



The Influence of Connected Speech toward Students' Speaking Ability

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Article Info	Abstract
Accepted: 2026-03-12 Revised: 2026-06-22 Accepted: 2026-06-22 Keywords: Pronunciation, Connected Speech, Speaking Ability DOI: 10.24256/ideas.v14i1.9923 Corresponding authors: Saiful Kohher Syariefslmn@gmail.com Universitas Islam Malang	<i>Speaking is the most complex skill of English Speaking is the most complex skill of English because the speakers need to be focus on some components such as pronunciation, vocabulary and grammar. Moreover, beside those components, pronunciation takes the most crucial not only in English but it also works in other languages. Pronunciation also becomes the biggest problem for students. Everytime English learners in Indonesia speak English, they usually speak English slowly or by pronouncing word by word. Connected speech is the form of spoken English happening naturally or unconsciously to the native speaker in any levels and situations in which can make the English speaker speaks fast and fluently. The purpose of this study is to measure the influence of connected speech toward speaking ability of students at SMP International Islamic Class Program Pamekasan. A pre-experimental design with one group pre-test and post-test was employed in this investigation. In the instrument, the researcher administrated the pre-test at the first time, then the treatment, and finally the post-test. To know the validity of the instruments used, the researcher used content and construct validity in which the test was representative of the material that was given to the students, and for reliability, the researcher used Cronbach's Alpha by using the SPSS program. This study was done in the ninth grade of SMP International Islamic Class Program (IICP) Pamekasan and consisted of 28 participants. The test score of Ninth grade students was used to collect data for this study. The test was in the form of some questions. The speaking test was conducted to determine the efficacy of connected speech. The test was administrated twice, before and after treatment. The treatment was given before post-test for four times. The results</i>

demonstrate that after treatment, students' speaking achievement was higher than before treatment. It was proved by the mean score post test was 6.56. while the mean score of pre-test 5.59. To find out whether the difference was significant, the t-test for dependent was applied. The interpretation of the t-test result with df 25, the T-count is 7.086. The 2-tailed significant value is 0.000, which was less than 0.05. The null hypothesis stated that there was no significant influence of students speaking ability after being taught connected speech was rejected. Whereas, the alternative hypothesis was accepted because there was a significant influence of students' speaking ability after being taught connected speech. Therefore, it is recommended that connecte speech can be applied in teaching speaking skill at Islamic junior high school. Nevertheless, in teaching connected speech, the teacher should be selective in selecting teaching method which suitable to students' ability in receiving the lesson.

1. Introduction

Speaking is the most complex skill of English because the speakers need to be focus on some components such as pronunciation, vocabulary and grammar. Moreover, beside those components, pronunciation takes the most crucial not only in English but it also works in other languages. We can imagine when the speaker mispronouncing only one word in the statement then it could definitely change the meaning and it could also make the people whom they are talking to misunderstanding about what they exactly mean to.

Besides pronunciation is considered as the most crucial component of speaking, it is also considered as the most difficult component. It can be figured out in which learning pronunciation is not as easy as learning another thing like how to make an English sentence, it is because sometimes the English word's spelling is very different from its pronunciation.

Everytime English learners in Indonesia speak English, they usually speak English slowly or by pronouncing word by word. It is in line with what Matsuzawa (2006) stated that the way of a non-native speaker speaks word by word, unnatural or unconnectedly. It seems unimportant thing to speak English naturally such as linking one word to another but it is actually really useful to know especially in speaking skill. It is the reason why we are very difficult to understand about what the native speakers said because they commonly link one word to another word in which could change the surrounding sounds.

Connected speech consists of some elements related to pronunciation which is able to support the English skill of speaking such as linking sound which is familiar with word connection. According to Brown and Kondo-Brown (2006) and as already cited in Ahmadin and Motour (2014) and Musfirah (2019) mentioned that connected speech is the form of spoken English happening naturally or unconsciously to the native speaker in any levels and situations in which can make the English speaker speaks fast and fluently.

Connected speech is started to be taught to English students in International Islamic Class Program (IICP) in intermediate level. It is also being taught at most of English courses in Pare Kediri because it is believed that all the elements of connected speech really useful to make the English speakers speak more naturally or not speak word by word. In another word, it could be assumed that connected speech has a good influence to improve the students speaking ability because it is still being taught to help students' speaking abilities. Moreover, the researcher believes that it is not totally demonstrated that after learning connected speech, the students' speaking ability is improved and no one can guarantee that it has significant influence as well.

There were previous studies which also conducted almost similar topic. The first research was conducted by Yu Chen (2021) in which the researcher also conducted the effect of connected speech but it was different from this research because that research used a video about connected speech. The second research was conducted by Musfiral (2019) in which the researchers also conducted almost similar topic as well but the researchers used connected speech to improve the students' listening skill not speaking skill. Therefore, the researcher is interested in identifying the influence of connected speech to the students' speaking ability. the researcher formulates the research questions as the following:

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

2. Method

In this research, the researcher used a quantitative research approach since the data which was going to be gotten was a numerical data. The research design used in this research was experimental research design because the aim of this research was to figure out the influence of teaching connected speech towards speaking ability. The researcher attended to create a condition and situation through giving a treatment. The researcher gave the treatment in four meetings. The researcher gave the treatment because the researcher would like to know whether or not connected speech has significant influence to students' speaking ability.

In this research, the researcher used pre-experiment research design namely one group pre-test and post-test design because the researcher was only given access to use one class. Therefore, control group was not going to be used in this

research. The class chosen would be measured before and after being gotten a treatment. It was in line with what Latief (2013:96), stated that the single group would not be measured or observed only after being gotten a treatment, but also before being got it. Therefore, the researcher measured and observed one class of students only.

The one group pre-test and post-test design usually involved three steps, they were: administering a pre-test measuring the dependent variables; applying the experiment treatment x to the subjects or sample; and administering post-test measuring the dependent variable. There were two variables of this research: they were variable x (independent variable) and variable y (dependent variable). Then, to analyze the data, the researcher used statistical method, namely t-test to analyze the independent variable (the influence of connected speech) as X variable and dependent variable (students' speaking ability) as Y variable.

Population, Sampling and Sampling technique

The population of this research was the third-grade students of IICP Puncak Darussalam which consists of three classes. The first class was A class which consists of 32 students, the second class was B class which consists of 30 students and the third class was C class which consists of 28 class. The researcher took the third class as the sample. This sample was taken by clustered random sampling.

Instrument and Types of Data

The instrument which was used in this research were tests and documentation. The test consisted of two tests. The first was pre-test test which was given at the first time to find out the students' speaking ability before being given a treatment. Then, the researcher prepared the topic questions which could instruct the students to perform their speaking skill. It consisted of some questions, the researcher gave the topic question to students, asked the students to speak about the topic given.

Before giving the post-test, the researcher gave the students a treatment in which connected speech was taught to the students in four meetings. The connected speech components which taught to the students were assimilation, linking and elision. The second and the last test was post-test test which was given at the first time to find out the students' speaking ability after being given a treatment.

Data Collection

The first activity which was done by the researcher was administering the pre-test. The researcher conducted pre-test to know students' score before being given a treatment. The pre-test was conducted on 3th April 2022 at 07:00 am. The test was about Instructions which ask the students to speak up (monologue) . It was done to figure out the students' speaking ability before being got a treatment.

The researcher taught the students about connected speech as a treatment on 8th, 11st, 17th and 26th of April 2022 at 07:00 am.

The researcher taught connected speech with one of the activities which can support the process of transferring the connected speech easier. It was done through applying another teaching method, jigsaw technique. Administering the post-test was the third activity done by the researcher in collecting the data. The researcher conducted the post-test to measure the achievement of the students' speaking ability after being gotten a treatment. The post-test was conducted on 13th Mei 2022 at 07:00 am. The test was about Instructions which ask the students to speak up (monologue) but it was different topic from the pre-test.

Data Analysis

The reseacher analyzed the data of the research by using statistical procedure which showed that the t-score of this research is 7,08. To know whether alternative hypothesis was rejected or accepted it must be compared with the core of t-table in level of significance 5%. The alternative hypothesis would be accepted, If the score of t-test was higher than the score of t-table but it would be rejected if the score of t-table was better than the score of t-test.

Before comparing the score of t-test, the score of t-table must be calculated. The result of t-table was 2,23 or 0,025. Then, because the t-score > t-table (7,08 > 2,05), therefore it was able to be conclude that the null hypothesis was rejected and the alternative hypothesis was accepted. It means there was a significant difference of the students' speaking ability before and after being taught connected speech. Therefore, the alternative hypothesis which stated that there was significant influence of connected speech toward students' speaking ability in Internatioal Islamic Class Program (IIC) was accepted

3. Results

After the researcher collected the data at International Islamic Class Program (IICP) Puncak Darussalam Islamic Boarding School, the researcher analyzed and presented it as the result of research. There were two instruments which were used, those are test and documentation. The test was used to collect the students' speaking ability before and after being given a treatment. While, documentation was used to present the students' name lists, the test form of the tests, the compulation of score tests, and photos. The followings are the presentation of the data:

1. Result of Pre-test.

The lowest score of pre-test was 3, while the highest was 8 and the mean score was 5.59 with standard deviation 1.309. The researcher calculated the mean of the pre-test score used SPSS as the following:

Table of Mean of Pre-test

Mean	N	Std. Deviation
5.59	27	1.309

2. Result of Post-test.

The lowest score of pre-test was 4, while the highest was 9 and the mean score was 6.56 with standard deviation 1.155. The researcher calculated the mean of post-test score used SPSS as the following:

Table of Mean of Post-Test

Mean	N	Std. Deviation
6.56	27	1.155

3. Result of Paired Simple T-test.

Based on the finding above, the mean score of pre-tests was 5.59 and the mean of the post-test was 6.56. It could be definitely concluded that there was a difference of the result gotten from pre-test up to post-test. The difference was the score of post-test was higher than the score of pre-test. It means that there was an improvement of the achievement of pre-test and post-test on students' speaking ability.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_Test	6.56	27	1.155	.222
	Pre_Test	5.59	27	1.309	.252

Therefore, to find out whether or not the difference between those two tests was significant, the researcher compared the pre-test score and post-test score with the Paired Sample t-Test in the paired sample correlation.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Post_Test&Pre_Test	27	.843	.000

From the result of the paired sample correlation above, it could be concluded that the sig. Correlation was 0,000. Because the score is lower than 0,05, it means there is correlation between pre-test and post-test.

Paired Samples Test								
Paired Differences								
95% Confidence								
Interval of the								
Difference								
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 Post_Test - Pre_Test	.963	.706	.136	.684	1.242	7.086	26	.000

Hypothesis Testing

The researcher analyzed the data of the research by using statistical procedure which showed that the t-score of this research is 7,08. To know whether alternative hypothesis was rejected or accepted it must be compared with the core of t-table in level of significance 5%. The alternative hypothesis would be accepted, If the score of t-test was higher than the score of t-table but it would be rejected if the score of t-table was better than the score of t-test.

Before comparing the score of t-test, the score of t-table must be calculated. The result of t-table was 2,23 or 0,025. Then, because the t-score > t-table (7,08 > 2,05), therefore it was able to be conclude that the null hypothesis was rejected and the alternative hypothesis was accepted. It means there was a significant difference of the students' speaking ability before and after being taught connected speech. Therefore, the alternative hypothesis which stated that there was significant influence of connected speech toward students' speaking ability in Internatioal Islamic Class Program (IIC) was accepted.

4. Discussion

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

The result of data analysis shows that connected speech definetly gave a significant effect on 9th grade students' speaking achievement. It was called with the result of the calculation formula of the t-test was already got and the Sig. (2-tailed) was less than the level of significance. It indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (H₀) was rejected. Therefore, it could be expected that the post-test scores were higher than the pre-test on

students' speaking achievement which taught with connected speech.

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

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

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

They also like to pronounce word by word in pre-test. Such as whey they said "when I was in Malang", they pronounced those word one by one like /wen ai wes in Malang/ but in post test, they pronounced those differently or they connected one to another one. They pronounce those this way /wenaiwesin Malang/ which made it sound more natural and it was called with linking. And when they said "last week or last two weeks/ they pronounced the final sound of the first word "last" which meant was the sound of /t/.

Therefore they pronounced those words /læst wi:k or læst tu: wi:k/. It made them difficult to speak. It was different when they already got a treatment. In post-test, they pronounced those words this way /læs wi:k/ or /læs tu: wi:k/. The final consonant of the first word was not pronounced. It was called with elision.

This study used a one-group pre-test-post-test design. The analysis of the mean differences between the pre-test and post-test had been discovered that the mean score of the pre-test was 5.59 and the mean of the post-test was 6.56. The result of the paired sample correlation above, it could be concluded that the sig. Correlation was 0,000. Because the score is lower than 0,05, it means there is

correlation between pre-test and post-test. It could be definitely concluded that there was a difference of the result gotten from pre-test up to post-test.

The difference was the score of post-test was higher than the score of pre-test. It means that there was an improvement of the achievement of pre-test and post-test on students' speaking ability. The result was also in line with Mahmood, et al. (2012) and Bagharni et al. (2014) who also stated that students were more motivated, confident and participative in learning English especially in listening course after connected speech aspects being taught to them. It was also in line with the result of the research which conducted by Musfirah (2019) also stated that connected speech could improve the students' listening skill.

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

5. Conclusion

After analyzing or calculating the data, the researcher concluded that the speaking ability of the ninth grade students of SMP International Islamic Class Program (IICP) Puncak Darussalam Pamekasan got higher achievement after being taught connected speech. It means connected speech is significantly effective in improving speaking ability.

Based on the results of statistical analysis and also discussion findings on the fifth chapter, the average score of post-test (students' achievement after being taught connected speech) was higher than the average score of pre-test (students' achievement before being taught connected speech). Since the difference of those two tests was significant. Therefore the conclusion was there was a significant influence of connected speech toward students speaking ability.

Suggestion

Following up on the findings, some suggestions were given to English teachers and further researchers for additional research related to the influence of connected speech toward students' speaking ability. For the English teacher, connected speech could be used to teach speaking skill. As a result, the teacher would be able to use it to increase the students' speaking achievements. Such as the researcher offered view how to use it effectively in this research.

For further researcher, more research is needed to modify this study in order to get the best outcomes or to ensure whether connected speech has significant influence to speaking ability. It might also be useful to have research with different design. For better result, it was suggested that other studies use true or quasi experimental.

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