunciation practice activities*, Cambridge University Press, Cambridge. (2004), p.54.

maintained.<sup>25</sup> For example, certain closed-class words such as prepositions, pronouns, and conjunctions are rarely stressed and thus appear in a weak form in unstressed contexts. Connected speech serves to help learners communicate more clearly and effectively. In connected speech, the learner is made aware of the supra-segmental features of spoken English and its importance in helping identify these features in natural pronunciation.

The connected speech focuses on group pauses, pitch changes, stressed words, and related words. Connected speech helps students to recognize the importance of stressed syllables, stress, and the connection of a sentence.<sup>26</sup> Therefore, we need to understand the connected speech which supports learners in spoken English so the learners can communicate with other people or native speakers well. When the learners want to take English tests like TOEFL and IELTS, connected speech supports the learners in facing the exam. Connected speech helps the learners in the listening section and in the pronunciation section, where native speakers speak naturally and well.

### 3. Aspect of Connected Speech

It is very important to highlight some aspects of connected speech. Several scholars have identified and debated how many aspects of connected speech. Aspects of connected speech are divided into six, they are: Assimilation, Elision, Contraction, Linking, Reduction, and Intrusion.<sup>27</sup> While connected speech has eight features namely weak forms and strong forms, assimilation,

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<sup>25</sup> John Clark and C. Yallop, *An Introduction to Phonetics and Phonology*, Oxford: Blackwell. (1995)

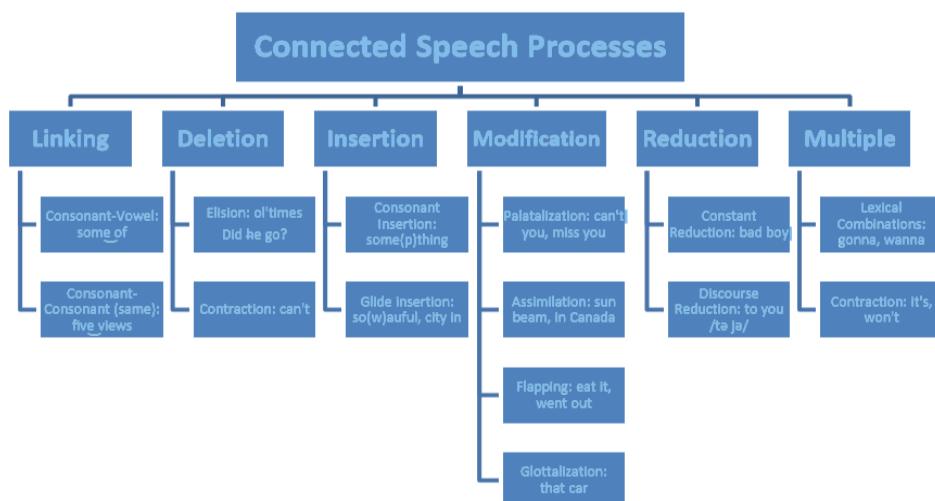
<sup>26</sup> Akram and Qureshi Pakistan, "The Role of Features of Connected Speech in Teaching English Pronunciation."

<sup>27</sup> Al Qunayeer, "THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE PROFICIENCY AND By." p.20.

elision, liaison, silent letter, intrusive /w/ and /j/, juncture, and linking.<sup>28</sup>

On the other hand, connected speech processes be classified into six main categories: linking, deletion (elision), insertion, modification (assimilation), reduction (weak forms), and multiple processes.<sup>29</sup> In this research, the researcher chose to use the theory from Alameen and Levis theory in Reed and Levis eds., because this theory is the latest theory that the researcher got, and the researcher has an ebook of the theory.

As the chart is shown in Figure 2.2 below:



**Figure 2.2**  
**Categorization of Connected Speech Processes.**<sup>30</sup>

<sup>28</sup> Akram and Qureshi Pakistan, "The Role of Features of Connected Speech in Teaching English Pronunciation." p.230-240.

<sup>29</sup> Marnie Reed and John M. Levis eds., *The Handbook of English Pronunciation*, 1st ed. (Malden: John Wiley & Sons, 2015). p.161-162.

<sup>30</sup> *Ibid.*, p.162.

### a. Linking

Linking is a process in which the final sound of a word is connected to the initial sound of the next word.<sup>31</sup> It means techniques for moving smoothly from one word to another during pronunciation. Sometimes, new sounds are made and sometimes, the sounds are muted when connecting the word. There are two subcategories in linking: C-V linking and V-V linking, for example, “type it” (C-V linking), and “see it” (V-V linking). Other types of linking include changes, and we include them in different categories. For example, the /t/ in the phrase hat band would be realized as a glottal stop and lose its identity as a [t], i.e., [hæʔbənd].<sup>32</sup>

#### 1) V-V (vowels to vowels)

These vowels and vowels are a natural way of connecting two words where the first ends with a vowel and the second begins with a vowel. When we have ‘vowel-vowel’ word junctions the two intrusive sounds /w/ and /j/ occur:<sup>33</sup>

##### a) V /w/ V (linking with [w])

When a word ends in /u:/, or a diphthong ends in /ʊ/, speakers often introduce a /w/ to ease the transition to the next vowel sound<sup>34</sup>, such as :

- |              |               |
|--------------|---------------|
| (1) now I    | /naʊ          |
| w aɪ]        |               |
| (2) too easy | /tu: w i:zi:/ |
| (3) go out   | /gəʊ w aʊt/   |

<sup>31</sup> Feng-Lan Kuo, “Factors Affecting Chinese EFL Learners’ Spoken Word Recognition 1,” *NCUE Journal of Humanities* 6 (2012): p.4.

<sup>32</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.162.

<sup>33</sup> Adrian Underhill, *Sound foundations: learning and teaching pronunciation*. (UK: Macmillan Education, 2005).

<sup>34</sup> Ahmed Sahib, Mubarak and Hawra Jabbar Rahi, H. J. A contrastive phonological study of linking in English and Arabic. *Journal of Education and Practice*, 8, no. 25 (2017): p.31.

(4) Sue always wants to eat /su: w  
 ɔ:lweɪz wɒnts tu w i:t/

b) V /j/ V (linking with [j])

Speakers often make [j] to ease the transition to the next vowel sound when a word ends in [ɪ], [i:], or a diphthong ends in [ɪ].<sup>35</sup> The following examples :

(1) pay a lot

/peɪ j ə lɒt/

(2) my own

/maɪ j əʊn/

(3) see it

/si: j ɪt/

(4) they always

/ðeɪ j əlweɪz/

2) C-V (consonants to vowels)

In English speech, C-V usually happens in the final word, the consonant sound linked to the first vowel sound of the following word. If look at this sentence, “These are old eggs”, it becomes [ði:.zə.rəʊl.degz] in connected speech.<sup>36</sup> What actually happens in the example above is what Underhill calls “fully liaised speech,” “characterized by a seamless, continuous quality, where final consonants are linked to following vowel sounds, and initial consonants to preceding final vowel sounds.” Two or more words connected or linked together in connected speech may sound like one word. For example, they may hear ‘Alaska’ when they are expected to hear ‘I’ll ask her.’ They might hear ‘super salad’ and

<sup>35</sup> Ibid., p.31.

<sup>36</sup> Heinz J. Giegerich, *English Phonology: An Introduction*. (Cambridge: University Press, 1992), p.280.



wonder what kind of salad it would be when they are actually asked if they prefer ‘soup or salad’ or other examples such as:<sup>37</sup>

- a) **Stop it**
- b) **Come in**
- c) **Grab it**
- d) **Depends on**
- e) **I’ll ask her**
- f) **drag out**

### 3) C-C (consonant to consonant)

Two identical (geminate) consonants across word boundaries are usually pronounced as one long consonant (table 2.3). For example, [p] in ‘stop playing’ is not pronounced twice; rather two [p]s are pronounced [p:].<sup>38</sup>

Figure 2.3 is shown below:

[p][p] ⇒ [p:]	stop playing	[b][b] ⇒ [b:]	Bob brushed his teeth.
[t][t] ⇒ [t:]	hot tea	[d][d] ⇒ [d:]	red dress
[k][k] ⇒ [k:]	take care	[g][g] ⇒ [g:]	big glass
[m][m] ⇒ [m:]	from many countries	[n][n] ⇒ [n:]	Rain never falls.
[f][f] ⇒ [f:]	knife for cutting	[v][v] ⇒ [v:]	five vacant schools
[s][s] ⇒ [s:]	nice school	[z][z] ⇒ [z:]	loves zebras
[θ][θ] ⇒ [θ:]	both things	[ð][ð] ⇒ [ð:]	with them
[l][l] ⇒ [l:]	She will lend you money.	[ʃ][ʃ] ⇒ [ʃ:]	I wish she would come.

**Figure 2.3**  
**Geminate consonants linking**

From the statement above, it can be concluded that linking is a process of linking the final sound of a word to the initial sound of the next word during pronunciation, and can be created from the

<sup>37</sup> Masahiro KODERA, “Teaching Connected Speech and High School English Education in Japan” 47, no. 2 (2012): p.183, <http://id.nii.ac.jp/1104/00000408/>.

<sup>38</sup> Marianne Celce-Murcia et al., *Teaching Pronunciation: A Course Book and Reference Guide*, 2<sup>nd</sup> ed., (Cambridge: University Press, 2010), p.167.

meeting of Vowel with Vowel, Consonant with Consonant also Consonant with Vowel.

## b. Deletion

### 1) Elision

It is also named deletion or omission of sound, where elision refers to the form of quotes that are removed in certain environments. Deletions are common in connected speech, such as potential loss of the second vowel in a phrase like see it [si:t] in some types of casual speech, the loss of [h] in pronouns, determiners, and auxiliaries for example (Did ~~he~~ do his ~~h-~~omework?, Their friends ~~have~~ already left) or deletions of medial consonant sounds in complex consonant groupings for example (the best gift, ~~old-times~~).<sup>39</sup> Consonant clusters in English tend to be omitted. When a consonant cluster appears at the end of a word and the next word starts with a consonant, the consonant cluster is modified. For example:

- a) keep going /kepgoing/,
- b) fast people /faspeople/,
- c) blind man /blinman/.

This kind of reduction occurs mainly in words ending with /t/ and /d/, particularly when they are between two other consonants.

For example:

- (1) Omission of /t/: Next please /neks pli:z/, I don't know /aɪ dəʊ nəʊ/, Post the letter /pəʊs ðə letə/.
- (2) Omission of /d/: Old man /əʊl mæn/, Sandwich /sænwtʃ/, Stand there /stæn ðeə/.

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<sup>39</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.162.

## 2) Contraction

Some types of contractions are included in the category, mainly where one or more sounds are deleted in a contraction, for example, *cannot* becomes *can't*.

From the statement above, it can be concluded that deletion is a process of omission in connected speech which refers to the form of quotations that are deleted in certain environments, such as the loss of the second vowel in a phrase.

### c. Insertion

In another name, insertion is intrusive. The addition of sounds in connected speech that are not heard when words or syllables are spoken separately. There is a sound in English that behave as intruder /r/ y/ j/ and / w/ as in the following examples: “go on” becomes /gowon/ “I agree” becomes /aiyagree/.<sup>40</sup> Another example is using slides to join two vowels in words (for example, Popeye's statement *I am what I am* → *I yam what I yam*). The addition of consonants also occurs, as in the characteristic intrusive /r/ of several types of English or British-influenced English (*The idea of* → *The idea(r) of*). There is some vowel insertions that cross word boundaries, although vowel insertions occur lexically level, as in *athlete* → *athelete* as some NAmE speakers.<sup>41</sup>

It happens when the speaker places an additional sound between two different sounds. When the speaker has ‘vowel-vowel’ word junctions the two intrusive sounds are /w/, and /j/.

For example:

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<sup>40</sup> Al Qunayeer, “THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE PROFICIENCY AND By.” p.40.

<sup>41</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.163.

Intrusive /w/:

- 1) You are /ju:wa:/
- 2) Go off /gəʊwɒf/
- 3) Sue always wants to eat /su:wɔ:lweiz wɒnts  
towi:t/

Intrusive /j/:

- 1) He is /hi:jɪz/
- 2) They are /ðeɪjɑ:/
- 3) She always takes my arm /ʃi:jɔ:lweiz teɪks  
mɑ:jɑ:m/

From the statement above, it can be concluded that insertion is the insertion of sounds that occur from one word to the next when we speak English even though the words are separated.



#### d. Modification

##### 1) Palatalization

Palatalization refers to the process of assimilation, in which a word ending in an alveolar consonant /s, z, t, d/ is followed by another word with a palatal glide beginning /j/, for example:

- a) "Miss you"
- b) "As you".<sup>42</sup>

If a word ending in an alveolar consonant /t, d/ is followed by another word with a palatal glide beginning /j/, the way to read it is:

- c) "Bet you" as "Bet you"  

- d) "Did you" as "Did you".<sup>43</sup>  


<sup>42</sup> Ibid., p.163.

<sup>43</sup> Kuo, "Factors Affecting Chinese EFL Learners' Spoken Word Recognition 1." p.4.

## 2) Assimilation

Processing found in English causes speech sounds to be modified in a certain way that makes them sound more like their neighbors' voices. For example, /t, d, and n/ sounds, which when they are followed by a consonant that does not have an alveolar place of articulation, tend to adopt the place of articulation of the following consonant.<sup>44</sup>

Assimilation is where a process in one phenomenon is due to the influence of nearby phenomena. This /t/ at the end of the foot changes to /p/ when followed by /b/ as in the word 'foot ball', giving the pronunciation /fʊp bɔ:l/. A similar case is the assimilation of /s/ to a following /ʃ/ or /j/, resulting in the pronunciation of 'this ship' as /ðɪʃ ʃɪp/ and 'this year' as /ðɪʃ jɪə/.

### Example:

- a) /t/, /d/, /n/ - alveolar consonants at the end of a word often assimilate to the place of articulation of the consonant at the beginning of the next word: ten pin /tem pɪn/, in bed /ɪm bed/, good boy /gʊb bɔɪ/, hit man /hɪp mæn/.
- b) /d/ can change to /g/ good girl /gʊg ɜ:ɪl/.
- c) /s/ can change to /ʃ/ and /z/ to /ʒ/ when /ʃ/ begins the next syllable: this shop /ðɪs ʃɒ:p/, these shops /ði:z ʃɒps/.

### Change in voicing:

- d) /v/ into unvoiced /f/ because of the following unvoiced /t/: have to go /hæv tə ɡəʊ/.
- e) /d/ and /j/ change into /dʒ/: how do you do /haʊ dʒʊ du:./.

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<sup>44</sup> Caroline Newton, "Between-word processes in children with speech difficulties: Insights from a usage-based approach to phonology," *Clinical Linguistics & Phonetics* 26, no. 8 (2012): p.27.

f) /t/ and /j/ into /tʃ/: don't you know /dəʊnt ju nəʊ/ /dəʊntʃə nəʊ/.

### 3) Flapping

This is actually a very light tap on the alveolar ridge where the alveolar ridge is located in the mouth. The diagram is a small bump just behind the teeth, like "take your hand". It is a small bump behind the teeth, and the speaker simply taps very slowly and quickly with the tongue on this bump, very similar to the way we form the full /t/ sound. /t/ is a plosive and a voiceless plosive, which means do not use the /t/ vocal cords so it does not vibrate. But sometimes, when we speak fast, this voiceless plosive changes to our flap and becomes a voiced alveolar flap and also has its symbol, which changes from the /t/ symbol to the /ɾ/ symbol.<sup>45</sup> It looks like r, but it is not. It has nothing to do with the r sound. Flapping of /t/ is sometimes perceived as the replacement of /t/ with /d/; for example, the word "butter" pronounced with flapping may be heard as "budder." This is a very light and fast tapping on these alveolar ridges and that is why we also call it alveolar flapping.

Flapping determines that the alveolar stop is realized as closing in the intervocalic position. Voiced and silent stops surface as voiced endings, for example:

- a) "Eat it"
- b) "Went out"
- c) "Read it".<sup>46</sup>

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<sup>45</sup> Richard Ogden, *An Introduction to English Phonetics, An Introduction to English Phonetics* (Edinburgh: University of Edinburgh, 2009), p.92.

<sup>46</sup> KODERA, "Teaching Connected Speech and High School English Education in Japan."



#### 4) Glottalization

In which /t/ before nasals or stops are pronounced with a distinct glottal articulation, for example:

- a) (can't make it) as /kænʔmekɪt/
- b) (that car) as /ðætʔkɑː/.<sup>47</sup>

#### e. Reduction

Reduction is a process that occurs in connected speech, where the language phonemes are changed, minimized, or removed to facilitate pronunciation or an important part of English.<sup>48</sup> In English, spoken in the strong form of sounds wrong, in connected speech vowels, it is often reduced to schwa /ə/ and /ɪ/ in stressed syllables. Strong and deficient versions in the language can be a word used separately, or the word hang is highlighted in a sentence. While the weak form is an unstressed version of the word. In some words, English can be spoken in a reduced form mastering the production of weak forms helps the learners to improve their listening skills and confidence because their speech is more rhythmic and closer to the native speaker. In some speakers, the reduction can also involve consonants, such as the absence of a stop at /d/ in phrases such as bad boy.<sup>49</sup>

The sound is typically /ə/ and /ɪ/, although other vowels can be unstressed or reduced. For example:

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<sup>47</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.163.

<sup>48</sup> J.D. Brown and K. Kondo-Brown, *Perspectives on Teaching Connected Speech to Second Language Speakers*. (Ed.) National Foreign Language Resource Center, (University of Hawai'i at Mānoa, 2006), p.1-15.

<sup>49</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.163.

**Table 2.3**  
**Example of reduction**<sup>50</sup>

	<b>Words</b>	<b>Strong Form</b>	<b>Weak Form</b>
Articles	The	/ði/	/ðə/
	A	/eɪ/	/ə/
Conjunctions	But	/bʌt/	/bət/
	And	/ænd/	/ən/
	Then	/ðen/	/ðən/
Personal Person	Him	/hɪm/	/ɪm/
	Us	/ʊs/, /ʌs/	/əs/
Indefinite Adjective	Such	/sʌʃ/	/səʃ/
	Some	/sʌm/	/səm/
Prepositions	Of	/ɒv/	/əv/
	For	/fɔr/, /fɔ:/	/fə/
	To	/tu/	/tə/
Verbs	Was	/wɒs/	/wəz/
	Have	/hæv/	/həv/, /əv/
	Must	/mʌst/	/məst/, /məs/
	Do	/du:/	/də/
	Does	/dʌz/	/dəz/

<sup>50</sup> Wuniati, "An Analysis of Connected Speech in English Conversation of Ahmad Dahlan University Students on Youtube" (Thesis, English Education Department State Institute for Islamic Studies of Metro, 2022), p.26.

There are certain situations in which the strong form is being used:

- 1) when those words are final in a sentence.
- 2) when they are in contrast with another word.
- 3) when they are being stressed and emphasized or quoted.
- 4) when auxiliary verbs are being used in their negative form.

From the statement above, it can be concluded that reduction is a reduction involving vowels in English as well as reduction vowels are lexically associated with unstressed syllables, so words may have reduced vowels when spoken in discourse.

#### **f. Multiple**

##### 1) Lexical Combination

Multiple involves examples of lexical combinations.<sup>51</sup> This is very prominent lexical snippets that are known to denote multiple Connected speeches in each lexical combination. This includes snippets like

- a) gonna (going to in full form), with its changes of [ŋ] to [n], vowel reduction in to, modifications of the [o] to [ʌ] in going, and the deletion of the [t].

Other examples of lexical combinations are :

- a) What do you/What are you (both potentially realized as whatcha/whaddy) and
- b) wanna (for want to).

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<sup>51</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.163.

## 2) Contraction

Contraction is the only aspect of connected speech that can be reflected in written forms.<sup>52</sup> This contraction often occurs when two words are combined or placed together to be one word. Contraction is also called an abbreviation of a word or group of words that remove certain letters or sounds. In most contractions, the apostrophe represents the missing letter. The most common contraction consists of a verb, auxiliary or modal attached to another word.

For example:

- a) I am /I'm/
- b) Let us /let's/
- c) I have /I've/.

In addition, we also include some types of contractions in this category, such as they're, you're, it's, and won't.<sup>53</sup>

## D. Textbook

### 1. Definition of Textbook

In the process of teaching and learning, there are several media that are used to facilitate teachers and students in the teaching and learning process. One of them is a textbook. A textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in the learning and teaching process as it serves as a source and guideline to both students and teachers. As the learner receives the content of the lessons, the balance of skills taught, and the types of language practices students engage in, textbooks serve as the basis for the majority of language input in language

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<sup>52</sup> Kuo, "Factors Affecting Chinese EFL Learners' Spoken Word Recognition 1." p.4.

<sup>53</sup> Reed and M. Levis eds., *The Handbook of English Pronunciation*. p.163.

learning.<sup>54</sup> This explains why at all levels of language learning textbooks are still taken as an important resource among students. The textbook is an almost universal element of (English Language) teaching.<sup>55</sup> Textbooks are printed teaching materials in a bound form whose contents are well organized and are intended for use in the primary or secondary school curriculum.<sup>56</sup>

Textbooks are used in different ways in language programs.<sup>57</sup> For example, a reading textbook might be the basis for a reading skills course, providing a collection of reading texts and exercises for skills practice. Writing textbooks may provide model compositions and lists of topics for students to write. A grammar textbook can serve as a reference book and provide examples and exercises to develop grammatical knowledge. Talking texts may provide sections for students to read and discuss. A listening text along with audio or CDs may serve as primary listening input in the listening course. Textbooks are usually seen as an aid to teaching. It is simply one of many possible materials for learning because it helps the teachers and students to achieve the goal of learning.

Based on the statement above, it can be concluded that textbooks are published printed materials that function as resources and guidelines for teachers and students that contain practice questions and references in the form of school books, textbooks, workbooks, or subject books. Textbooks are the most frequently used of

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<sup>54</sup> Jack Richards, "The Role of Textbooks in a Language Program The Role of Textbooks in a Language Program," *The Role of Textbooks in a Language Program*, no. June (2015): p.1, <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>.

<sup>55</sup> Biljana Radić-Bojanić and Jagoda Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing," *Zbornik Radova Filozofskog Fakulteta u Pristini*, no. 46-4 (2016): p.138, <https://doi.org/10.5937/zrffp46-12094>.

<sup>56</sup> Khalid Mahmood, "The Process of Textbook Approval: A Critical Analysis," *Bulletin of Education & Research* 28, no. 1 (2006): p.3.

<sup>57</sup> *Ibid.*, p.3.

all printed educational materials. That Textbooks are one of the tools to assist students in obtaining clear concepts from the subject matter.

## 2. Textbook as Source of Material

A textbook is a source of material used by students in learning. In general, the main elements of learning consist of three main aspects, namely: cognitive, affective, and psychomotor. These three things are the three main aspects that must exist in learning. So, the function of a good textbook is to have elements that support something that is an element of the aspects needed in the learning process. The functions of textbooks are: As reference material; For educators and students, the function of textbooks for teachers is to direct all their activities in the learning process as well as a substance of competence that must be taught to students.<sup>58</sup> The function of teaching materials for students is to become a guide in the learning process and is a substance of competence that must be learned. As an evaluation material; Textbooks also function as an evaluation tool for achieving learning outcomes. A good textbook at least contains study instructions, competencies to be achieved, lesson content, supporting information, exercises, work instructions, evaluations, and responses to evaluation results. As a tool in implementing the curriculum; as we know that textbooks or textbooks are an integral part of the curriculum.<sup>59</sup> Where the content of textbooks will always be in line with the objectives of the curriculum.

In teaching-learning interactions, not only a teacher and students are needed, but also a learning tool is needed.

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<sup>58</sup> Syaiful Imran, "Fungsi Tujuan dan Manfaat Penggunaan Buku Teks Belajaran dalam Pembelajaran," Ilmu Pendidikan, 2014, <https://ilmu-pendidikan.net/pustaka/buku/fungsi-tujuan-dan-manfaat-penggunaan-buku-teks-pelajaran-dalam-pembelajaran>

<sup>59</sup> Eros Rosita, dkk., *Analisis Penyusunan Buku Teks untuk Meningkatkan Kemampuan Membaca Teks Bahasa Arab* (Universitas Pendidikan Indonesia).



One of them is a textbook. With textbooks, teachers and students will be helped in facilitating the teaching and learning process. A teacher is expected to have knowledge, skills, and a critical attitude towards the existence of textbooks as a support for the applicable curriculum, the procurement of which is increasingly being carried out. In the next stage, the teacher can study textbooks and their relationship with the curriculum so that teachers do not just accept what is in the textbooks, but can understand, and criticize by studying textbooks, which in the end the teacher is able to compile a simple textbook. At least the textbook is used in the school environment concerned only. Textbooks play an important role in teaching which can facilitate student activities in learning, both inside and outside the classroom. The better the quality of textbooks, the more perfect the teaching of subjects supported by textbooks, including English subjects.

Based on the statement above, it can conclude that the textbook is one of the teaching materials needed by students, especially in learning English, reading, writing, speaking, and listening. Moreover, in the Merdeka Curriculum textbook, there are many advances from the previous textbook, such as using a lot of audio media which is quoted via links and contained in the textbook.

### **3. Audio as a Learning Media in Textbooks**

In the process of teaching and learning the presence of the media has meaning which is quite important.<sup>60</sup> In this activity, the lack of clarity in the material presented can be helped by presenting the media as an intermediary. The complexity of the material to be conveyed to students can be simplified with the help of the media. The purpose of

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<sup>60</sup> Tri Nuraini, "Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Siswa Pendidikan Agama Islam Di Kelas VIII SMP Negeri 6 Kandis Kabupaten Siak" (2018).

audio media in education is to provide information in an auditory format (such as voice tape or vinyl records) that can pique students' interests and motivate them to learn.<sup>61</sup> Several types of audio media that can be used in learning include the following:

- 1) Radio
- 2) Voice recordings (such as Tape recorders, MP-3s, CDs, etc.)
- 3) Telephone (non-3G cell phones)
- 4) Language laboratories that do not use monitors

In the "*Bahasa Inggris*" book, the type of audio media used is voice recordings, where each unit has several audios that can be accessed via the links and barcodes available in the book. Audio media has characteristics for all listening skill activities, including: concentration, following instructions, training students' analytical power of what they hear, deriving meaning from a context, separating relevant and irrelevant words or information, and remember and restate ideas or parts of the stories they hear.<sup>62</sup> From the statement above, it can see that listening to audio requires good concentration. This can be a concern for teachers because they need to be able to choose the best audio in the textbook as teaching material so that there are no mistakes that will accept by students later.

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<sup>61</sup> Muhammad Ramli, *Media Teknologi Pembelajaran*, IAIN Antasari Press, 1st ed. (Banjarmasin, Kalimantan Selatan, 2012). p.76.

<sup>62</sup> *Ibid.*, p.76.

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1. Appendix 1 The Cover of Book “Bahasa Inggris”



The Cover of Book “Bahasa Inggris”

## 2. *Appendix 2 Audio Transcript Unit 1*

### 1) Unit 1

#### Activity 2

**Listen to the welcoming speech of school orientation in the recording. Make notes on important information.**

Good morning.

Please be seated.

Let me start by introducing myself to those of you who may not know me. My name is Setiawan Djuharie and I have the honor of serving as the incumbent principal of this amazing school. In running this school, I am supported by three vice principals.

First, the vice principal of curriculum affair, Mr. Yudi Wahyudi. The one sitting on my right, the one with grey hair with mustache and beard, wearing black suit with white tie. Will Mr Yudi Wayudi please rise?

Next, the vice principal of student affair, Mrs. Tatat Sutarsih. The one sitting on my left, the one wearing blue veil and glasses. Will Mrs. Tatat Sutarsih please rise?

Then, the vice principal of facilities and infrastructure affair, Mr Yayat Daryat. The one sitting next to Mr. Yudi. The one having medium wavy black hair and bushy eyebrows, but having no mustache nor beard. The one wearing white shirt with a red tie. Will Mr. Yayat Daryal please rise?

First and foremost, welcome all new students of the 2022-2023 academic year! Will you all please rise and applause?

We are honored to have you here. Each of you brings a unique background, set of life perspectives and talents, and you will become an integral part of this school school.

Our school is open and all teachers and staff are ready to welcome all students. We are all here to support you every step of the way in your study.

Each year, I announce a theme that will guide the academic year. The 2022-2023 theme is "Every moment is meaningful." One of the great things about school life is the range of new experiences that will be available to you. You will have abundant opportunities to flourish as a student and as a person.

Please realize that you are not alone. If you find things difficult, don't run away; seek help. Part of being responsible for yourself is recognizing when you need the support of others. **TALK TO PEOPLE.** Talk to your classmates, your homeroom teacher your counseling guidance teachers, housemates, the school staff, the vice principals, or the principal. I want you to know that there is an abundance of support services available to you here. There are learning centers on campus-mathematics, science, English, IT- that are there to provide specialist support if you find you require it.

And I must mention the one-week school orientation is designed to help your transition to the senior high school life. Find out more about it and get involved in the activities.

More importantly-understand that while we expect our students to become self-reliant we are to help when that is needed. **YOU ARE NOT ALONE.**

My personal goal is to make "Every Moment Count" with each of my students.

And with those few of advice I wish you every success at this lovely school and I am confident that you will find it an immensely rewarding experience.

Good luck and make sure your every moment is meaningful.

### 3. Appendix 3 Audio Transcript Unit 2

#### 1) Unit 2

##### Activity 3

**Listen to Kadita and Rinaevi talk about where to find jobs in West Java. Check True or False for each statement.**

Rinaevi : Hey, Kadita, you're from West Java, right?

Kadita : Yeah.

Rinaevi : You know, I'm trying to find a job there and I want to ask your opinion.

Kadita : Sure, go ahead.

Rinaevi : What is the largest city in West Java?

Kadita : Well, Bandung is the biggest, of course. There's also Bogor, Bekasi. Cirebon, and Tasikmalaya. They're a lot smaller.

Rinaevi : I've heard that the area around Bekasi has so many industrial estates. It's near Jakarta, right?

Kadita : You're correct. It has not only domestic companies but also international ones. It is the biggest industrial area in this country, I believe.

Rinaevi : What is Bekasi like?

Kadita : It is a crowded and noisy city now. Traffic jam is a daily routine in any hour.

Rinaevi : What about the weather?

Kadita : The weather is hotter than any other districts in West Java.

Rinaevi : And prices?

Kadita : Everything seems expensive there.

Rinaevi : Job opportunities?

Kadita : This is the good side of this city. There are so many well-paid job opportunities. Vacancies are available everyday.

Rinaevi : That's good. What is transportation like?

Kadita : There are various public transportation to go places.



- Rinnevi : That sounds great. What about public services?
- Kadita : This city has accessible public services for any purposes. High quality educational facilities are also available almost in every corner of the city.
- Rinsevi : Wow! Fantastic. And how far is Bekasi from Bandung?
- Kadita : Oh, about 110 kilometers. It takes only an hour drive through toll road. But, it is closer to Jakarta. It is in the border of West Java and Jakarta. It's a matter of minutes to reach Bekasi from Jakarta.
- Rinaevi : It sounds perfect. I think I've decided, then. I'll look for a job in Bekasi.

## 2) Activity 4

**Listen to Jagat helping Kadita plan her vacation. What cities has Jagat visited?**

- Kadita : Jagat, you travel a lot, right? Do you want to help me plan my vacation? I have one week.
- Jagat : Sure. But you don't have a lot of time, so I suggest you stay in one place. Then you can visit all the tourist attractions and sights.
- Kadita : I see. Well, what about Medan?
- Jagat : Medan is terrific, but you can enjoy only few tourist attractions. Maimun Palace, the Great Mosque of Medan, Linting Lake. North Sumatra Museum, Crocodile Park of Asam Kumbang, Medan Zoo, Siombak Lake, Tirtanadi Water Tower, and Merdeka Walk. It is a big city; somehow, it's somewhat expensive, but not too much.
- Kadita : Do you think it will be too hot?
- Jagat : No, the weather is OK there. It's rather cool.
- Kadita : Well, what about Yogyakarta? I have heard it's very cheap.
- Jagat : Yeah, it is, but it's so crowded and very hot.
- Kadita : What tourist attractions can we visit there?

Jagat : Because Yogyakarta is a fairly small city, so it's pretty easy to go here and there. But you know it has almost all kinds of tourist attractions. It has so many beautiful beaches such as: Paranghitis, Samas, Sepanjang, Kukup, Indrayanti, Trisik, and Baron. Yogyakarta also has a number of temples, for example: Borobudur, Prambanan, Kalasan, Sewu, Mendut, Sambi Sari, Ratu Boko, Sari, Pawon, Ijo, Gebang, Banyu Nibo, and Kedulan. You may as well go shopping in Malioboro Street, Coklat Monggo, Gabusan Art Market, Beringharjo Market, Silver handycrafts at Kota Gede, Amplaz, Maliobor Mall, Gerabah Kasongan, Tas Rajut Dosa, and Klithikan Pakuncen Market. Tourists usually try Yogyakarta's traditional culinaries such as Oseng oseng, Lotek Teteg, Gado-Gado, Angkringan Lik Man, Warung YS Sido Sami, Sate Buntel, Gudeg, Nasi Goreng Beringharjo, and Bakmi Shibitsu.

Kadita : Wow! So many choices Anything else you know about Yogyakarta?

Jagat : Of course. If you love history, you had better go to historical sites such as: Yogyakarta Palace, Vredeburg Fort, Taman Sari, Sonobudoyo Museum, Dirgantara Mandala Museum, Jogja Kembali Museum, and Tugu Golong Gilig. You can also see some water fall in Gethuk, Grojogan Banyu Tibo, Jogan, Tlogomuncar, Sidoharjo, Gedangan, Nglinggo, Grojogan Watu Junggol, Goa Cerme, and Parangtritis. If you like ecotourism, you can visit Selarong cave, Cerme cave, Pindul cave, Kaliadem cave, Merapi slope, Suroloyo peak, and Kaliurang.

Kandita : Wonderful! You know Yogyakarta perfectly well. By the way, what about Manado then?

Jagat : Manado is very expensive.

Kadita : Is it a big city?

- Jagat : It's an extremely big, and in fact it's hot and humid.
- Kadita : What tourist attractions does it have?
- Jagat : Well, It has various tourist attractions such as Bunaken Marine Park, Malalayang Beach, Sawangan rafting, Kima Atas Water Fall, Tondano Lake, Tandurusa Park, Bukit Kasih, North Sulawesi Museum, Boulevard Area, and Tomohon Flower Parks.
- Kadita : Hmm. I can't decide I need to think about this some more.



#### 4. *Appendix 4 Audio Transcript Unit 3*

##### 1) **Unit 3**

##### **Activity 2**

**Listen to the prescription of how to wear a mask in the recording. Make notes on important steps.**

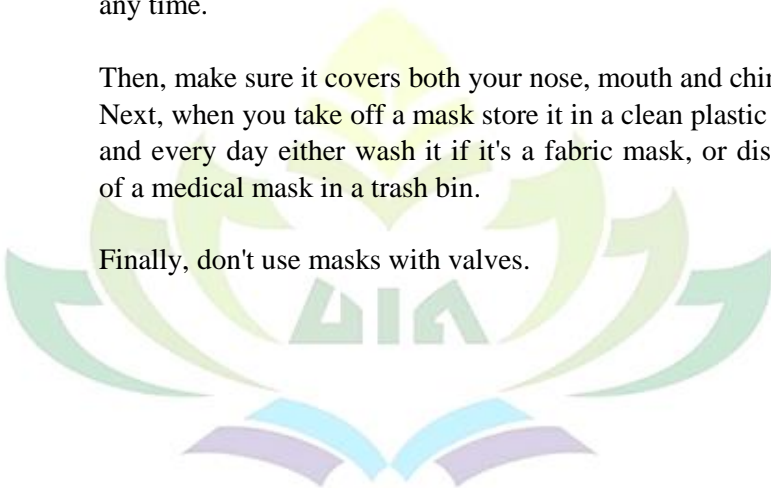
Here are the basics of how to wear a mask:

First, clean your hands before you put your mask on, as well as before and after you take it off, and after you touch it at any time.

Then, make sure it covers both your nose, mouth and chin.

Next, when you take off a mask store it in a clean plastic bag, and every day either wash it if it's a fabric mask, or dispose of a medical mask in a trash bin.

Finally, don't use masks with valves.



## 5. *Appendix 5 Audio Transcript Unit 4*

### 1) **Unit 4**

#### **Activity 5**

**Listen to the 10 steps to understand or tackle math problem. Put number 1 to 10 in boxes in accordance with the order given on the recording.**

Many of us must have asked why math is so easy for them sometimes. Well, here are 10 steps to understand or tackle math problem a little bit better.

First of all, understand every definition. Definitions are just like vocabulary, the sooner you match the definition, the more you'll be able to understand what you're studying and more quickly you'll be able to apply it.

Second, understand various operations and how they are supposed to be solved. One of the most important things in math is operation and their order whether multiplication, division, addition, or subtraction.

Next, understand the use of math. The sooner you'll understand how math is applied in everyday life or in practical purposes, the more you'll be able to appreciate and in turn, understand and relate to math easily.

Then, take the problem and break it. If you can't take one sentence at a time then you can break it into little phrases. The more you'll be able to understand these phrases, the more you'll be able to understand the whole problem.

Fifth, look for a word clue. Suppose if you see, the sum of, that means addition, the product of 2 numbers is right away multiplication and difference of means subtraction and so on and so forth. So word clue is a very important thing to look for when it comes to math problems so that you know what kind of operations and procedures are involved.

After that, review your notes. Check everything you have written down to solve the problem. You don't have to straightaway go to the solution step, before solving just see that have you collected the proper formula or method whichever is required.

Following it, use logical reasoning. To solve a problem you need to use logic, every math problem has a logic behind it. Online games, brain teasers, puzzles and online number games help in solving problems too.

Then, plan to solve the stages. After you're done with the identification and understanding the problem, next comes planning. Plan your stages for solving the problem, never rush to a conclusion directly.

Next, Justify the answer. If you try another way will you get the same answer? Did you answer what the problem is asking? write the answer in a complete sentence.

Lastly PRACTICE, PRACTICE, PRACTICE! It is a clichéd term but it is one that still very true today especially when it comes to math problems. The more you practice the mathematics, the better of you will be.

## 6. Appendix 6 Audio Transcript Unit 5

### 1) Unit 5

#### Activity 4

**Listen to Ratu's telling her experience. Correct the ten mistakes.**

Ratu : I was in a hospital last week

At first, I left my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. According to the doctor; I was infected by dengue fever. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Every day the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

### 2) Activity 5

**Listen to the biography of Otong Setiawan Djuharie. Check True or False for each statement.**

Narrator : Otong Setiawan Djuharie was born on July 18, 1972, in Kuningan West Java. He entered elementary and high schools in his home town. In 1991 he attended English Department at IKIP Bandung, and graduated in 1996. In 1998 he took his master's degree at the



Indonesian University of Education, and completed it in 2000. In 2010 he undertook his doctoral study at the Jakarta State University. Two years later he was sent to the Australian National University for an Academic Recharging Program.





Djuharie is the fourth of seven children of a poor farmer family. When he was eleven, his father went bankrupt due to poor irrigation. His mother took the responsibility of raising the family and became a trader in a local market. Djuharie himself went to work in a traditional market where he sold cigarettes as a vendor. Since then he financed his own life by himself. He worked from 3 a.m. to 6 a.m. before he went to school, and from 1 p.m. to 6 p.m. after school. He used his earnings to buy books and to pay the school tuition fees. He felt this was a very hard life, and he never forgot this.

When he was in college, he started his hobby: writing. Soon several writings of his appeared on local newspapers. In his second grade of the college, he published his first book nationally. The success of this encouraged him to keep writing. He wrote various kinds of books to fulfill the need of literacy. He was very happy with his achievements. Later, he found that it was his hobby that led him to attend all levels of education ever available in this country. Djuharie is now one of few prolific writers in Indonesia. He has written more than 100 books in various genres that are nationally published. He also has been involved in teaching activities. He teaches in one of the state universities in Bandung, and gives English consultation for public under President Development Center.

## 7. Appendix 7 Data Display

No	Aspects of Connected Speech		Utterances	Notes
1	Linking	Consonant-Vowel	1) Those of you /ðəʊzɒv ju:z/	-
			2) Welcome all /welkəʊm:l/	-
			3) And applause /n;ə'plə:z/	-
			4) Each of you /i:ʃɒv ju:z/	Each of you /i:ʃɒv ju:z/
			5) Brings a unique /brɪŋzə ju:'ni:k/	-
			6) An integral /ən'ntɪgrəl/	-
			7) Step of the way /stepɒv ðəweɪ/	-
			8) Have abundant /hævə'bʌndənt/	-
			9) As a student /æzə'stju:dənt/	-
			10) Of others /ɒv'ʌðəz/	-

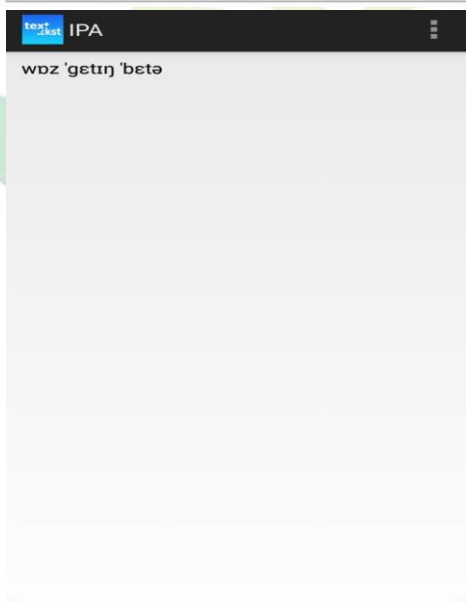
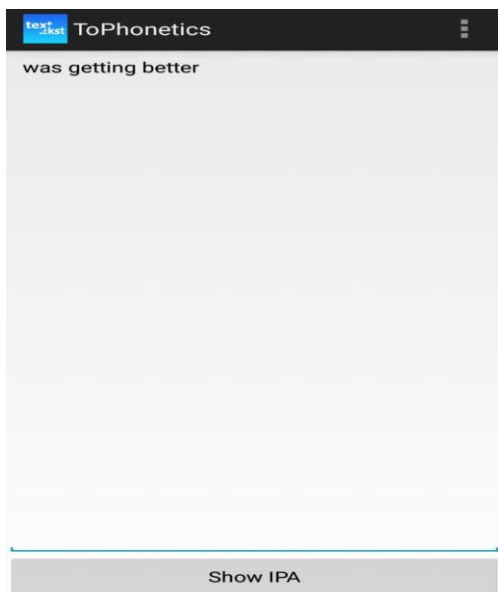
No	Aspects of Connected Speech		Utterances	Notes
			11) Require it /rɪ'kwaɪəri:t/	-
			12) Find out /faɪndaʊt/	-
			13) Find it /faɪndɪt/	-
			14) Flourish as a /'flʌrɪʃæzeɪ/	-
			15) Few words /fju:wɜ:dz/	-
			16) Set of life /set ɒv laɪf/	Set of life /sɛdəv laɪf/
		Consonant-Consonant	1) School life /sku:l aɪf/	-
			2) With those /wɪð:əʊz/	-
2	Deletion	Elision	1) Next to /neks tu:/	-
			2) Moment is /'mɒmənt ɪz /	-
			3) Find things /faɪn θɪŋz/	-
		Contraction	-	-
3	Insertion	Consonant Insertion	1) If you /ɪf(v)ju:/	-
		Glide Insertion	1) I am /aɪ æm/	I am /aɪjæm/ j
			2) You all /ju: ɔ:l/	You all /ju:wɔ:l/ w

No	Aspects of Connected Speech		Utterances	Notes
			3) You are /ju: a:r/ 	You are /ju:wa:r/ 
			4) We are /wi:ja:r/ j	-
4	Modification	Palatalization	1) Want you  /wɒ:ntʃu:/'	-
			2) Find you  /faɪndʒu:/'	-
		Assimilation	-	-
		Flapping	1) First and foremost /fɜ:rst ænd 'fɔ:məʊst/'	First and foremost /fɜ:rsrænd 'fɔ:məʊst/'
			2) Set of life /set ɒv laɪf/'	Set of life /sɛrɒv laɪf/'
			3) Part of this /pɑ:rt ɒv ðɪs/'	Part of this /pɑ:rrɒv ðɪs/'
			4) Not alone /nɒ:t ə'ləʊn/'	Not alone /nɒ:rə'ləʊn/'
			5) About it /ə'baʊɪt/'	-
		Glottalization	1) That you /ðætʃu:/'	That you /ðæʔju:/'

No	Aspects of Connected Speech		Utterances	Notes
			2) That will be /ðætʃwɪlbi:/	-
			3) That are /ðætʃɑ:/	-
			4) That while /ðætʃwaɪl/	-
5	Reduction	Consonant Reduction	1) To those /tu: ðəʊz/	-
			2) Of you /ɒv ju:/	-
			3) Next to /neks tu:/	-
		Discourse Reduction	1) Need the /ni:d ðə/	-
			2) The one /ðə wʌn/	-
			3) With a red /wɪð ə red/	-
			4) Have a /hæv ə/	-
6	Multiple	Lexical Combination	-	-
		Contraction	-	-

8. *Appendix 8 To Phonetics Application*







## 9. Appendix 9 Google Translate




***10. Appendix 10 getting a library stamp at SMA Negeri 3 Bandar Lampung***



***11. Appendix 11 getting the school stamp of SMA Negeri 3 Bandar Lampung***



**12. Appendix 12 Validation Letter from Mr. M. Ridho Kholid, S.S., M.Pd**



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**SURAT KETERANGAN**  
**VALIDASI**

Yang bertanda tangan di bawah ini:

Nama : M. Ridho Kholid, S.S., M.Pd  
Instansi : UIN Raden Intan Lampung  
Jabatan : Dosen  
Bidang : Linguistik


yang telah dianalisis dalam skripsi yang berjudul "*An Analysis of Connected Speech in Listening Material for the First Semester of English Textbook for Tenth Grade of Senior High School entitled "Bahasa Inggris"*" oleh peneliti:

Nama : Yeni Sulistyawati  
NPM : 1911040515  
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:

.....  
.....  
.....  
.....  
.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 31 Oktober 2023  
Validator,  
  
M. Ridho Kholid, S.S., M.Pd

### 13. Appendix 13 Validation Letter from Ms. Linda Dwiyanti, S.Pd



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#### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Linda Dwiyanti, S.Pd  
Instansi : Kampung Inggris Lampung  
Jabatan : Pengajar  
Bidang : Listening

yang telah dianalisis dalam skripsi yang berjudul "An Analysis of Connected Speech in Listening Material for the First Semester of English Textbook for Tenth Grade of Senior High School entitled "Bahasa Inggris" oleh peneliti:

Nama : Yeni Sulistyawati

NPM : 1911040515

Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:

1. The researcher analyzed the audio correctly about connected speech that used in English audio.
2. The researcher writes down the word which incorrect in listening material and also gives the phonetic symbol in every word.
3. Please mention or make it in a sentence and underline or bold the words that Connected speech.


Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 28 Oktober 2023

Validator,

Linda Dwiyanti, S.Pd

## 14. Appendix 14 Validation Letter from Ms. Wuniati, S.Pd



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**SURAT KETERANGAN  
VALIDASI**

Yang bertanda tangan di bawah ini:

Nama	: Wuniati, S.Pd
Instansi	: Kampung Inggris Lampung
Jabatan	: Pengajar
Bidang	: Pronunciation

yang telah dianalisis dalam skripsi yang berjudul *"An Analysis of Connected Speech in Listening Material for the First Semester of English Textbook for Tenth Grade of Senior High School entitled "Bahasa Inggris" "* oleh peneliti:

Nama	: Yeni Sulistyawati
NPM	: 1911040515
Program Studi	: Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:


.....

1) Researcher need to be more careful in analyzing contraction in multiple and contraction in deletion.

2) Reanalysis the linking of consonant - consonant.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 28 Oktober 2023  
Validator,



Wuniati, S.Pd



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**SURAT KETERANGAN**

Nomor: B-0251/ Un.16 / P1 /KT/I/ 2024

*Assalamu'alaikum Wr.Wb.*

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I  
 NIP : 197308291998031003  
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
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Bandar Lampung, 18 Januari 2024  
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TEXTBOOK FOR TENTH GRADE  
OF SENIOR HIGH SCHOOL  
ENTITLED "BAHASA INGGRIS"

*by* Perpustakaan Pusat

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**File name:** Skripsi\_Yeni\_Sulistiyawati\_1911040515.docx (518.68K)

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**Character count:** 121514



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