

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH
CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON
YOUTUBE**

By:

Wuniati

Student Number: 1801070073



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2022 M

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AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH

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YOUTUBE

Presented as a Partial Fulfillment of the Requirements

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By:

Wuniati

Student Number: 1801070073

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor: Drs. Kuryani, M. Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443H/2022M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: lainmetro@metrouniv.ac.id

APPROVAL PAGE

Assalamu'alaikum Wr.Wb

Title : AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH
CONVERSATION OF AHMAD DAHLAN UNIVERSITY
STUDENTS ON YOUTUBE

Name : Wuniati

Students Number : 1801070073

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Wassalamualaikum Wr.Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 198711027015031004

Metro, 8 Maret 2022
Sponsor

Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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Telp. (0726) 41507; Faksimill (0725) 47296; Website: www.metrouniv.ac.id; E-mail: lainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah of Wuniati**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.


We have given guidance and enough improvement to research thesis script which is written by:

Name : Wuniati
Students Number : 1801070073
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH
CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS
ON YOUTUBE

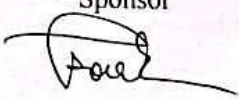
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikumWr. Wb.

The Head of English Education Department


Andianto, M.Pd
NIP. 19871022015031004

Metro, 8 Maret 2022
Sponsor


Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507, Faksimili (0725) 47296, Website www.metro.univ.ac.id E-mail iaimetro@metro.univ.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE, Written by: Wuniati, Student Number 1801070073 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 27th, 2022, at 09.30-11.00. p.m

BOARD OF EXAMINERS

Chairperson : Drs. Kuryani, M. Pd

Examiner I : Dr. Dedi Irwansyah, M. Hum

Examiner II : Linda Septiyana, M. Pd

Secretary : Yeni Suprihatin, M. Pd

The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zulfari, M. Pd

NIP. 748306421989031006

AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE

ABSTRACT

By: Wuniati

The purpose of this study was to analyze the use of appropriate and inappropriate connected speech in English Conversation of Ahmad Dahlan University on YouTube and to investigate the most dominant type of connected speech in English Conversation of Ahmad Dahlan University on YouTube. The researcher analyzed this phenomenon based on the consideration of students' speaking problems which were investigated in the analysis process. Therefore, it is hoped that this research is useful in connected speech in speaking skill.

This research method was qualitative research in the form of case studies conducted by analyzing the speech in English Conversation on YouTube. The main sources of the research were students in the first semester at Ahmad Dahlan University Yogyakarta. The researcher used observation and documentation to collect the data. The observation was conducted to find out the use of appropriate and inappropriate connected speech in English Conversation and the most dominant type of connected speech in English Conversation of Ahmad Dahlan University on YouTube.

The results of the research were about the appropriateness and inappropriateness of connected speech in speaking skill which consist of elision, contraction, assimilation, linking, reduction, intrusion. In addition, the second results of this study were about the factors that cause students' difficulties in using connected speech due to lack of understanding in using it. Furthermore, the third results of this study were about solutions to overcome students' difficulties in using connected speech in speaking skill.

Keyword: connected speech, conversation, speaking skill.

AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE

ABSTRAK

Oleh: Wuniati

Tujuan dari penelitian ini adalah untuk menganalisis penggunaan connected speech yang tepat dan tidak tepat dalam percakapan bahasa Inggris mahasiswa Universitas Ahmad Dahlan di YouTube dan untuk mengetahui jenis connected speech yang paling dominan dalam percakapan bahasa Inggris Universitas Ahmad Dahlan di YouTube. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam berbicara yang diselidiki dalam proses analisis. Oleh karena itu diharapkan penelitian ini bermanfaat dalam connected speech dalam keterampilan berbicara.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan oleh mahasiswa Universitas Ahmad Dahlan. Sumber utama penelitian ini adalah siswa yang sedang berada di semester pertama di Universitas Ahmad Dahlan Yogyakarta. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data. Pengamatan dilakukan untuk mengetahui penggunaan connected speech dalam percakapan bahasa Inggris dan jenis yang paling dominan dalam percakapan bahasa Inggris di Universitas Ahmad Dahlan di YouTube.

Hasil penelitian adalah tentang tepat dan ketidaktepatan mahasiswa Universitas Ahmad Dahlan dalam keterampilan berbicara yang terdiri dari elision, contraction, assimilation, linking, reduction, intrusion. Selain itu hasil penelitian ini adalah tentang faktor-faktor yang menyebabkan kesulitan siswa dalam menggunakannya. Selanjutnya, hasil penelitian ini adalah tentang solusi untuk mengatasi kesulitan siswa dalam menggunakan connected speech dalam keterampilan berbicara.

Kata Kunci: connected speech, percakapan, keterampilan membaca.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Wuniati

St. Number : 1801070073

Faculty : Tarbiyah and Teacher's Training

Department : English Education Department

State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, May 18, 2022

The researcher



Wuniati

St. Number.1801070073

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Wuniati

Npm : 1801070073

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, May 18, 2022

The researcher



Wuniati

St. Number.1801070073

MOTTOS

إِنَّ مَعَ الْعُسْرِ يُسْرًا ط

“Verily, after studying hard comes ease”

(QS. Al-Insyirah: 6)

“Every incident has a time and every disaster has an end”

(Syekh Abdul Qadir Al-Jailani)

“Everything that has gone in this world will never return, except for the prayer. It skyrocketed and will definitely come back”

(Researcher)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Gunawan and Mrs. Susiani who always support me to finishing this thesis and always being hero for my life.
2. My beloved lecturers of IAIN Metro.

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Thanks to Allah SWT, who always give the researcher blessing to complete a study under titled “AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE”. Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guided us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Drs. Kuryani, M.Pd, as the advisor valuable knowledge and support in finishing this undergraduate thesis.
5. All the lecture in English Education Department, who always give knowledge and information.
6. All the staff of English Education Department who helped the researcher in processing of administration.

The researcher apologizes for all the mistakes that the researcher has made in writing and finishing this undergraduate-thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undegraduate-

thesis can be useful for researcher in particular, for our college and every reader in general.

Metro, May 18, 2022

The researcher

A handwritten signature in black ink, appearing to be 'Wumiati', written over a horizontal line.

Wumiati

St. Number.1801070073

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an art in explicate the contents of the mind either straight or in writing so that a communication can be tied in which in the communication process a person has carried out the process as humans interact with one another. The benefits of speaking are to escalate self-confidence, simplify the prevision of various information, facilitate communication between people and reinforce communication skills both directly and writing.

Moreover, one form of activity that explore speaking skill is conversation. Conversation is the switch of reasoning or ideas between one another which can invent a communication. In learning English, the conversation conceive steads, among other things it can construct vibrancy and build group identities, so that we get to know and understand each other better, conversations can make interaction actors feel they have comply their necessity as in essence humans must interact with each other because they are social creatures. One of the components of pronunciation that bolster the quality of the conversation is connected speech. Connected speech is the connection of a word in speaking like a native speaker, because in connected speech when we say a word in English, the speakers eliminate or combine one word is simpler when pronounced and can be more

natural like a native speaker Furthermore, a program created to support effective pronunciation learning and communication capacity which can be produce a supra-segmental appears in which it a very significant part in interacting is connected speech.¹ Connected speech functions to grasp conversation in English well and be able to speak continuously by combining words, so they can speak simply and be able to communicate more clearly and effectively.

In connection with this phenomenon, the researcher had conducted on the basis of the phenomena that the researcher found by surveying relevant journals, one of which is written by Hafirah Patang and Misnawati who show that the use of the words related to aspects of connected speech.

Table 1

Table of Pre-Survey

The Result of Connected Speech

No.	Types of Connected Speech	Frequency	Percentage
1.	Assimilation	24	6
2.	Linking	103	28
3.	Elision	244	66
Total		371	100%

(Source: **Surveyed in the Journal Written by Hafirah Patang and Misnawati**)

¹ Virgina W. Westood (dkk), *Connected Speech*, (Australia: Protea Texware Pty Ltd. 2011), hal 2.

Based on the table above, it is explained that in the connected speech phenomenon. There are three types of this connected speech have emerged and the most dominant type in connected speech is Elision. Importantly, it has been surveyed that Hafirah Patang and Misnawati are positive phenomena to find about real examples connected with speech in conversation as the art of speaking. In this study the researcher continued their research for the use and the most dominant types of connected speech in english conversations of Ahmad Dahlan University Students on YouTube.

In this regard, the researcher observed the presence of connected speech in conversation and found the phenomenon of connected speech in conversation. One type of connected speech in conversation is illustrated in the following sentence; One of the connected speech phenomena in the conversation is *you about*, where students say /yu ə'baʊt/ while in right pronunciation /yuwə'baʊt/. The linked speech contained in this is classified as linking. Linking happens when the end of one word blends with another. Connected speech is spoken correctly in a sentence enhances conversation because it is closer to the accent of native speaker.

Therefore, it can be said that connected speech is very dominant in conversation. Based on the description above, the researcher intends to discuss this phenomenon by planning to explore the connected speech phenomenon more deeply in conversation, especially this states the use

of connected speech and the most dominant type in conversation. In this case, the researcher conducted a qualitative research entitled An Analysis of Connected Speech in English Conversation of Ahmad Dahlan University on Youtube.

B. Research Questions

To determine the research objectives, the researcher arrange the research questions as follows:

1. What are the use of appropriate and inappropriate connected speech in English conversation of Ahmad Dahlan University Students on YouTube?
2. What is the most dominant type of connected speech in English conversation of Ahmad Dahlan University Students on YouTube?

C. Objective and Benefits of Study

1. Objective of the study

Based on the research questions, the researcher determines the research objectives among others:

- a. To analyze the use of appropriate and inappropriate connected speech in English conversation of Ahmad Dahlan University Students on YouTube.
- b. To analyze the most dominant type connected speech in English conversation of Ahmad Dahlan University Students on YouTube.

2. Benefits of the study

This research is expected to be useful not only for the researcher but also for readers of this study, English educators and other researchers. These advantages include:

a. For readers of the study

This research is expected to be useful for readers in obtaining accurate information about connected speech in conversation, both in terms of theory and form the facts of the research results. From this information, readers are expected to be inspired and motivated to explore the phenomenon of connected speech.

b. For educators of English

This research is expected to be useful for English educators with beneficial theory and facts about connected speech in conversation. English educators can take the right steps to motivate students to apply connected speech in speaking so that the quality of the students speaking be better.

c. For the other researcher

This research is expected to be useful for other researcher who conduct research on the same topic, namely connected speech. This research could be an alternative reference for other researchers by not only presenting theory of connected speech

but also about aspects of research facts, especially those related to research process.

D. Prior Research

This study was conducted by considering the several prior researcher. The first prior research conducted by Hafirah Patang and Misnawati with the title of research “Students’ Realization of Connected Speech Aspects”.²

The research conducted in 2021. As for the aim of such research, among other thing that the study is to discover students realization in the aspects of connected speech which included assimilation, elision, contraction, linking, reduction, instruction and be aware students science about the six aspects of connected speech. While the result of this researcher is the result of the research indicate that assimilation has 1 pronouncing correctly and has 6 tokens which are mispronounced. In elision, there are 6 pronounced correctly and 9 are mispronounced. Contraction has 29 tokens which are pronounced correctly by the students and 10 tokens incorrectly. There are 3 pronounced correctly in linking and 5 pronounced incorrectly. Instruction has 3 tokens pronounced correctly and 15 pronounced incorrectly. In the last is reduction, reduction has 0 correctly although incorrectly.

² Hafirah patang and Misnawati, “Students’ Realization of Connected Speech”, *Ideas: Jurnal on English Language Teaching & Learning Linguistics and Literature* 2, no. 1 (2004): 5.

The students has mispronounced about this aspect of connected speech. This research has similarities and differences with the research conducted by Hafirah Patang and Misnawati. The similarity between these two studies lies in the similarity of the research method, the name of this research method is the qualitative research method. While the differences between two studies lie in the research objectives. The destination of this research is to examine the study is to discover students realization in the aspects of connected speech which included assimilation, elision, contraction, linking, reduction, instruction and to be aware students science about six aspects of connected speech.

The second prior research conducted by Magdaline Bakune Nkongho & Philip Tize with the title of the research is “Aspects of Connected Speech: An Exploratory Study on Esl Student-teachers of the Higher Teachers Training Collage Maroua”.³ As for the aim of such research, among other things to assessing student ability to handle features of connected speech in conversation. whilst the outcome of this researcher is the result showed that the entrants encounter a lot of difficulty in conversation due to the phenomenon that melts words, the learners missed some words and sentences due to hardship in pronouncing them.

This research has similarities and differences with the research conducted by Magdaline Bakume Nkongho & Philip Tize. The

³ Magdaline Bakume Nkongho & Philip Tize, “Aspects of Connected Speech : An Exploratory Study on Esl Students-Teachers of The Highers Training College Maroua”, *International Journal of English Language and Linguistics Research* 9, No.2 (2021): 32.

similarity between these two studies lies in the equation of the research method, the name of this research method is the qualitative research method. Whereas the differences between two studies lies in the research objectives. The aim of this research is to assessing students ability to handle features of connected speech in conversation.

The third prior research conducted by Farshid Tayari Ashtiati & Amir Mahdavi Zafarghandi with the title “The Effect of English Verbal Songs on Connected Speech Aspects of Adult English Learners’ Speech Production”.⁴ As for the aim of such research, among other things that the study is try out to investigate the impact of connected speech aspects of students speech production. Meanwhile, the results of this research are results that show the service has a positive effect on the connected speech aspect of the speaking production of english learners.

This research has similarities and differences with the research conducted. The similarity between these two studies lies in the equation of the research method, the name of this research method is the qualitative research method. Whereas the differences between two studies lies in the research objectives. The purpose of this research is the study an attempt to investigate the impact of connected speech aspects of students speech production.

⁴ Farshid Tayari Ashtiani & Amir Mahdavi Zafarghandi, The Effect of English Verbal Songs on Connected Speech Aspects of Adult English Learners’ Speech Production, *Advances in Language and Literary Studies* 6, no.1 (2015): 212.

The last prior research conducted by Helena Spilkova with the title “Phonetic reduction in spontaneous speech: an investigation of native and non-native production”.⁵ As for objectives of such research is to describe the style of speech influence on the interim and spectral properties of English purpose words and on the production of native speakers. Whilst the outcome of this study is to show that many phonetic parameters observed in function words are significantly influenced by the background of the speakers. This research has similarities and differences with the research conducted by Helena Spilkova. The similarity between these two studies is in the similarity of the research method, named the qualitative research method. Whereas the differences between two studies is the research objectives. The purpose of this research is to describe the style of speech influence on the temporal and spectral properties of English purpose words and on the production of native speaker.

Based on the description above, it can be concluded that connected speech in a conversation is necessary to be implemented. In this case, the researcher used qualitative research based on the similarity of the research objectives from the prior researcher. Therefore, the researcher conducted the qualitative research in the study.

⁵ Helena Spilkova, *Phonetic reduction in spontaneous speech: an investigation of native and non-native production* (Trondheim: Norwegian University of Science and Technology, 2014), 3.

E. Research Method

1. The Type and Characteristics of Research

The researcher conducted the qualitative research to investigate connected speech in conversation on YouTube. According to Margot Ely, qualitative research is a type or research method that examines natural phenomena and can be in the form of negative or positive phenomena.⁶ The researcher investigated the phenomenon exert to analyze the use of connected speech in conversation on YouTube. It means that qualitative research can be able to describe an object of research in detail and show the quality of the research that has been done it.

Moreover, the type of this research is library research. Library research is an integral part of inquiry in any field, allowing researcher to determine what related work has already been done and how experts have assessed it.⁷ The characteristic focuses on descriptive qualitative research. The researcher conducts an analysis that describes the phenomenon. The purpose of analyze connected speech in this conversation is for descriptive research. Descriptive research is research that describes an event or phenomenon that is factual and carried out in detail, as well as to get a good definite step. Descriptive qualitative analysis involves describing the general characteristics that underline the data and identifying problems or

⁶ Margot Ely, "Doing Qualitative Research: Circles Within Circles", (London: Falmer Press, 2003), 112.

⁷ Mary W. George, "The Elements of Library Research", (New jersey: Princeton University Press, 2008), 22.

to justify the ongoing situation. Descriptive qualitative research is worthwhile because it can serve necessary information and provide an objective description of a situation.⁸

From the exposure above, the goals of this research is to find out the realization of students in the aspects of connected speech which included assimilation, elision, contraction, linking, reduction, instruction, and to be aware students science about the six steps of connected speech.

2. Data Resources

In the part of this study, the researcher decides to hand out the sources in two particles, consist of primary and secondary.

a. Primary sources

The basic material of a research is the primary sources. This data is obtain directly by research in the field through respondents by means of observations, documentations and analysis. They are direct testimony or evidence of the topic under consideration. Primary resources present the information in original shape, not interpreted, summarized or evaluated by others researcher. The main resources of this research is a video conversation of Ahmad Dahlan university students on YouTube of who are doing their assignments on their respective campus.

⁸ Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

b. Secondary sources

Secondary sources proffer exegeses or analyze based on primary sources. The researcher may describe a primary source and often use it to espouse a particular of thesis. Secondary sources are sources of research data obtainable by researcher circumstantially through intermediary media. Secondary sources in this research are documentation of journals, books and articles related to research.

3. Data Collection Technique

Data collection is taken from the process of data analysis into theory or interpretation. Creswell says that “many of qualitative studies, the inquiry collects various declaration of data and spends a great deal of time in natural settings encounter information”.⁹ A very important stage in a research is data collection. Data collection is the specific of proof that permits the researcher to precisely analyze the outcomes of all activity with the procedures that used in researcher research.

The researcher in this study used documents to collect data. The researcher took documents from the results of connected speech in English conversation of Ahmad Dahlan university students on YouTube for analysis and identify uses in connected speech. In this study, researcher used two techniques to gather the data, namely observation and documentation.

⁹ John W. Creswell, *Resesarch Design* (California: Sage Publications, 2000), 84.

1. Observation

The process of collecting accessible, primary data by observing places and people at a study location is recognized as observation.¹⁰ The observation is a correct way of collecting data. In addition the observation is an activity by doing researcher to be getting the valid information. In this research, the researcher observed the scripts of connected speech in English conversation of Ahmad Dahlan University students on YouTube.

The researcher observed the complete scripts of connected speech in English conversation of Ahmad Dahlan University students on YouTube through online access. It noticed the scripts of connected speech in English conversation of Ahmad Dahlan University students on YouTube with observation sheet instrument. The aims of the observation are to know the use of connected speech and the most dominant type connected speech in English conversation of Ahmad Dahlan University students on YouTube.

2. Documentation

The researcher of qualitative study uses written documents to get understanding of the phenomenon researched.¹¹ This study, the researcher use document techniques to gather the data. Document is a meaningful source of information in qualitative research. Creswell cites that documents deputize both general and personal documents.

¹⁰ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

¹¹ *Ibid.*, 432.

General documents are provided in the meeting of minutes and newspapers.¹² It means that the data of documents are important to support the completeness of the research data. Documentation is carried out to complete research data related to video conversations from YouTube which researcher examined, including the number of videos, the time span of the conversation, and the identity of the speaker including the university where they come from, study program and the semester.

4. Data Analysis Technique

Analyzing data is important, because the results are the conclusions of all research. Data analysis refers to the activity comprehending the result data from the whole data to achieve the result of objective. It consists of considering the whole data and interpreting the data to make it understandable. Qualitative data are generally in the form of words (descriptions, observations, impressions, recordings and its kind).

In this study, the researcher used the Mary's Maxim model to analyze the data.¹³ This diagram illustrates the constituents of this analysis model.

¹² *Ibid.*, 180.

¹³ Mary W. George, "The Elements of Library Research" (New Jersey: Princeton University Press), 2008, 18.

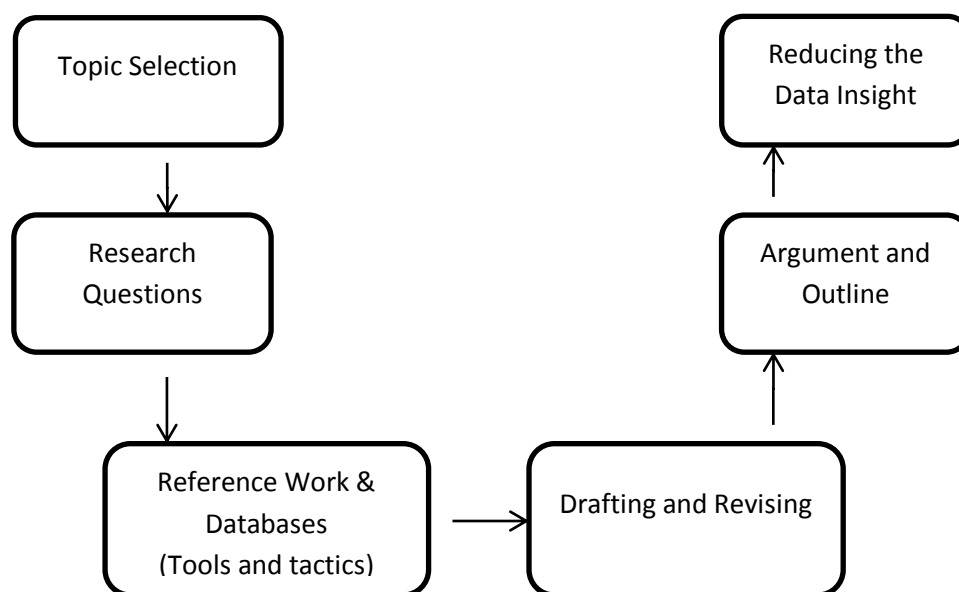


Figure I. Library Research Process

Data analysis by Mary's Maxim model conducts the following steps:¹⁴

1. In the first step of this research, the researcher chose the research topic by considering the importance of the connected speech phenomenon in conversation. In particular, the researcher decided to choose the topic of connected speech in conversations on YouTube so that the researcher wanted to persuade the use of connected speech in online media.
2. Second, the researcher determined the first research questions, namely *What are the use of connected speech in English conversation of Ahmad Dahlan university students on YouTube?* and the second research question *What is the most dominant type of connected speech in English conversation of Ahmad Dahlan university students on YouTube?*

¹⁴ *Ibid.*18

3. The researcher collected all the main data sources and supports the research. The main data source of this research is in the form of an English conversation video conducted by Ahmad Dahlan university students which the researcher downloaded from YouTube. The primary data was equipped with all important literature related to connected speech in the form of books and scientific articles.
4. At this stage, the researcher sorted out the important contents of the research data by referring to research questions and research objectives. In this case, the researcher examined the important content of the English conversation of Ahmad Dahlan's university students by sorting the data based on research questions, namely the appropriate and inappropriate use of connected speech in the conversation and the most dominant type of connected speech.
5. At this research stage, the researcher strengthened the results of the research data by providing scientific arguments to the answers to the research questions and making an outline of the answers to the research results referring to the research questions.
6. The final stage of this research was to make a detailed draft of the answers to the research results by using clear descriptive explanation and revising the results of the exposure of the research results by re-checking whether the research results had answered the research questions.

5. Research Approach

In this study, the researcher used six steps research approach, as follows:¹⁵

1. Identifying Research Problems

The researcher began a research study by identifying the topic to study, usually a problem in education that necessary to be decipher. As for identifying the research problem consist of defining the problem to be studied, expanding the justification for studying it, recommendation about the importance of the research who read the report.

2. Reviewing the Literature

The skills required to review the literature develop over time by means of practice. The researcher can know how to look for journal articles and books in academic libraries, access computerized databases, select and evaluate the quality of research on the topic and summarize them in a review.

3. Determine Research Objectives

If the research problem covered a broad topic, the researcher needs to focus it so that the researcher can study it. A focused restatement of the problem is a statement of purpose.

4. Collecting Data

The evidence help the provide answers to the research questions and hypotheses. To got these answers, the researcher perform data

¹⁵ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

collection steps. Identified and choosed the video for research and gathering information by analyzing them it means from the collecting data.

5. Analyzing and Interpreting Data

After collecting data, the researcher needs to understand the information that occurs or the phenomenon in conversation on YouTube in this study. The analysis consists of “unpacking the data” to determine about the connected speech “combining it” to summarizing it.

6. Evaluating Research

After doing the research, the researcher expanded a written report and distribute it to a selected audience that consist of fellow teachers, parents and students who can use the information.

CHAPTER II

LITERATURE REVIEW

A. Concept of Conversation

1. Nature of Conversation

Conversation is spoken activity that naturally takes place without the means of writing.¹ It means that the conversation is an activity that involves at least two people to communicate with each other. Conversational activities are not engineered activities such as dramas because conversations do not only occur in a formal atmosphere but also occur in an informal setting. The communication aims to obtain information and establish daily relationship, so that an interaction can occur.

In addition, conversation is the exchange of ideas; the idea itself is a person's desire to communicate what is in persons mind, about all the contents are in persons mind both privately and publicly.² Conversation is the significant speaking activity that is needed in the progress of conveying the content of the oral activity in order to communicate the important message between the speakers. Conversation that involves input between people is interactive activity when the people have turn, the people listen to other people's arguments about the people ideas. For example, when speaker wants to discuss the progress of company with a

¹ Diana Slade, *Conversation: From Description to Pedagogy* (New York: Cambridge University Press, 2006), 8.

² Mary Greer Conklin, *Conversation* (Venice: The Floating Press 2009), 12.

co-worker who just arrived and it is the first time when they meet, the speakers start the conversation differently than when they meet new employee or have met before.

Conversation is a speaking activity that occurs depending on the situation.³ It means that the situation that has occurred, therefore conversation usually occurs because of things that the speakers want to discuss or they want to know the specific goal. Usually new conversation is different from conversation that has been around for a long time. When the speakers meet new people, the conversation is short but when they have known each other for a long time the conversation is different from the beginning that they just meet.

Moreover, conversation is an interaction relationship of at least two people who enjoy perceived equality of status and share information.⁴ It means that openness is preferred because of openness suggest something started with no goal fixed in mind. Openness distinguishes conversation from other types of courses that have a clear purpose. This openness describes a way of conversation that is much less defined and constrained than other specialized types of discourse.

One basic reason why conversation is more open-ended is that it is the product of at least two participants, and it is not possible in conversation, where the participants enjoy perceived equality of status and

³ Henk T. Van der Molen and Yvonne H. Gramsbergen-Hoogland, *Communication in Organizations* (Taylor & Francis: Psychology Press, 2005), 7.

⁴ Martin Warren, *Features of Naturalness in Conversation* (Amsterdam: John Benjamins Publishing Company, 2006), 161-162.

share responsibility for the out-come, for one speaker to place absolute constraints on what the next might say.

2. Function of Conversation

The function of conversation is something that say which aims to get mutual information and its meaning is not always seen directly or with the words that have been chosen.⁵ Conversation that occur by involving reciprocity in conversations, the information obtained is accurate. The function of this conversation is to get attention, to entertain listeners and to get information.

The function of the conversation itself is not to teach or to be taught, except by chance.⁶ The aims of the conversation is to get attention usually have a specific purpose, namely like a big boss with employees, where employees usually seek attention from the big boss. In contrast to the conversation which only aims to entertain the listener and get information. Usually this conversation occurs when someone has an idea that they want to convey so that the listener gets information.

3. Characteristics of Conversation

a. Conversation is spoken

Conversation is spoken because the communication that occurs maybe through computers, verbally or conversations that occur through writing. Conversation can occur when there is reciprocity

⁵ Francesca Pridham, *The Language of Conversation* (London and New York: ROUTLEDGE, 2001), 63.

⁶ Mary Greer Concklin, *CONVERSATION*, Venice: The Floating Press, 2009, 11.

between two people or more. With conversation they can establish a relationship with another person. For example:

Od : ... no I think, I do not know. Many people who have been affected, except you and I, that much...

Rb : you, do not know

Od : well you know, except for the neighbours

Rb : oh a friend of ours in Paddington, they had to move out of the flat

Gr : mm

Rb : because the whole

Gr : roof collapse

Rb : the tiles fell through the ceiling

Gr : mm

Rb : into the room and they have actually had to move our completely

Od : oh really

Dn : and there was the little old lady over the road who

Rb : oh yeah (laughs) she was sitting in her living room and a hail stone fell through the skylight this old Italian woman, she had corrugated iron but it fell through the skylight it fell through the ceiling and landed in her. When she was sitting

Od : mm

b. Conversation happens in real time

Conversation happens like how it happens at this time. For example: like coronavirus (COVID-19) in this world as well as in newspaper articles and even speeches that have been quoted. Therefore, the conversation usually occurs according to need or in the time that has occurred.

c. Conversation takes place in a shared context

Conversation is speech, but it is not speech. It is dialogical or very multi-logical. The conversation is co-constructed and written by the many people they are interacting with. Conversation develops by two or more and sometimes there is overlap. Sometimes involves pros and cons between the speaker and the listener. An example is telling story.

d. Conversation is interpersonal

The conversation is spoken both over the telephone and on the radio but in reality this does not disqualify the conversation as a conversation.⁷ The conversation through telephone occurs frequently and one of the parameters of conversation, even though they are not direct communication. Likewise, talkback programs on radio have many features of casual conversation, especially if the conversation is more than two people involved. For example:

Rb : So erm they go back to school tomorrow?

⁷ Diana Slade, *Conversation: From Description to Pedagogy* (New York: Cambridge University Press, 2006), 8-21.

Od : Yeah

Rb : Erm just hang on there for a second because gr wants to ask a question about that.

Gr : Is the school ok?

Od : You mean, general damage?.....

B. Concept of Connected Speech

1. Nature of Connected Speech

Connected speech is a program designed to teach natural pronunciation and effective communication skills.⁸ 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 get 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 be produce supra-segmental features. Supra-segmental features are word stress, sentence stress, pitch changes in spoken English.

Connected speech is important features of effective communication. The capability to speak English embodies the accuracy of pronunciation and intonation that affects proper communication in conversation. Connected speech is very systematic conversation that consist of various characteristics features

⁸ Virginia W. Westoos and Heather Kaufmann, *Connected Speech* (Australia: Protea Textware Pty Ltd, 2011), 2.

contributing to the meaning of connected speech.⁹ 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.

2. Function of Connected Speech

Connected speech serves to help learners communicate in a clearer and more effectively way. In connected speech, the learner is made aware of the supra-segmental features of spoken English and its importance to help identify these features in natural pronunciation. Connected speech focuses on group pauses, pitch changes, stressed words, related words. Connected speech helps students to recognize the importance of stressed syllables, stress and the connection of a sentence.¹⁰ Therefore, it is very important for us to understand about 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 test like as TOEFL and IELTS, connected speech supports the learners in facing the exam. Connected speech helps the learners in the listening section and in the speaking section where native speakers speak naturally and well.

⁹ Muhammad Akram and Abrar Hussain Qureshi, "The Role of Features of Connected Speech in Teaching English Pronunciation," *Pakistan: International Journal of English and Education* 3, no.3 (2020): 230.

¹⁰ Virginia W. Westood and Heather Kaufmann, *Connected Speech* (Australia: Protea Textware Pty Ltd, 2011), 3.

3. Types of Connected Speech

a. Elision

It is also named deletion or omission of sound, where elision refers to the form of quotes are removed in certain environments. 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: keep going /kepgoing/, fast people /faspeople/, blind man /blinman/.

b. Contraction

Contraction is the only aspect of connected speech that can be reflected in written form. 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 removes certain letters or sounds. In most contractions, the apostrophe represents the missing letter. The most common contraction consist of a verb, auxiliary or modal attached to another word. For example: I am /I'm/, Let us /let's/, I have /I've/.

c. Assimilation

Processing of found in English that causes speech sounds to be modified in a certain way that makes them sound more like their neighbors' voices. Assimilation is a very important part of our speech, where a process in one phenomenon due to the influence of

nearby phenomena. For example: want to /wənə/, this ship / ðɪʃ ʃɪp/ and this year / ðɪʃ jɪə/.

d. Linking

Linking is a process in which the final sound of a word is linked to the initial sound of the next word. It means that techniques for moving smoothly from one word to the next 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.

e. Reduction

Reduction is a process that occurs in connected speech, where the language phonemes is changed, minimized, or removed to facilitate pronunciation or an important part of English. In English spoken in the strong form of sounds wrong, in connected speech vowels it is often reduced to schwa /ə/ and /i/ in stressed syllables. Strong and deficient versions in the language can be in the form of a word used separately or the word hang is highlighted in a sentence. While the weak form is unstressed version of the word. In some words of English can be spoken in the 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 native speaker.

f. Intrusion

In another name, intrusion 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/.¹¹

4. The Use of Connected Speech

a. Elision

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 /sænwiʃ/, Stand there /stæn ðeə/.

b. Contraction

Contraction often occurs in function words or two words put together to make one word, such as “am”, “is”, “will”, “have”, “has”.

For example:

I am /I'm/

Let us /let's/

I will /I'll/

I have /I've/

¹¹ Huda Suleiman Al Qunayeer, "The Relationship Between English Language Proficiency Level and Comprehension of Connected Speech Aspects", *British Journal of English Linguistics: Department of English Language and Translation* 8, no.2 (2020): 20.

It is /It's/

c. Assimilation

Assimilation is found in language that causes the sound of speech to be modified in such a way as to make it more similar to its neighboring sound. For example is that of /t, d, n/ sounds, which when they are followed by a consonant which does not have alveolar place of articulation, tend to adopt the place of articulation of the following consonant.

- 1) /t/ changes to /k/ in front of /k/ and /g/.
- 2) /t/ changes to /p/ in front of /p/, /b/ and /m/.
- 3) /d/ changes to /g/ in front of /k/ and /g/.
- 4) /d/ changes to /b/ in front of /p/, /b/ and /m/.
- 5) /n/ changes to /n/ in front of /k/ and /g/.
- 6) /n/ changes to /m/ in front of /p/, /b/ and /m/.

This /t/ at the end of the foot changes to /p/ when followed by /b/ as in the word 'foot ball', giving the pronunciation /fup 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/

Specific 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 gɜ:l/.
- 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 gəʊ/.
- e) /d/ and /j/ change into /dʒ/: how do you do /haʊ dʒʊ du:/.
f) /t/ and /j/ into /tʃ/: don't you know /dəʊnt jʊ nəʊ/ /dəʊntʃə nəʊ/.

d. Linking

Joining word together or word combination where the two sub categories in English, such as:

1) V-V linking

When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a short of w or y sound. Example: /see it/, /too often/, /the end/, /who is/, /I am/.

2) C-V linking

When a word ends in a consonant sound, the speaker often move the consonant sound to the beginning of the next word if it starts with a vowel sound. Example: /like it/, /pick up/, /when i/, /take it all/.

e. Reduction

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

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

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

- when those words are final in a sentence.
- when they are in contrast with another word.
- when they are being stressed and emphasized or quoted.

- when auxiliary verbs are being used in their negative form.

f. Intrusion

It happens when the speaker place an additional sound between two different sounds. When the speaker have 'vowel-vowel' word junctions the two intrusive sounds /r/, /w/ and /j/. For example,

Intrusive /w/:

- You are /ju:wɑ:/
- Go off /gəʊwɒf/
- Sue always wants to eat /su:wɔ:lweɪz wɒnts təwi:t/

Intrusive /j/:

- He is /hi:jɪz/
- They are /ðeɪjɑ:/
- She always takes my arm /ʃi:jɔ:lweɪz teɪks maɪɑ:m/.

Intrusive /r/:

- Formula A /fɔ:mjələɪr eɪ/
- law and order /lɔ: r n ɒdə/

5. Difficulties of Pronouncing Connected Speech.

The learners have difficulty speaking and more difficult to understand in connected speech than in only word. For example: anecdote has evidence of children with certain language disorders presenting with several or errors at one word level, but some with reduced clarity.¹² The

¹² 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): 27.

difficulty here is a situation where the learners can not pronounce English word by using connected speech correctly. Pronunciation usually occurs because when the learners pronounce the word it is different from the sentence which in pronunciation in the sentence there is a fusion or addition of a word.

6. Causes of Difficulties in Pronouncing Connected Speech

Reducing articulation in connected speech is caused by the upward demands of the speaker in formulating sentences. Some researcher have suggested that to upward demand for syntactic and semantic processing in such contexts impairs phonology, resulting in reduced accuracy and clarity. As reduced accuracy in connected speech could be the result of fluency. Usually the non-fluency occurs that such learners may have special problems with the intersection between words.¹³ In connected speech, the learners do not know the features that occur in the pronunciation process so the learners only pronounce what they already know without using actual features.

7. Solution to Solve the Difficulties in Pronouncing Connected Speech

The solution to solve in this pronouncing of connected speech, namely by analyzing the contrastive performed on the syllable structure and stress in English.¹⁴ In analyzing of connected speech, it shows that the syllable structure is different. One of the most important aspects related to syllable structure is that syllables can not start with vowel. The analysis

¹³ Ibid., 27.

¹⁴ Rajaa Aquil, *Listening to English Connected Speech: A Problem and Solutions*, Atlanta: Arab World English Journal, 2012, 350.

also illustrates that stress can be another aspect that can cause problems for English speaking learners. Therefore, the solution is to apply stress related, pause, change of tone, stressed words, related words. All of that is important for learners to analyze or understand the supra-segmental features in connected speech so the learners can speak English well like a native speaker.

C. Indicators of Appropriate and Inappropriate Connected Speech

1. Indicators of Appropriate Connected Speech

The indicators of appropriate connected speech including of:

a. Elision

The appropriate elision is indicated 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: keep going /kepgoing/, fast people /faspeople/, blind man /blinman/.

b. Contraction

The appropriate contraction is indicated 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 removes certain letters or sounds. In most contractions, the apostrophe represents the missing letter. The most common contraction consist of a verb, auxiliary or modal attached to another word. For example: I am /I'm/, Let us /let's/, I have /I've/.

c. Assimilation

The appropriate assimilation is indicated by the sound more like their neighbors' voices. Assimilation is a very important part of our speech, where a process in one phenomenon due to the influence of nearby phenomena. For example: want to /wənə/, this ship /ðɪʃ ʃɪp/ and this year /ðɪʃ jɪə/.

d. Linking

The appropriate linking is indicated when a process in which the final sound of a word is linked to the initial sound of the next word. Techniques for moving smoothly from one word to the next 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.

e. Reduction

The appropriate reduction is indicated when the language phonemes is changed, minimized, or removed to facilitate pronunciation or an important part of English. In English spoken in the strong form of sounds wrong, in connected speech vowels it is often reduced to schwa /ə/ and /i/ in stressed syllables. Strong and deficient versions in the language can be in the form of a word used separately or the word hang is highlighted in a sentence. While the weak form is unstressed version of the word. In some words of English can be spoken in the 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 native speaker.

f. Intrusion

The appropriate intrusion is when 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/.¹⁵

2. Indicators of Inappropriate Connected Speech

The indicators of inappropriate connected speech including of:

a. Elision

The inappropriate elision is indicated when the speakers do not know the consonant cluster appears at the end of a word and the consonant cluster are not modified.

b. Contraction

Inappropriate of contraction is showed the speakers when do not illustrated two words combined or placed together to be one word. The students did not remove certain letters or sounds.

c. Assimilation

Inappropriate of assimilation is showed speakers when do not make sound more like their neighbors' voices.

¹⁵ Huda Suleiman Al Qunayeer, "The Relationship Between English Language Proficiency Level and Comprehension of Connected Speech Aspects", *British Journal of English Linguistics: Department of English Language and Translation* 8, no.2 (2020): 20.

d. Linking

The inappropriate linking is indicated when the speakers want to link to the initial sound of the next word and moving smoothly from one word to the next during pronunciation but only part of the utterance and did not link correctly.

e. Reduction

The inappropriate reduction is indicated when the speakers do not change, minimize, or remove to facilitate pronunciation or an important part of English. Therefore, there is no spoken in the strong form of sounds wrong, and in connected speech vowels it is not often reduced to schwa /ə/ and /ɪ/ in stressed syllables.

f. Intrusion

The inappropriate intrusion is indicated when the speakers do not add the sounds in connected speech that are not heard when words or syllables are spoken separately.

CHAPTER III

RESEARCH METHOD

A. Result of the Research

1. Description of the Research Setting

This research was conducted in YouTube in 2021 by investigating English conversation as primary source in YouTube. The researcher obtained some English conversation video by downloading the video from youtube. The video contains English conversation practiced by the students of University Ahmad Dahlan Yogyakarta, as the following:

English conversation video with the title English Task Conversation. This video to fulfill the assignment to replace the english mid-test on Wednesday, November 6, 2019. Created and played by Students of PGSD 1A U.A.D for the 2019/2020 academic year. Guided by Fitri Nuryana, S.S., M.A and the authors are Dinda febriana, Nur aini, Anjarsari, Alviana riska, first semester. The duration of this video is around 5:29 minutes and the location in University Ahmad Dahlan Yogyakarta. The english conversation video downloaded from link <https://youtu.be/a74e9E4egHM> that consists of four people. The complete script is provided on appendix.



Figure 2 The Location Scates of University Ahmad Dahlan Yogyakarta

2. Description of Research Result

Description of Research Result refers to the research objectives including of *to investigate the use of connected speech in English conversation of Ahmad Dahlan University Students on YouTube; and to analyze the most dominant type connected speech in English conversation of Ahmad Dahlan university students on YouTube*. In addition, the description of research results include of as follow:

- a. The Use of Connected Speech in English Conversation of Ahmad Dahlan University Students on Youtube.

In collecting the data of the first research question, the researcher used the techniques of observation. Therefore, the instrument is observation sheet, the complete data analysis result in appendix. Explanation of the use of connected speech is provided, as follows:

- 1) The appropriate use of Connected Speech

The appropriate use of Connected Speech in Conversation is described in the following data:

- a) Data of NA

In the NA data, the researcher found the appropriate use of connected speech which belongs to the linking type, namely the pronunciation of the *how about you?* statement. The statement is said using the right connected speech by NA. This is shown in the /həʊ əbaʊt ju:??/ script. The statement is pronounced using the right connected speech because NA use linking in the process of pronouncing the /həʊəbaʊt ju:??/ statement, namely with a clear marker which is indicated by the final sound of a word is linked to the next word then there is a fusion between the two vowels because of Vowel meet with Vowel so that the type of connected speech contained in the statement is classified as correct.

Moreover, if the phrase *how about you?* is analyzed from the connected speech type, the /həʊ əbaʊt ju:??/ statement is also a type of

assimilation expressed using the right connected speech by NA. That is because NA pronounces /haʊwəbaʊfju:/ by changing two consonant sounds that are close together into one different consonant sound. In the script, it is very clear that NA tries to pronounce the statement using connected speech assimilation with clear markers which are shown by changes in the consonant sound in speech due to the influence of other consonant sounds nearby. Therefore, it can be concluded that the use of type assimilation in the statement /hawəbaʊfju:ʔ/ uttered by NA is quite appropriate.

The type of connected speech contraction that occurs in the *let's come in first* statement is also expressed using the right connected speech by NA, That is because NA pronounces lets using the contraction indicated by the /lets kʌm ɪn fɜːst/ script in the script, it seems very clear that NA is trying to pronounce the statement using the Connected Speech Contraction. With a clear marker that is shown with two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the /lets kʌm ɪn fɜːst/ statement spoken by NA is quite appropriate.

On the other hand, if the phrase *lets come in first* is analyzed from the connected speech type, the /lets kʌm ɪn fɜːst/ statement is the appropriate type of linking in speech expressed by NA. It is because NA pronounces /lets kʌmɪn fɜːst/ by using linking which is shown in

the clear marker, which is indicated by the presence of the final sound of a word is linked to the next word then there is a fusion between the two vowels because of vowel meets vowel so that the type of connected speech contained in the statement spoken by NA is classified as correct.

Moreover, if the phrase *let's sit here* is analyzed from the connected speech type, the statement /ləts sɪt hɪə/ is also a contraction type expressed using the right connected speech by NA. That is because NA pronounces /ləts sɪt hɪə/ by using the contraction indicated by the script /ləts sɪt hɪə/. In the script, it seems very clear that NA is trying to pronounce the statement using a connected speech contraction with a clear marker that is shown with two words are combined to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the /ləts sɪt hɪə/ statement spoken by NA is quite appropriate.

Furthermore, if we analyze the type of connected speech linking statement *where is AN?* also expressed using the right connected speech by NA. That is because NA says /wɛr ɪz ʌn?/ by using the linking indicated by the script /wɛrɪz ʌn?/. In the script, it seems very clear that NA is trying to pronounce the statement using connected speech linking with a clear marker which is shown by the final sound of a word is linked to the initial sound of the next word, so there is a

fusion between the two words so that the linking is read. Therefore, it can be concluded that the use of type linking in the statement /werɪz AN?/ what NA says is correct.

b) Data of AN

In the AN data, the researcher found the correct use of connected speech which belongs to the Contraction type, namely the pronunciation of the statement *I'm sorry*. The statement is said using the right connected speech by AN which is shown in the script /aɪ æm 'sɒri/. The statement is pronounced using the right connected speech because AN use contraction with a clear marker which is shown by two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the /aɪm sɒri/ statement spoken by AN is quite appropriate.

Furthermore, if the phrase *sorry for coming late* is analyzed from the type of connected speech reduction, the statement /aɪm sɒri fɔ: kʌmɪŋ leɪt/ is also expressed using the correct connected speech by AN, it is because AN pronounces /aɪm sɒri fɔ: kʌmɪŋ leɪt/ by using the reduction shown by the script /aɪm sɒri fɔ: kʌmɪŋ leɪt/ in the script it seems very clear that AN tried to pronounce the statement using connected speech reduction with clear markers where the language phonemes are changed and removed to facilitate the pronunciation, so that the reduction is read. Therefore, it can be concluded that the use of

type reduction in the statement /aɪm sɔːri fəː kʌmɪŋ lert/ spoken by AN is quite appropriate.

In addition, if the analysis of the type of connected speech linking statement *here you are* is also expressed using the right connected speech by AN, it is because AN pronounces /hɪə juː ɑː/ by using the linking indicated by the script /hɪə juːwɑː/ in the script, it seems very clear that AN is trying to pronounce the statement. By using connected speech linking with a clear marker which is shown by the final sound of a word is linked to the initial sound of the next word, there is a fusion between the two words so that the linking is read. Therefore, it can be concluded that the use of type linking in the /hɪə juːwɑː/ statement spoken by AN is quite appropriate.

Moreover, if the phrase *I bring some food for us* is analyzed from the connected speech type, the statement /aɪ brɪŋ sʌm fuːdz fɔːr ʌs/ belongs to the reduction type which is expressed using the correct connected speech by AN, it is because AN pronounces /aɪ brɪŋ sʌm fuːdz fɔːr ʌs/ by using a reduction shown by the script /aɪ brɪŋ sʌm fuːdz fɔːrʌs/ in the script it is very clear that AN is trying to pronounce the statement using connected speech reduction with clear markers where the language phonemes are changed and removed to facilitate the pronunciation, so that the reduction is read. Therefore, it can be concluded that the use of type reduction in the statement /aɪ brɪŋ sʌm fuːdz fɔːrʌs/ spoken by AN is quite appropriate.

Furthermore, if the phrase *who wanna try this?* is analyzed from the type of connected speech assimilation statement /hu: 'wɒnə traɪ ðɪs?/ also expressed by using the right connected speech by AN, it is because AN pronounces /hu: 'wɒnə traɪ ðɪs?/ by using assimilation indicated by the script /hu: 'wɒnə traɪ ðɪs?/ in the script, it is very clear that AN is trying to pronounce the statement by using connected speech assimilation with a clear marker which is shown by changes in the consonant sound in speech due to the influence of other consonant sounds nearby. Therefore, it can be concluded that the use of type assimilation in the statement /hu: 'wɒnə traɪ ðɪs?/ uttered by AN is quite appropriate.

c) Data of AL

In the AL data, the researcher found the appropriate use of connected speech which belongs to the contraction type, namely the pronunciation of the statement *let's sit here*. The statement is spoken using the correct connected speech by AL which is shown in the script /lets sɪt hɪə/. The statement is pronounced using the right connected speech because there are clear markers that are shown with two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the /lets sɪt hɪə/ statement spoken by AL is quite appropriate.

Moreover, if the analysis of the type of connected speech elision statement *it contains by many mineral and vitamin* is also expressed using the correct connected speech by AL, it is because AL pronounces /ɪt kən'teɪnz/ by using elision which is indicated by the script /ɪt kən'teɪnz/ in the script, it seems very clear that AL is trying to pronounce the statement. By using connected speech elision with a clear marker that is shown when a consonant cluster appears at the end of a word and the next word starts with a consonant and the consonant cluster is modified so that it reads elision. Therefore, it can be concluded that the use of type elision in the /ɪt kən'teɪnz/ statement spoken by AL is quite appropriate.

On the other hand, if the contraction of the connected speech type contraction statement *let's go* is also expressed using the correct connected speech by AL, it is because the connected speech pronounces /lets gəʊ/ by using a contraction which is indicated by the script /lets gəʊ/ in the script it seems very clear that AL is trying to pronounce the statement. This is done by using connected speech elision with clear markers that are shown with two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the statement /lets gəʊ/ spoken by AL is quite appropriate.

d) Data of DI

In the DI data, the researcher found the appropriate use of connected speech which is classified as a contraction type, namely the pronunciation of the statement *it's really insulting*. The statement is spoken using the correct connected speech by DI which is shown in the script /ɪts 'rɪəli ɪn'sʌltɪŋ/. The statement is pronounced using the right connected speech because DI use a contraction in the process of pronouncing the statement /ɪts 'rɪəli ɪn'sʌltɪŋ/ with a clear marker shown by two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the statement /ɪts 'rɪəli ɪn'sʌltɪŋ/ spoken by DI is classified as appropriate.

In addition, if the analysis of the type of connected speech contraction statement *it's look delicious!* is also expressed using the correct connected speech by DI, it is because DI pronounces /ɪts lʊks dɪ'ɪʃəs/ by using a contraction which is indicated by the script /ɪts lʊks dɪ'ɪʃəs/ in the script, it seems very clear that DI is trying to pronounce the statement using a connected speech contraction with a clear marker indicated by two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the

contraction type in the statement /ɪts lʊks dɪ'ɪfəs/ spoken by DI is classified as appropriate.

Furthermore, if the phrase *may I eat this?* is analyzed from the type of connected speech elision statement /meɪ aɪ i:tðɪs?/ also expressed by using the right connected speech by DI it is because connected speech says /i:tðɪs?/ By using elision indicated by the script /i:tðɪs?/ in the script it is very clear that DI is trying to pronounce the statement using connected speech elision with a clear marker that is shown when a consonant cluster appears at the end of a word and the next word starts with a consonant and the consonant cluster is modified so that it is read elision. Therefore, it can be concluded that the use of type elision in the statement /i:tðɪs?/ what DI said was right. The clear marker shown when a consonant cluster appears at the end of a word and the next word starts with a consonant and the consonant cluster is modified so that it reads elision. Therefore, it can be concluded that the use of type elision in the statement /i:tðɪs?/ what DI said was right.

Moreover, if it is analyzed from the type of connected speech contraction statement *i don't think so* is also expressed using the right connected speech by DI, it is because DI says /aɪ dəʊnt θɪŋk səʊ/ by using a contraction which is indicated by the script /aɪ dəʊnt θɪŋk səʊ/ in the script, it looks very that DI attempts to pronounce the statement using a connected speech contraction with clear markers indicated by

two words are combined or placed together to be one word so that there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of the contraction type in the statement /aɪ dəʊnt θɪŋk səʊ/ spoken by DI is quite appropriate. In addition, if the analysis of the type of connected speech contraction statement /aɪ dəʊnt θɪŋk səʊ/ is also expressed using the correct connected speech by DI, it is because DI pronounces /aɪ dəʊnt θɪŋk səʊ/. By using contraction indicated by the script /aɪ dəʊnt θɪŋk səʊ/ in the script, it seems very clear that DI is trying to say the statement using connected speech contraction with a clear marker which is shown by the final sound of a word is linked to the initial sound of the next word then there is a fusion between the two words so that the contraction is read. Therefore, it can be concluded that the use of type contraction in the statement /aɪ dəʊnt θɪŋk səʊ/ spoken by DI is quite appropriate.

2) The inappropriate use of Connected Speech

The inappropriate use of Connected Speech in Conversation provided on youtube is explain in the following data:

a) Data of AL

In AL data, the researcher found the inaccuracy in the use of connected speech in the linking type in the *how are you* statement, it was because AL said the statement by trying to link but only in part of the utterance, namely /həʊ/ while between /ɑ: ju:?./. AL did not link

correctly because of AL did not move the word smoothly using linking between phonetic /haʊ/ and /ɑ:/ while the justification of connected speech in type linking that should be said is /haʊɑ: ju:/.

While in the *not bad* statement, the researcher found the inaccuracy in the use of connected speech in the elision type, that was because AL uttered the statement by trying to hold but only in part of the utterance, while the /bæd/ did not do the elision correctly because there was two second pause between the phonetic /mɒt/ with bæd while the justification of connected speech in type elision that should be spoken is /mɒt̩ bæd/.

Meanwhile, in the /let's sit here/ statement, the researcher found the inaccuracy in the use of connected speech in the elision type, that was because AL said the statement by trying to do linking but only in part of the utterance, namely /lets/. While between /sɪt/ and /hɪə/ did not do the elision correctly because AL did not move the word smoothly using linking between phonetic /sɪt/ and /hɪə/. While the justification of connected speech in the elision type that should be spoken is /lets sɪt̩ hɪə/.

b) Data of NA

In NA data, the researcher found the inaccuracy in the use of connected speech in the elision type in the statement *let's sit here*, it was because NA said the statement by trying to do elision but only in

part of the utterance, namely /lets/ while between sɪt hɪə, NA did not do the elision correctly in because NA did not held the phonetic between phonetic /sɪt/ and /hɪə/ while the justification for connected speech in the elision type that should be spoken is /lets sɪt̩ hɪə/.

Whereas in the statement *What is that?* the researcher found the inaccuracy in the use of connected speech in the elision type, this was because NA uttered the statement by trying to do elision but only in part of the utterance, namely /wɒt/ while between /ɪz ðæt?/ did not do the elision correctly because NA did not held the phonetic between the phonetic note and bad while justification of connected speech in type elision that should be spoken is /wɒt̩ ɪz ðæt?/.

While in the statement *which one do you want?* the researcher found the inaccuracy of using connected speech in the assimilation type, this was because NA said the statement by trying to do assimilation but only in part of the utterance, namely /wɪf wʌn/ while between /du: ju: wɒnt?/ did not assimilate correctly it was because of there is no sounds change between the phonetic /wɪf wʌn du:/ and /ju: wɒnt?/ while the justification of connected speech in type assimilation that should be spoken is /wɪf wʌn du:ju: wɒnt?/.

Meanwhile, in the *let's eat together* statement. The researcher found the inaccuracy in the use of connected speech in the elision type, this was because NA said the statement by trying to do elision but only

in part of the utterance, namely /i:t/ while between / tə'gɛðə/. NA did not do the elision correctly because NA did not hold the phonetic between phonetic /i:t/ and /tə'gɛðə/ while the justification of connected speech in type elision that should be pronounced is /i:tə' gɛðə/.

e) Data of AN

In the AN data, the researcher found the inaccuracy in the use of connected speech in the linking type in the statement *I bring some food for us* this was because AN said the statement by trying to do linking but only in part of the utterance, namely /fɔ:r/ while between /ʌs/ AN did not link correctly it was in because did not move the word smoothly using linking between phonetic /fɔ:r/ and /ʌs/ while the justification for connected speech in type linking that should be said is /aɪ brɪŋ sʌm fu:dz fɔ:rʌs/.

While in the statement *with this one* the researcher found inaccuracies in the use of connected speech in the assimilation type, it was because AN said the statement by trying to do assimilation but only in part of the utterance, namely /wɪð/ while between /ðɪs/ did not assimilate correctly because there is no sounds change between phonetic /wɪð/ and /ðɪs/ while the justification of connected speech in type assimilation that should be spoken is /wɪðɪs wʌn/.

Moreover, in the statement *do you know AJ?* the researcher found the inaccuracy in the use of connected speech in the assimilation type, this was because AN said the statement by trying to do assimilation but

only in part of the utterance, namely /du:/ while between /ju:/ did not assimilate correctly because there is no sounds change in consonant between the phonetic /du:/ and /ju:/ while the justification of connected speech in type assimilation that should be spoken is /dʒu:ju: nəʊ AJ?/.

While in the statement *he felt bullied by his classmate* the researcher found the inaccuracy in the use of connected speech in the assimilation type, this was because AN said the statement by trying to do assimilation but only in part of the utterance, namely /'bolid/ while between /baɪ/ did not assimilate correctly because there is no sounds change between the phonetic /'bolid/ and /baɪ/ while the justification for connected speech in type assimilation that should be spoken is /hi: felt 'bɒlibaɪ hɪz 'klɑ:smeɪt/.

c) Data of DI

In the DI data, the researcher found the inaccuracy of using connected speech in type elision in the statement *What is that?* that is because DI uttered the statement by trying to do elision but only in part of the utterance, namely /wɒt/ while between /ɪz ðæt/ DI didn't do the elision correctly it was because DI did not held the phonetic between phonetic /wɒt/ and /ɪz ðæt/ while the justification of connected speech was in the supposed elision type pronounced is /wɒt̩ ɪz ðæt?/.

While in the statement *May I eat this?* the researcher found the inaccuracy of using connected speech in the type of intrusion, it was because DI said the statement by trying to intrusion but only in part of

the utterance, namely /meɪ/ while between /aɪ/ did not intrusion correctly it was due two second pause and did not add the sound using y between phonetic /meɪ/ and /aɪ/ while the justification of connected speech in the type of intusion that should be spoken is /mɛɪaɪ i:tɔɪs?/.

Moreover, *no one bother him* the researcher found the inaccuracy of using connected speech in type reduction, it was because DI said the statement by trying to do reduction but only in part of the utterance, namely /'bɑ:ðər/ while between /hɪm/ did not do the reduction correctly because DI did not change and remove the phonetic between phonetic /'bɑ:ðər/ and /hɪm/ while the justification of connected speech in type reduction that should be spoken is /nəʊ wʌn bɑ:ðərɪm/.

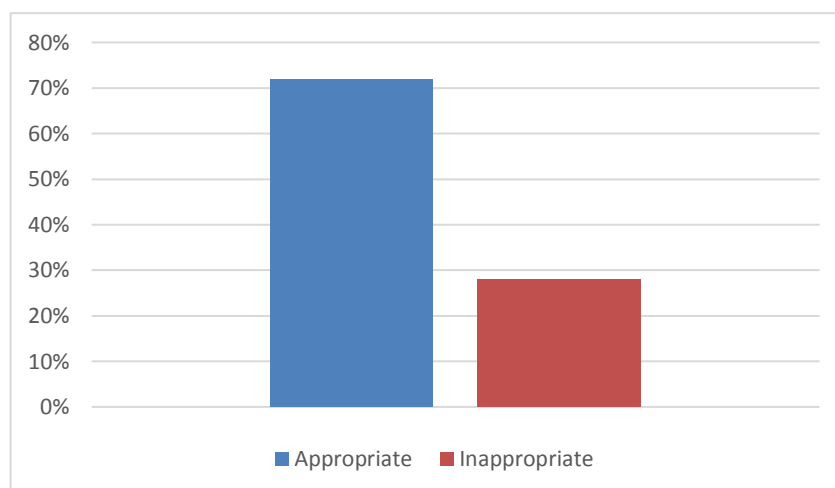
The data result of observation sheet related with the use of connected speech in English conversation of Ahmad Dahlan University Students on YouTube is provided in Appendix. The data analysis is illustrated in the following table:

Table 2

The Use of Connected Speech in English Conversation of Ahmad Dahlan University Students on YouTube.

No	The use of connected speech	Frequency	Percentage
1.	The appropriate use	39	72
2.	The inappropriate use	15	28
Total		54	100%

Figure 3
Graph of Students Results of Connected Speech



Based on the overall results of the analysis above it, it can be seen that the

b. The Most Dominant Type of Connected Speech

The researcher used the research instruments that include observation and documentation in investigating the most dominant types of connected speech in English conversation of Ahmad Dahlan University students on YouTube. The researcher analyzed the types of connected speech in the conversation conducted by some students. The researcher observed English conversation video on YouTube. The description of video English conversation includes the connected speech types are:

1) Contraction

Based on the results of observations of English conversations on YouTube conducted by students, Ahmad Dahlan, researcher can find out that there are 13 types of contractions in the data, which consist of

12 proper uses and 1 inappropriate use. Some uses of connected speech with the contraction type are shown by the following data:

A: lɛts kʌmɪn fɜːst

B: lɛts gəʊ

In the statement uttered by NA on the word lɛts kʌmɪn fɜːst which identifies the type of connected speech contraction because this contraction often occurs when two words are combined or placed together to be one word, while the inappropriate use of connected speech type contraction is shown in the following statement:

A: aɪ wɪl tɛkstɪŋ hɜː

B: okay

In the statement there is the use of contractions shown in the speech aɪ wɪl tɛkstɪŋ hɜː but the pronunciation of connected speech with the type of contraction carried out by Di is classified as inappropriate due to pronouncing word for word and the absence of shortening in sentences or combined to be one word so that the pronunciation of contractions is considered less precise.

2) Assimilation

Based on the results of observations of English conversations on YouTube conducted by student Ahmad Dahlan, researcher can find out that there are 8 types of assimilation in the data consisting of 4 correct

uses and 4 inappropriate uses. The use of connected speech with type assimilation is shown by the following data:

A: haʊwəbaʊfʊ:

B: nɒt bæd

The data that shows the correct data assimilation is in the haʊwəbaʊfʊ: statement, the statement is spoken by NA. Identifying the type of connected speech assimilation due to a change in the consonant sound in speech due to the influence of another consonant sound nearby, while the improper use of connected speech type assimilation is shown in the following statement:

A: wɪf wʌn du: ju: wɒnt?

B: I choose this

In the statement there is the use of assimilation which is shown in the words wɪf wʌn du: ju: wɒnt? but the pronunciation of connected speech with type assimilation carried out by NA is classified as inappropriate because there is no change in the sentence that causes the pronunciation of the statement to look formal.

3) Elision

Based on the results of observations of English conversations on YouTube conducted by student Ahmad Dahlan, researcher can find out that there are 13 types of elision in the data consisting of 7 correct uses and 6 inappropriate uses. The data that shows the proper contraction data are as follows:

A: Sure ðɪs ɪz fɔ: ju: ænd ðæ taɪ ti:

B: Al wɪf wʌn du: ju: wɒnt?

The statement uttered by AN in the statement ðɪs ɪz fɔ: ju: ænd ðæ taɪ ti: identifies type connected speech elision because when consonant cluster appears at the end of a word and the next word starts with consonant, the consonant cluster is modified. Meanwhile, the inappropriate use of connected speech type contraction is shown in the statement:

A: Great, haʊwəbaʊt ju:?

B: nɒt bæd

In the statement there is the use of elision which is shown in the nɒt bæd utterance, but the pronunciation of connected speech with type elision carried out by Al is classified as inappropriate because there is no change or omission of sounds in speech without causing changes in the meaning of the word which aims to make it easier to speak so that the pronunciation looks natural.

4) Linking

Based on the results of observations of English conversations on YouTube conducted by student Ahmad Dahlan, researcher can find out that there are 10 types of linking in the data consisting of 8 correct uses and 2 inappropriate uses, some uses of connected speech with type linking are shown by the data. the following:

A: haʊ baʊt ju:?

B: nɒt bæd

The statement was uttered by A1 and on the word haʊwəbaʊt ju:?, identify the connected speech linking type because there is a vowel that meets a vowel so that it causes a linked w in the statement, while the improper use of connected speech type linking is shown in the following statement:

A: haʊ ju:?

B: Great haʊwəbaʊt ju:?

In the statement there is the use of linking which is shown in A1 speech but the pronunciation of connected speech with type linking done by A1 is classified as inappropriate because there is no word fusion between vowels and vowels so there is no moving smoothly from one word to the next word to the next during pronunciation.

5) Reduction

Based on the results of observations of English conversations on YouTube conducted by student Ahmad Dahlan, researcher can find out that there are 8 types of reduction in the data consisting of 7 correct uses and 1 inappropriate use, several uses of connected speech with type reduction which are indicated by The correct reduction statement is as follows:

A: Eh girls, du: ju: nəʊ Aʃ?

B: Oh Aʃ. Our classmate?

The statement was uttered by AN and the word *du: ju: nəʊ* Aji? identify the type of connected speech reduction because of the language phonemes is changed and removed to facilitate pronunciation, while the improper use of connected speech type reduction is shown in the following statement:

A: *nəʊ wʌn 'beɪðə hɪm*

B: Yeah *ɑɪyə'gri: wɪð ju:*

In that statement, there is the use of reduction which is shown in the utterance of *nəʊ wʌn beɪðəɪm* but the pronunciation of connected speech with type reduction carried out by DI is classified as inappropriate because there is no word omission which causes word wastage and does not look closer to native speakers.

6) Intrusion

Based on the results of observations of English conversations on YouTube conducted by student Ahmad Dahlan, researcher can find out that there are 2 types of Intrusion in the data consisting of 1 correct use and 1 inappropriate use, several uses of connected speech with the Intrusion type are shown by the data the following:

A: *ðeərɪz tə'mɑ:təʊ*, carrot mixing with strawberry and lemon.

B: *ehh aɪ dəʊnt lɑ:k* that

The statement was spoken by AN and the word *eərɪz tə'mɑ:təʊ* identifies the connected speech type Intrusion due to the addition of a voice in the connected speaker that is not heard when the words are

separated between there and is while the inappropriate use of connected speech type intrusion is shown in the following statement:

A: its lʊks dɪ'ɪʃəs. meɪ aɪ i:tɔɪs?

B: Sure. This is for you and that thai tea, and this is mine with this one.

In the statement there is the use of Intrusion which is shown in the speech meɪ aɪ but the pronunciation of connected speech with the type of intrusion performed by DI is classified as inappropriate because there is no additional sound in the connected speaker when the words are separated between meɪ and aɪ.

Table 3

The Frequency of Connected Speech in English conversation of Ahmad

Dahlan University Yogakarta

The Most Dominant Types of Connected Speech in Conversation on YouTube

No	Type	Appropriate use		Inappropriate use	
		Frequency	Percentage	Frequency	Percentage
1.	Elision	7	13%	6	11 %
2.	Contraction	12	22 %	1	2 %
3.	Assimilation	4	7 %	4	7 %
4.	Linking	8	15 %	2	4 %
5.	Reduction	7	13 %	1	2 %
6.	Intrusion	1	2 %	1	2 %
		39	72 %	15	28 %

The Most Dominant Types of Connected Speech in Conversation on YouTube

No	Type	Frequency	Percentage
1.	Elision	13	24%
2.	Contraction	13	24%
3.	Assimilation	8	14%
4.	Linking	10	19%
5.	Reduction	8	15%
6.	Intrusion	2	4%
Total		54	100%

Contraction type is the most dominant type, it is because there are 12 uses of contraction 22%.

B. Discussion

This study reveals the connected speech phenomenon in the conversations of Ahmad Dahlan University students which the researcher downloaded on youtube, the results of the research that the use of connected speech in students conversation on youtube consisted of appropriate and inappropriate use. As for the correct usage is 22% and the incorrect one is 11%. In addition, from the results of observations, it was found that the most dominant type of connected speech is 12 with a percentage of 22% and there are 6 that are not correct with a percentage of 11%.

The English conversation that the researcher downloaded from YouTube found that Ahmad Dahlan's university students had difficulty pronouncing words containing the right connected speech. These difficulties are in the form of pronunciation consisting of assimilation, contraction, elision, reduction, contraction, reduction types and the highest type is contraction. The most difficult type is elision. The type of connected speech that is the most difficult for students to pronounce is the elision type because there is no sound change at the end of the word that meets the consonant which should be modified so that the pronunciation looks natural. The end of the sentence that meets which consonant should be modified so that the pronunciation looks natural. Likewise with Caroline Newton's statement which states that errors in the pronunciation of connected speech can cause a reduced clarity of connected speech..³¹

In addition, the cause of the difficulties in pronunciation in Connected Speech is due to their lack of understanding related to the concept of connected speech so that they do not implement it in daily conversation practice. This is in line with the statement from Caroline Newton which stated that the lack of fluency in connected speech was caused because they did not know the elements that exist in aspects of pronunciation for example connected speech so that they only produce

³¹ 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): 27.

what they already know without using the actual features of the connected speech.³²

To overcome students' difficulties in pronouncing connected speech, efforts need to be made to equip students with understanding connected speech in more detail as explained by the theory stated by Raja Aquil which states that the solution in dealing with connected speech is by analyzing the contrastive performed on the syllable structure and stress in English.³³ In analyzing of connected speech, it shows that the syllable structure is different. One of the most important aspects related to syllable structure is that syllables can not start with vowel. The analysis also illustrates that stress can be another aspect that can cause problems for English speaking learners. Therefore, the solution is to apply stress related, pause, change of tone, stressed words, related words. All of that is important for learners to analyze or understand the supra-segmental features in connected speech so the learners can speak English well like a native speaker.

³² Ibid., 27.

³³ Rajaa Aquil, *Listening to English Connected Speech: A Problem and Solutions*, Atlanta: Arab World English Journal, 2012, 350.

CHAPTER IV

CONCLUSSION AND SUGGESTION

A. Conclusion

The researcher provides the conclusion of this research by briefly explaining the research results. The first one is that the use of connected speech in students conversation on youtube done by the students of University Ahmad Dahlan. It was investigated that the use of connected speech consist of the aproprate use and the inapropriate use. The percentage of appropriate use of connected speech in students conversation is 72%. Meanwhile the percantage of inapropriate use of connected speech in students conversation on youtube is 28%. Therefore it is concluded that the use of connected speech in students conversation on youtube is dominated by the approriate use of connected speech in students conversation on youtube.

Moreover, the second research result is about the most dominant of connected speech in students conversation on youtube it was investigated that the are 6 types of connected speech that include of Elision (13%), Contraction (22%), Assimilation (7%), Linking (15%), Reduction (13%), Intrusion (2%). Therefore it is concluded that the most dominant types of connected speech in students conversation is Contraction, because the percentage is dominated all of theothers types of connected speech.

B. Suggestion

- 1) For the next researcher, It is suggested that the next researcher explore this research more deeply in order to provided more information about connected speech not only in this hub of theory but also in the practice. In this case, the next researcher can identify not only the difficulties in connected speech but also the causes and the solution of connected speech in speaking.
- 2) For the readers of undergraduates, it is recommended for readers of this thesis to be able to explore information that is not only theoretical about connected speech but also related to how to do research on the topic of connected speech through cyberspace, especially through YouTube so that his thesis can inspire readers to be better understand about connected speech and develop it not only from the side of science but in practice speaking in everyday life.

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APPENDICS

1. Observation Sheet

Observation Sheet

The observation sheet is used to analyze the use of connected speech in students' conversation

No	Data	Utterance	The audio scripts that contain the Connected Speech	The ideal connected speech	Types of Connected speech	Appropriate Use	Inappropriate use	Correction
1.	DI & AL	Assalamualaikum ai	-	-	-	-	-	-
2.	NA	Walaikumsalam, hi	-	-	-	-	-	-
3.	AL	How are you?	-	haʊ a: ju:?	Linking	-	√	haʊa: ju:?
4.	NA	Great, how about you?	haʊwəbaʊt ju:?	haʊ əbaʊt ju:?	Linking	√	-	-
			haʊwəbaʊtʃu:	haʊ əbaʊt ju:?	Assimilation	√	-	-
5.	AL	Not bad	-	nɒt bæd	Elision	-	√	nɒt̩ bæd
6.	NA	Let's come in first	lets	lets	Contraction	√	-	-

			kʌmɪn f3:st	kʌmɪn f3:st	Linking	√	-	-
7.	AL & DI	Let's go	lets gəʊ	lets gəʊ	Contraction	√	-	-
8.	NA	Let's sit here. By the way, Where is Anjar?	lets sɪt hɪə	lets sɪt hɪə	Contraction	√	-	-
			-	lets sɪt hɪə	Elision	-	√	lets sɪt hɪə
			weəriːz anjar?	weəriːz anjar?	Linking	√	-	-
9.	DI	Okay wait, I will texting her	-	aɪ wɪl 'tekstɪŋ h3:	Contraction	-	√	aɪl 'tekstɪŋ h3:
10.	NA	Okay	-	-	-	-	-	-
11.	AN	I'm sorry for coming late. Here you are.	aɪm 'sɒri	aɪ æm 'sɒri	Contraction	√	-	-
			aɪm 'sɒri fɔ: 'kʌmɪŋ leɪt	aɪm 'sɒri fɔ: 'kʌmɪŋ leɪt	Reduction	√	-	-
			hɪə ju:wɑ:	hɪə ju:wɑ:	Linking	√	-	-
12.	AL	Whoaaaa...	-	-	-	-	-	
13.	NA	What is that?	-	wɒt ɪz ðæt?	Elision	-	√	wɒt̩ ɪz

								ðæt?
14.	AN	I bring some foods for us.	-	aɪ brɪŋ sʌm fu:dz fɔ:r ʌs	Linking	-	√	aɪ brɪŋ sʌm fu:dz fɔ:rʌs
			aɪ brɪŋ sʌm fu:dz fɔ:r ʌs	aɪ brɪŋ sʌm fu:dz fɔ:r ʌs	Reduction	√	-	-
15.	DI	Wow, thank you. Actually, I feel so hungry too.	-	-	-	-	-	-
16.	AL	Let's sit here.	lets sit hɪə	lets sit hɪə	Contraction	√	-	-
			-	lets sit hɪə	Elision	-	√	lets sɪt hɪə
17.	AN	Okay. Who wanna try this?	hu: 'wɒnə traɪ ðɪs?	hu: 'wɒnə traɪ ðɪs?	Assimilation	√	-	-
18.	DI	What is that?	-	wɒt ɪz ðæt?	Elision	-	√	wɒt ɪz ðæt?
19.	AN	This juice is consist by vegetables and fruits.	-	-	-	-	-	-
20.	NA	What vegetables	wɒt'vedʒɪtəblz	wɒt'vedʒɪtəblz	Elision	√	-	-

		and fruits that combined inside?	fru:ts ðækəm'baɪnd ɪn'saɪd?	fru:ts ðækəm'baɪnd ɪn'saɪd?	Elision	√	-	-
21.	AN	There is tomato, carrot mixing with strawberry and lemon.	ðeərɪz tə'mɑ:təʊ	ðeər ɪz tə'mɑ:təʊ	Intrusion	√	-	-
22.	NA	Ewh, I don't like that.	aɪ dəʊnt laɪk ðæt	aɪ dəʊnt laɪk ðæt	Contraction	√	-	-
23.	DI	Yeah, it's really insulting.	ɪts 'rɪəli ɪn'sʌltɪŋ	ɪts 'rɪəli ɪn'sʌltɪŋ	Contraction	√	-	-
24.	AL	No! I like that. It contains by many mineral and vitamin.	ɪ kən'teɪnz	ɪt kən'teɪnz	Elision	√	-	-
25.	AN	This is for you	ðɪs ɪz fɔ: ju:	ðɪs ɪz fɔ: ju:	Reduction	√	-	-
26.	NA	Okay whatever. I wanna this one.	aɪ ' wɒnə ðɪs wʌn	aɪ 'wɒnə ðɪs wʌn	Assimilation	√	-	-
27.	DI	It's look delicious! May I eat this?	ɪts lɒks dɪ'lɪʃəs.	ɪts lɒks dɪ'lɪʃəs	Contraction	√	-	-
			-	meɪ aɪ	Intrusion	-	√	meɪaɪ
			i: ðɪs?	i:tðɪs?	Elision	√	-	-

28.	AN	Sure. This is for you and that thai tea, and this is mine with this one.	ðɪs ɪz fɔ: ju: ænd ðæ taɪ ti:	ðɪs ɪz fɔ: ju: ænd ðæt taɪ ti:	Elision	√	-	-
			ðɪs ɪz fɔ: ju: ænd ðæ taɪ ti:	ðɪs ɪz fɔ: ju: ænd ðæ taɪ ti:	Reduction	√	-	-
			ænd ðæt aɪ ti:	ænd ðæ taɪ ti:	Elision	√	-	-
			-	wɪð ðɪs wʌn	Assimilation	-	√	wɪðɪs wʌn
29.	NA	At which one do you want?	-	wɪʃ wʌn du: ju: wɒnt?	Assimilation	-	√	wɪʃ wʌn dʒu: ju: wɒnt?
			wɪʃ wʌn du: ju: wɒnt?	wɪʃ wʌn du: ju: wɒnt?	Reduction	√	-	-
30.	AL	I choose this	-	-	-	-	-	-
31.	NA	Okay, here you are. Okay girls, let's eat together	hɪə ju:wɑ:.	hɪə ju: a:.	Linking	√	-	-
			lets	lets	Contraction	√	-	-
			-	i:t tə'geðə	Elision	-	√	i:tə'geðə
32.	Together	Okay	-	-	-	-	-	-

33.	AN	Eh girls, do you know Aji?	-	du: ju: nəʊ Aji?	Assimilation	-	√	ɗu: ju: nəʊ Aji?
			du: ju: nəʊ Aji?	du: ju: nəʊ Aji?	Reduction	√	-	-
33.	NA	Oh Aji. Our classmate?	-	-	-	-	-	-
34.	AN	Yes, he is. He talked to me, he wanna resign from the college.	jɛs, hi:ɪz.	jɛs, hi: ɪz.	Linking	√	-	-
			hi: tɔ:kt tu: mi:	hi: tɔ:kt tu: mi:	Reduction	√	-	-
			hi: 'wɒnə rɪ'zain frɒm ðə 'kɒlə:ʒ.	hi: 'wɒnə rɪ'zain frɒm ðə 'kɒlə:ʒ.	Assimilation	√	-	-
35.	AL	Seriously? Are you kidding me?	-	-	-	-	-	-
36.	AN	No, I'm serious. He said that he felt bullied by his	am 'sɪəriəs. hi: sed ðæt hi: felt 'bʊlɪd baɪ	am 'sɪəriəs. hi: sed ðæt hi: felt 'bʊlɪd baɪ	Contraction	√	-	-

		classmate.	hɪz 'klɑ:smeɪt	hɪz 'klɑ:smeɪt				
			-	hi: felt 'bɒlɪd baɪ hɪz 'klɑ:smeɪt	Assimilation	-	√	hi: felt 'bɒlɪbaɪ hɪz 'klɑ:smeɪt
37.	DI	But I don't think so. No one bather him. He just an introvert person.	aɪ dəʊnt θɪŋk səʊ.	aɪ dəʊnt θɪŋk səʊ.	Contraction	√	-	-
			nəʊwʌn 'beɪðə hɪm	nəʊ wʌn 'beɪðə hɪm	Linking	√	-	-
			-	nəʊ wʌn 'beɪðə hɪm	Reduction	-	√	nəʊ wʌn 'beɪðəm
			hi: dʒʌst ən 'ɪntrəʊ,vɜ:t 'pɜ:sn	hi: dʒʌst ən 'ɪntrəʊ,vɜ:t 'pɜ:sn	Reduction	√	-	-
38.	NA	Yeah, I agree with you.	aɪə'gri: wɪð ju:	aɪ ə'gri: wɪð ju:	Linking	√	-	-
49.	AN	That's true	ðætʃ tru:	ðætʃ tru:	Contraction	√	-	-
Total		-	-	-	-	39	15	-

The Data Collection Instrument

Observation Sheet

The Most Dominant Types of Connected Speech in Conversation on YouTube

No	Type	Appropriate use		Inappropriate use	
		Frequency	Percentage	Frequency	Percentage
1.	Elision	7	13%	6	11 %
2.	Contraction	12	22 %	1	2 %
3.	Assimilation	4	7 %	4	7 %
4.	Linking	8	15 %	2	4 %
5.	Reduction	7	13 %	1	2 %
6.	Intrusion	1	2 %	1	2 %
Total		39	72 %	15	28 %

The Data Collection Instrument

Observation Sheet

The Most Dominant Types of Connected Speech in Conversation on YouTube

No	The use of connected speech	Frequency	Percentage
1.	The appropriate use	39	72 %
2.	The inappropriate use	15	28 %
Total		54	100%

The Most Dominant Types of Connected Speech in Conversation on YouTube

No	Type	Frequency	Percentage
1.	Elision	13	24%
2.	Contraction	13	24%
3.	Assimilation	8	14%
4.	Linking	10	19%
5.	Reduction	8	15%
6.	Intrusion	2	4%
Total		54	100%

2. Documentation Sheet







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**SURAT KETERANGAN IZIN RISET
Nomor : P.64/In.28/U.1/OT. 1/09/2021**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-3437/In.28/D.1/TL.00/08/2021 tanggal 26 Agustus 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : WUNIATI
NPM : 1801070073
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CINVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 06 September 2021
Kepala Perpustakaan,

Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002

8/27/2021

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3437/In.28/D.1/TL.00/08/2021
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA PERPUSTAKAAN IAIN
 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3438/In.28/D.1/TL.01/08/2021, tanggal 26 Agustus 2021 atas nama saudara:

Nama : **WUNIATI**
 NPM : 1801070073
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2021
 Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wuniati
 NPM : 1801070073

Jurusan : TBI
 Semester : VI

No.	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan
1.	Senin 19/04/2021	✓	- Apakah boleh bimbingan BAB I tanpa menunggu pra-Survey? karna judul saya Analisis Video. - Bagaimana prosedur bimbingan proposal?	
2.	Kamis 27/05/2021	✓	- Untuk Sub BAB hanya huruf awal saja yg diperdul.	
3.	Rabu 02/06/2021	✓	- ACC BAB I. Lanjutkan BAB II.	
4.	Selasa 22/06/2021	✓	- Tulis dalam point time & Now Roman 12.	
5.	Rabu 23/06/2021	✓	- Tidalat Sesuai Saran.	
6.	Senin 28/06/2021	✓	- ACC BAB II	
7.	Senin 05/06/2021	✓	- ACC Sempuro	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Drs. Kuryani, M.Pd
 NIP. 196202151995031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3352/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: WUNIATI
NPM	: 1801070073
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Agustus 2021
Ketua Jurusan,



Andianto M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-3438/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WUNIATI**
NPM : 1801070073
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 26 Agustus 2021

Mengetahui,
Pejabat Setempat

Dr. Ar'ad, S.Ag., S.Hum., MH
NIP. 19750505200112002

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3437/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3438/In.28/D.1/TL.01/08/2021, tanggal 26 Agustus 2021 atas nama saudara:

Nama : **WUNIATI**
NPM : 1801070073
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CONVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dowantoro Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.64/In.28/U.1/OT. 1/09/2021**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-3437/In.28/D.1/TL.00/08/2021 tanggal 26 Agustus 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : WUNIATI
NPM : 1801070073
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF CONNECTED SPEECH IN ENGLISH CINVERSATION OF AHMAD DAHLAN UNIVERSITY STUDENTS ON YOUTUBE" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 06 September 2021
Kepala Perpustakaan,

Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksmlh (0725) 47296, Website: tarbiyah.ain@metrouniv.ac.id, E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wuniati

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1801070073

Semester : VIII / 2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 24/01/2022	✓	Bimbingan BAB IV dan V	
2.	Kamis, 27/01/2022	✓	- Tampilan data lokasi penelitian dg lengkap - Nama responden ditulis misal nya saja - Jelaskan: What, Why, How - Utk siapa dan agar MELAKUKAN apa?	
3.	Jumat, 28/01/2022	✓	- ACC Munasosyah	

Mengetahui,
 Ketua Jurusan TBI

Andjano, M.Pd
 NIP. 19871102201503 1 004

Dosen Pembimbing

Drs. Kuryani, M.Pd
 NIP. 19620215199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website. digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-159/In.28/S/U.1/OT.01/01/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Wuniati
NPM : 1801070073
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070073

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: tainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Wuniati
NPM : 1801070073
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/prodi Tadris Bahasa Inggris. Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 8 Maret 2022
Ketua urusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

CURICULUM VITAE



The name of the research is Wuniati. She was born in Seputih Raman, July 19, 2000. She is the only one of married couple Mr. Gunawan and Mrs. Susiani. She was enrolled her study at TK Al-Hidayah Rama Yana IV 2006-2007. She continued her study at SDN 3 Rama Yana IV on 2007-2013. She continued her study at MT's MA'ARIF 06 SEPUTIH RAMAN on 2013-2015. She continued her study at MA TRI BHAKTI AT-TAQWA on 2015 and completed in 2018.

After graduating of MA TRI BHAKTI AT-TAQWA, the researcher continued her study at Kota Metro. In 2018, she was registered as a student of S1 English Education Department State Institute of Metro. Then, the researcher takes as an S1 Students of English Education Department State Institute for Islamic Metro.