

**IMPROVING STUDENTS' LISTENING COMPREHENSION BY
TEACHING CONNECTED SPEECH**

THESIS



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DARUSSALAM – BANDA ACEH

2018 M/ 1440 H

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN
Ar-Raniry Darussalam Banda Aceh as a partial fulfillment
of the requirements for Sarjana Degree (S-1)
On Teacher Education

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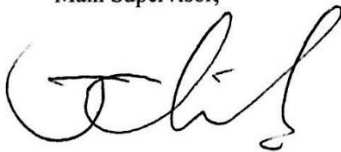
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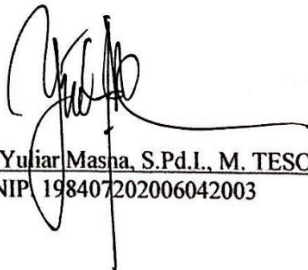
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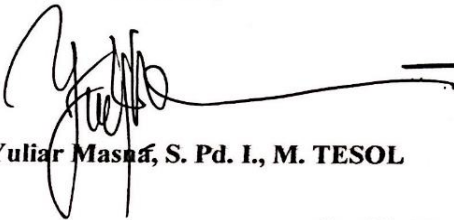
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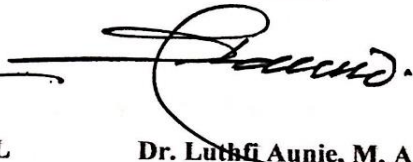
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ACKNOWLEDGMENT



First of all, all praises and thanks to the Allah Almighty, who has bestowed me the health and the opportunity in order to complete this thesis entitled **“Improving Students’ Listening Comprehension by Teaching Connected Speech”**. Secondly, peace and salutation dedicate to our Honourable Prophet Muhammad (peace be upon him), who has brought us from the darkness to the lightness and who has saved mankind from an era of ignorance to the Islamic era.

In the completion of this thesis, many efforts and supports have been received from many people who have sacrificed their precious time in giving advice and encouragements to complete this thesis. First of all, my deepest gratitude to my supervisor and co-supervisor; Mr. Khairil Razali, S. Pd. I., MA., MS and Mrs. Yuliar Masna, S. Pd. I., M. TESOL for supporting me throughout my thesis with advice, attention, insightful comments, extraordinary knowledge and many useful suggestions and corrections for improvement. Then, my special thank is directed to my Academic Supervisor; Mr. Syamsul Bahri, S. Ag., M. TESOL who has been supporting me in completing my thesis.

Moreover, the thankful is also addressed to Head of English Department; Dr. T. Zulfikar, M. Ed and to all staff members, especially for Dr. Phil. Saiful Akmal, S. Pd.I., MA, Mr. Iqbal Chairul Aziz, S.Pd and Ms. Ikhwantha Dhivah, S. Pd; all of the other lecturers of UIN Ar-Raniry who had been teaching and sharing their knowledge during my study as English Department student. In addition, I would like to deeply thank the

students of Darul Ihsan Islamic Boarding School especially for class XI.F, who already participated as samples of this research.

Furthermore, I greatly express my deepest gratitude to my mother; Dra. Hj. Nurhaidah, and my father; Drs. H. M. Aji Adam, for their love, support, attention, sincere and patience until I can complete this thesis. I also dedicate my big thanks to my both beloved sister; Khairunnisa' S. Pd and Wina Fitri and also to my beloved brother; Ahmad Haikal for their reminder and support.

My special thanks also directed to all my best friends from MUQ Pagar Air, especially for Era Susanti, Irsalina, Minatul Maula, and Mirna Agustina who have stayed to alert throughout the completion of my thesis. Moreover, a bunch of thank to my best friends at Darul Ihsan, especially for Nidaan Khavia, S.E and Nana Zuhra, S.H for their great encouragement to this work. Last but not least, none of this would be possible without the help of my friend, Sri Okta Rahmayani as my third supervisor, and my friends from English language department especially for; Oja, Upa, Aja, Malda, Upa Mg and others who have helped me to overcome the setbacks and remained me with my thesis to the end.

Finally, I believe that this research is still far from being perfect. Thus, I would like to expect any suggestions in order to increase its value and be useful for the Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, November 27th, 2018

Siti Musfirah

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ABSTRACT

This present research was conducted in order to find out students' improvement in listening comprehension and to figure out students' interest in listening increase after being taught the aspects of connected speech. This research used a quantitative method with pre-experimental design, namely one group pretest-posttest model design. The population of this research was all students of the eleventh-grade students who study at MAS Darul Ihsan Islamic Boarding School which amount to 184 students. In addition, the sample of this research was 30 students of class XI.F that was chosen purposively. Moreover, this research used pre-test and post-test as well as questionnaires as data collection instruments. The research found that teaching connected speech in the listening classroom can improve students' listening comprehension. This was revealed through the comparison of t -score is higher than t -table, ($3,61 > 2,04$). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Furthermore, the result of students' response sheets indicated that students have positive perception toward the teaching connected speech can increase their interest in learning listening.

(keywords: listening, connected speech, improve, comprehension)

CHAPTER I

INTRODUCTION

In this chapter, the introduction is presented by explaining the background of the research and the research problem. Furthermore, the research questions, research objectives, hypotheses, research significance, and research terminology are also presented in this part.

A. Background of the Research

There are four important skills in English that should be mastered by students namely speaking, writing, reading, and listening. This research will only focus on listening skill because it is considered as the most difficult ones for foreign language students. According to Field, Graham and Macaro (2008, as cited in Nowrouzi, Tam, Zareian, & Nimehchisalem, 2015, p.263) believe that “listening is one of the most difficult skills for foreign language learners because of the complexity of its process and different types of knowledge required for successful listening. In addition, Ghaderpanahi (2012) claims that even the students who are good enough in reading and speaking skills have trouble in listening skill when dealing with recordings with a quick conversation.

Moreover, listening is one of the receptive skills in language because students do not need to produce language, they only need to receive and understand it (Saricoban, 1999). Due to the fact that listening is a receptive skill, it is considered unimportant for many courses and

most of the teachers do not pay attention to this skill since it is assumed easier than other skills (Gilakjani & Sabouri, 2016). Consequently, many students have a variety of problems in listening comprehension.

A number of research have been carried out on students' obstacles in listening (e.g., Campbell, Meinardi, Richardson, & Macdonnell, 2007; Ahmadian & Matour, 2014) point out the obstacles faced by English Foreign Language (EFL) or English Second Language (ESL) in listening are such as perceiving and recognizing the words, understanding rapid speech and typical native speaker inclines to be fast in delivering speech including connected speech features like elision, assimilation, weak form, construction, and intrusion. Particularly, it is hard to understand what the speakers said because they will connect one word/ phrase to another in which the sound will disappear or be changed by the surrounding sound and sometimes they speak in chunks.

In addition, understanding the flow of the speech when they are assigned to listen to lectures or conversations also becomes one of the difficulties in listening. It is supported by the statement of Flowerdew and Miler (1996, as cited in Renukadevi, 2014) state that one of the problems students encounter in listening is understanding quick speech.

Based on my preliminary study and an interview with an English teacher in the Islamic Boarding School of Darul Ihsan in which is located in Aceh Besar, Aceh, the teacher said that most of the students' difficulty in listening comprehension is that the native speaker speaks quickly in the audio or video that is played by the teacher. Thus, it is hard for students to recognize each word and understand what actually the speaker said. However, when they look at the transcript, they found that the words are

really familiar to them but why they hear nothing while the audio or video is playing.

Based on the issue that has mentioned above, students should bear in mind that the typical native English speaker usually tends to speak quickly and connects one word to another word. Moreover, in the use of real language, the sentences contain very complicated procedures that produce considerable phonological changes which are called the aspects of connected speech. Those aspects are such as contraction, intrusion, elision, assimilation, and weak forms (Ur, 1984).

Unfortunately, the aspects of connected speech are not really familiar to students since they were never taught about it by the teacher. In addition, teachers usually tend to talk slowly in the classroom. As a result, students may not be ready to deal with natural native English conversation or lecture when they listen to a native speaker despite having attended English language classes for the whole time. As Brown (1990) states that students with a high level of education are often shocked when dealing with natural English speech and they have great difficulty in understanding what is being said by native speakers.

Therefore, it is important to introduce and teach connected speech or reduce forms to the English Foreign Language (EFL) or English Second Language (ESL) students. It is because many studies showed that teaching connected speech can help students understand the speech with fast delivery (e.g., Brown & Hilferty, 2006; Celce-Murcia, Brinton & Goodwin, 1996; Matsuzawa, 2006, as cited in Ashtiani and Zafarghandi, 2015). More importantly, learning some aspects of connected speech will be very helpful for students to be more aware of natural Native speaker

speech and make them easier to understand to any conversation, talk or even lecture that is given by teachers.

In spite of the importance of teaching connected speech aspects in learning listening comprehension, there is only a few research conducted in this field. According to Lakmehsari, Jahandar, and Khodabandehlou (2015) say that although connected speech is identified as an important characteristic of spoken English, there has been very few research conducted in this field. Thus, connected speech is crucial to introduce and teach for students in the listening classroom.

B. Research Questions

The following questions are proposed to guide the study:

1. To what extent does teaching connected speech improve students' listening comprehension?
2. Does students' interest in listening increase after being taught connected speech?

C. Research Objectives

The purposes of this research are:

- a. To find out whether teaching connected speech can improve students' listening comprehension.
- b. To figure out whether teaching connected speech can increase students' interest in learning listening

D. Hypotheses

This research proposes two hypotheses for the primary research question. The null hypothesis (Ho) and the alternative hypothesis (Ha) of the research are stated as follows:

- a. Ha : There is an improvement of students understanding in listening comprehension by using connected speech
- b. Ho : There is no improvement of students understanding in listening comprehension by using connected speech

This research attempts to increase the students' understanding in listening comprehension through connected speech in Islamic Boarding School of Darul Ihsan. The researcher expects that connected speech can increase their listening skill.

E. Research Significance

This research can make several useful contributions in the following ways:

1. It can increase students' awareness of the importance of teaching connected speech in listening comprehension. Besides, they can increase their understanding in listening. It can also increase their interest in learning connected speech.
2. For the researchers and teachers, it can help them to solve the curiosity about the connected speech and positively influence students who have been taught connected speech.
3. Since the lack of resources available on this issue, this research can enrich the existing literature on connected speech

4. For other researchers, due to the lack of research conducted on this issue, this research will be served as a guide to conduct further research about the connected speech.

F. Research Terminology

1. Connected Speech

Many researchers use many terms in referring to the same phenomenon in connected speech, Ur (1984) calls that term “weak forms”. Moreover, Brown and Hilferty (1986) call such a term as “reduces form”. While Crystal (1997) call them “sandhi forms”, or Goh (2002, as cited in Khaghaninezhad & Jafarzadeh, 2014, p.161) calls “connected speech” for this phenomenon. Connected speech is a very real situation of spoken language especially English and it occurs in all speech level from casual to even very formal level (Brown and Kondo-Brown, 2006, as cited in Khaghaninezhad & Jafarzadeh, 2014).

The natural speech of a native speaker occurs unconsciously to them. It is mostly rapid and sustainable with linking, sound changes, or a reduction in word boundaries, which can cause difficulty when non-native speakers listen to it. According to Underhill (2005), connected speech is a system of simplification which is modified as a flow of sounds through which phonemes that are connected, modified, or grouped together. The simplification is the process that unconsciously happens for the first language speaker (native speaker) and most of them are often unaware of this process as they practice it.

2. Listening comprehension

According to Floyed (1985, as cited in Bozorgian, 2012, p.658), listening as “a process entailing hearing, attending to, understanding, evaluating and responding to the spoken message”. On the other hand, Rost (2002) states that listening is considered as a complex and interactive process in which the listener is involved in the construction of dynamic meanings. Listeners understand oral input from different voices, grammatical structure, prior knowledge about vocabulary, stress, and intonation, as well as other linguistic uses or even non-linguistic clues in speech.

Moreover, the action of the mind or the power of understanding is called comprehension (Hornby, 1987, as cited in Rahayuningsih, 2010). In another words, the comprehension is the kind of understanding in such a way that the individual knows what is being talked or communicated by other people.

Thus, listening comprehension is a process of hearing in order to understand in such a spoken message in what is being communicated by people. Moreover, comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of the study including theories which are related to listening comprehension, connected speech and the research on connected speech. The first section explains the definition of listening comprehension, strategies in teaching listening comprehension, and the problem in listening comprehension. While the second section of this chapter explains the definition of connected speech, the aspect of connected speech and the importance of teaching connected speech in listening. The last section shows research on connected speech.

A. Listening Comprehension

1. Definition of Listening Comprehension

Webster's Dictionary defines listening as "to pay attention to someone or something in order to hear what is being said, sung, played, etc". According to Floyed (1985, as cited in Bozorgian, 2012, p.658) "Listening as a process entailing hearing, attending to, understanding, evaluating and responding to the spoken message". In addition, listening requires a lot of concentration in order to gain information from the speaker. While the listener needs a deep understanding to grasp the meaning of oral information is given.

Similarly, Purdy (1997, as cited in Gilakjani and Sabouri, 2016) states listening is the process of receiving what the speaker says, creating the meaning of what the listeners hear, discussing and answering to spoken or nonverbal messages. It means that someone should listen carefully to get the information of what is being spoken and responding to the oral message.

Moreover, the main purpose of listening is not only receiving or getting the information from the speaker but also to understand the meaning of what is conveyed by the speaker to the listeners. Listening comprehension is where the listeners try to build a meaning of the information that they had listened from the listening source (Goss, 1982, as cited in Gilakjani & Sabouri, 2016). This statement is supported also by Brown and Yule (1997, as cited in Rahayuningsih, 2010) that the activity of paying attention and trying to obtain the meaning of something that we hear is called listening.

Meanwhile, according to Buck (2001) says that listening comprehension is a very complex process needed to be understood by the listeners how the process works if someone wants to measure it. Furthermore, he adds that there are a number of different types of knowledge involved in how the language comprehension system works. It is both linguistic knowledge and non- linguistic knowledge. Linguistic knowledge has different types such as phonological, lexis, syntax, semantics, and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works.

Besides, Lynch (1996, as cited in Dista, 2017) shares the same opinion with Buck, she states that in order to understand the message that is conveyed by the speaker, it is necessary to gather and combine the information from several factors such as syntactic, semantic, pragmatic, phonetic, lexical, and phonological which belongs to linguistics type.

After noticing some definitions above, it can be concluded that listening comprehension is the activity to interpret the meaning of the spoken message in order to get the information from the speaker. Then, the listener gives the feedback or response to the speaker.

2. Strategies in Teaching Listening Comprehension

There is one thing to be considered by the listeners when they are listening to something. It is what the listeners should be focused on. In this case, it is estimated that there are two basic strategies applied by the listeners in interpreting the information that they get from the speaker in order to generate an understanding of what is intended.

According to Richards (2008) states that there are two different kinds of strategies are involved in understanding listening comprehension. These strategies often referred to bottom-up and top-down.

a) Bottom-up strategy

The bottom-up strategy is text-based where the listeners use linguistic knowledge to understand the information. Hence,

the listener depends on the language in the message such as the combination of sounds, words, and grammar in order to get the final message (Renukadevi, 2014). In addition, Richards (2008) states that a Bottom-up strategy refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of the organization – sounds, words, clauses, sentences, texts until meaning is derived.

Therefore, the bottom-up strategy is to concentrate on specific details while listening and recognizing word-order pattern which aims to gain an understanding of spoken English. In other words, the lexical and grammatical competence of the listeners is very helpful in understanding the message of the speaker. It is because the listeners can build the meaning to work out the relationship between elements of sentences.

b) Top-down strategy

The top-down strategy is different from a bottom-up strategy. The top-down strategy is listener-based in which the listener relies on their background knowledge whether it is about the topic, the context of listening, the type of text, or even the language that may help the listener to interpret the ideas that she/he has listened before.

Furthermore, top-down strategy goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in

the form of “schemata” or “scripts” plans about the overall structure of events and the relationships between them, (Richards, 2008).

In short, the top-down strategy is listeners’ prior knowledge that is used while listening in order to build the meaning of the information that the listeners get from the speaker.

3. The Problem in Listening Comprehension

Many students face a lot of problems in listening comprehension. One of the problems that commonly students face in listening is the lack of vocabularies. Lack of vocabulary will cause the listener to misunderstand the true meaning of material. In addition, they will not understand the entire content clearly even interpret the meaning of the content (Gilakjani & Sabouri, 2016).

Moreover, Gilakjani and Sabouri (2016) state that pronunciation also could be a problem in listening comprehension. It is because the pronunciation of words that differ from the way they appear in the print. In this case, if the students’ have bad pronunciation, they will hear nothing while the audio/ video is playing since they get the wrong input of pronunciation that they expect to know the word but the speaker says the real pronunciation in the recording. Thus, they will not recognize the word because of their wrong input of pronunciation that they got.

Due to the fact that spoken languages vary in the form of written language, the word recognition makes oral speech can create some difficulties for the students (Bloomfield et al., 2010, as cited in

Walker, 2014). Moreover, Vandergrift (2007, as cited in Walker, 2014) state that students should try to decide which linguistic part belongs to which word in order to identify the words regardless of their unfamiliar pronunciation.

In addition, in spite of the two problems mentioned above, there are some linguistical problems that are faced by ESL/EFL students in listening comprehension such as fast delivery, having trouble with the sound and failing to recognize each word when they have to listen to the real English speech of native speaker. It is proved by the statement of Rosa (2002, as cited in Lakmehsari et al., 2015) explaining that natural English speech, whether it is in the formal context or even informal context, fast or slow, is full of connected speech or reduce form and this creates a great obstacles for the students who have a little background of connected speech when they have to listen to native speaker.

Furthermore, Ur (2009) claims that there are six common issues faced by the students while listening to the native speaker. They are:

- 1) having the trouble with the sound
- 2) have to understand each word
- 3) cannot understand natural native speech, the speed of speech
- 4) repeating things more than one time
- 5) find difficult to keep up, and
- 6) getting tired

Moreover, Ito (2006, as cited in Ashtiani and Zafarghandi, 2015) describes that non-native speakers would find the difference of

connected speech from what they would have normally heard in their language classrooms before, where the spoken language of the teacher and audio materials are typically carefully or slowly articulated. The natural speech of a native speaker occurs unconsciously to them. It is mostly rapid and sustainable with linking, sound changes, or a reduction in word boundaries, which can cause difficulties when non-native speakers listen to it.

Above all, there are some aspects of connected speech, and most of the students aren't aware of these features that if they want to solve their problems in listening comprehension, then they should learn and get in touch with these features.

Unfortunately, the features of connected speech are not familiar with students since they were never taught about it by the teacher. In addition, teachers usually tend to speak slowly in the classroom. Consequently, students may not be ready to deal with natural native English conversation or lecture when they listen to a native speaker despite having attended English language classes for the whole time. As Brown (1990, p.6) states that "students whose education has been largely couched in slowly and deliberately spoken English are often shocked to find when they enter a context in which native speakers are talking to each other, that they have considerable difficulty in understanding what is being said".

Therefore, it is important to introduce and teach connected speech or reduce forms to the English Foreign Language (EFL) or English Second Language (ESL) students in order to increase their listening proficiency.

B. Connected Speech

1. Definition of Connected Speech

Many researchers use many terms in referring to the same phenomenon in connected speech, Ur (1984) calls that term “weak forms”. Similarly, Brown and Hilferty (1986) call such a term as “reduces form”. While Crystal (1997) calls them “sandhi forms”, or Goh (2002, as cited in Khaghaninezhad & Jafarzadeh, 2014, p.161) “connected speech” for this phenomenon. A phenomenon that is occurred in spoken language and includes phonological processes such as assimilation, elision, reduction, and contraction.

Moreover, Underhill (2005) claims that connected speech is a system of simplification which is modified as a flow of sounds through which phonemes that are connected, modified, or grouped together. The simplification is the process that unconsciously happens for the first language speaker (native speaker) and most of them are often unaware of this process as they practice it.

English native speakers specifically do not choose and pick their words but connect them together in the sound stream. This allows them to speak more rapidly and fluently. Brown and Kondo-Brown (2006, as cited in Ahmadian & Matour, 2014, p.229) also mention that connected speech is formed of the real spoken English that happens unconsciously to native in all level of speech from ordinary level to even very formal level. A natural native speaker's speech which occurs with mostly rapid and continuous with frequent linking, sound changes, or a reduction in word boundaries, which can cause trouble when non-native speakers listen to it.

The term of connected speech also defines as an English word typically “run together”. When the native speaker speaks in fast delivery, they would connect one word/ phrase to another and the sound change because of other sounds surrounding. Thus, from all definitions that have been mentioned above, it can be concluded that connected speech as a process of a word which word is spoken concatenate with other words in one breath. It occurs unconsciously to a native speaker and they are often unaware of these processes as they use it whether it is in the formal context or even informal context, fast or slow.

2. Aspects of Connected Speech

It is essential to throw some lights on aspects of connected speech. Some experts have identified and argued how many aspects of connected speech. According to Brown (2006) states that there are nine aspects of connected speech such as word stress, sentence stress and timing, reduction, citation and weak forms of words, elision, intrusion, assimilation, juncture, and contraction. While Akram and Qureshi (2014) mention that connected speech has eight features namely weak forms and strong forms, assimilation, elision, liaison, silent letter, intrusive /w/ and /j/, juncture, and linking.

On the other hands, Reed and Levis (2015, p.162) propose that connected speech processes be classified into six main categories: linking, deletion (elision), insertion, modification (assimilation), reduction (weak forms), and multiple processes.

As the chart is shown in figure 2.1 below:

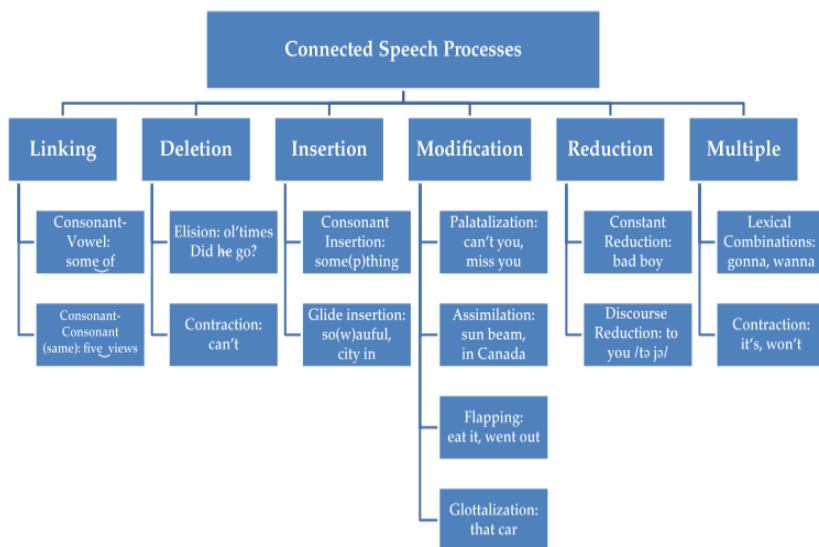


Figure 2.1. Categorization of Connected Speech Processes.

Nevertheless, Underhill (2005) claims that connected speech includes seven categories namely rhythm, assimilation, elision, vowel reduction, linking and intrusive sounds, and juncture. But in this study, the researcher only focuses on two aspects of connected speech processes. They are; linking and elision.

The term of linking is used in English to refer to one of the aspects of connected speech when either [j] or [w] is inserted between two words or syllables in order to produce a flow of speech that does not sound disconnected. Native English speakers tend to link or

connect words together without leaving a gap between words to make their speech more spontaneous and smooth in rapid casual speech.

According to Celce- Murcia (2010) linking is the connecting of the final sound of a word or syllable to the initial sound of the next word or syllable. It occurs between vowels and vowels (V-V) (e.g. go on), consonants and vowels (C-V) (e.g. eat it), and consonants and consonants (C-C) (e.g. top people, hot drink) (Brown, 2006). Thus, if there is no pause between two words or more, they sound be linked together, so that they sound like one word.

a. V-V (vowels to vowels)

These vowels and vowels are a natural way to connect two words where the first one ends in a vowel and the second start with a vowel. Underhill (2005) is of the view that when we have 'vowel-vowel' word junctions the two intrusive sounds /w/ and /j/ occur:

1) V /w/ V (linking with [w])

When a word ends in /u:/, or a diphthong which finishes with /ʊ/, speakers often introduce a /w/ to ease the transition to the following vowel sound (Kelly, 2000, as cited in Mubarak & Rani, 2017, p.31), such as:

- You are /ju: wɑ:/
- blue ink /blu w ɪŋk/
- go off /gəʊ w ɒf/
- now I /naʊ w aɪ/
- too easy /tu: w i:zi:/
- go out /gəʊ w aʊt/

- sue always wants to eat /su: w ɔ:lweɪz
wɒnts tu w i:t/

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

Speakers often produce a [j] to ease the transition to the following vowel sound when a word ends in [ɪ], [i:], or a diphthong which ends in [ɪ]. (Kelly, 2000, as cited in Mubarak & Rani, 2017, p.31) As in the following examples:

- pay a lot /peɪ j ə lɒt/
- my own /maɪ j əʊn/
- see it /si: j ɪt/
- they always /ðeɪ j ɔlwi:z/
- he is /hi: j ɪz/
- they are /ðeɪ j ɑ:/
- they always takes my arm /ʃi: j ɔ:lweɪz
teɪks maɪ j ɑ:m/

b. C-V (consonants to vowels)

In English speech, C-V usually happens in the final word which is the consonant sound that is linked to the first vowel sound of the following word. Thus, if we look at this sentence “These are old eggs”, it becomes [ði:zə.rəʊl.degz] in connected speech (Giererich, 1992, as cited in Erbanova, 2014, p.4). What actually happens in the example above is that what Underhill (2005) calls “fully liaised speech”, “characterized by a seamless, continuous

quality, where final consonants are linked to following vowel sounds, and initial consonants to preceding final vowel sounds”.

Two or more words connected or linked together in connected speech may sound like one word. For example, they may hear ‘Alaska’ when they are expected to hear ‘I’ll ask her’. They might hear ‘supersalad’ and wonder what kind of salad it would be when they are actually asked if they prefer ‘soup or salad’ or other examples as purposed it by Koder (2012, p.183) such as:

- **Stop it**
- **Come in**
- **Grab it**
- **Depends on**
- **I’ll ask her**
- **drag out**

c. C-C (consonant to consonant)

Two identical (geminate) consonants across word boundaries are usually pronounced as one long consonant (table 2.1). For example, [p] in ‘stop playing’ is not pronounced twice; rather two [p]s are pronounced [p:] Celce-Murcia (2010) and Cruttenden (2008) – as cited in Koder (2012, p.183). The table 2.1 as showed below:

[p][p] ⇒ [p:]	stop <u>play</u> ing	[b][b] ⇒ [b:]	Bob <u>brush</u> ed his teeth.
[t][t] ⇒ [t:]	hot <u>tea</u>	[d][d] ⇒ [d:]	red <u>dress</u>
[k][k] ⇒ [k:]	take <u>care</u>	[g][g] ⇒ [g:]	big <u>glass</u>
[m][m] ⇒ [m:]	from many coun <u>trie</u> s	[n][n] ⇒ [n:]	Rain never <u>fall</u> s.
[f][f] ⇒ [f:]	knife <u>for</u> cutting	[v][v] ⇒ [v:]	<u>five</u> <u>vacant</u> schools
[s][s] ⇒ [s:]	nice <u>school</u>	[z][z] ⇒ [z:]	love <u>s</u> <u>zebras</u>
[θ][θ] ⇒ [θ:]	both <u>thi</u> ngs	[ð][ð] ⇒ [ð:]	with <u>the</u> m
[l][l] ⇒ [l:]	She <u>will</u> <u>lend</u> you money.	[ʃ][ʃ] ⇒ [ʃ:]	I <u>wish</u> <u>she</u> would come.

Table 2.1. Geminate consonants linking

While the term of elision describes that the sound which is disappeared or it is not clear articulated in a certain context. According to Roach (2009, as cited in Mahmood, Khan, & Uzair, 2012, p.371) states that elision means “under certain circumstances sounds disappear”. Elision occurs when a sound is omitted and it is a typical aspect of connected speech. Despite the fact that in a word spoken in isolation a sound would be present, in connected speech it would disappear. The most common elision in English is /t/ and /d/, particularly when they are between two or other consonants. As examples by Underhill (1994) :

1) Omission of /t/:

Next please /neks pli:z/

I don't know /aɪ dəʊ nə/

Post the letter /pəʊs ðə/

2) Omission of /d/:

Old man	/əʊl mæn/
You and me	/ju: ən mi:/
Sandwich	/sænwiʃ/
Stand there	/stæn ðeə/

C. The Importance of Teaching Connected Speech in Listening

Due to the fact that listening is one of the most difficult skills for foreign language students compared to others, many researchers like Ur (1984); Underwood (1989); and Brown (1997, as cited in Lakmehsari et al., 2015) believe that teaching connected speech for ESL and EFL students is essential. It is because, by learning connected speech, students can improve their awareness of those processes of connected speech that occur spontaneously by native speaker even though they speak rapidly. In addition, the students can easily understand the meaning of the message conveyed by the speaker and they do not have any difficulties when facing the natural English speech.

But unfortunately, there have been very few studies in the area of connected speech, in spite of the fact that it has been identified as an important characteristic of spoken English (Lakmehsari et al., 2015). Besides, up to now, not many books have been written in this field to show how to teach connected speech and what are the effective instructional materials and ways to deal with the important elements of listening comprehension (Gilakjani & Sabouri, 2016).

Hence, this research can enrich the existing of the literature on connected speech in improving students' listening comprehension.

D. Research on Connected Speech in Listening

There are some recent research have been done in the field of connected speech aspects in listening comprehension (e.g., Mahmood, Khan & Uzair, 2012; Bagharni, Shariati & Tajadini, 2014; Khaghaninezhad and Jafarzadeh, 2014). The research that was conducted by Mahmood et al. (2012) on "Improving Listening Skill through Teaching Assimilation and Elision" was to highlight the importance of teaching assimilation and elision in listening and to enhance the listening skill of English language learners. The research used quasi-experimental design. The sample was 40 male university students that were divided into 2 groups; the control and the treatment group. The control group was taught listening skill in traditional ways while the treatment group was taught the rules of assimilation and elision. Both groups were treated for six weeks. The result revealed that the listening skills of the experimental group increased significantly as it showed in the mean score of the control group which 25,85 and experimental group which 32,75. Moreover, they were more motivated and participative during the treatment phase.

On the other hand, the research that was conducted by Bagharni et al. (2014) on "The Effects of Assimilation and Elision Teaching on Listening Comprehension of EFL Junior High School Students" was to enhance the Iranian English language learners in listening skill and to see students' awareness in connected speech aspects. A quantitative method with the quasi-experimental model design was used in this study. The

participants of this study were high school students of Jiroft which amount to 42 students. The students were separated into two groups in which the treatment group had 21 students as well as the control group. The treatment of the experimental group was taught assimilation and elision aspects of connected speech. On the other hand, the treatment of control group was used guided questions and comprehension checks. Both groups have received the treatment for six weeks after given the pre-test. The finding showed that the teaching assimilation and elision in listening significantly raised students' awareness of connected speech form. Moreover, the participant from experimental group were more confident after the treatment phase and they were also found more motivated and participative than the control group.

Another research was conducted in the same year of 2014, Khaghaninezhad and Jafarzadeh, on "Investigating the Effect of Reduced Forms Instruction on EFL Learners' Listening and Speaking Abilities" was an attempt to examine the effect of explicit "reduced form" on Iranian students and to identify students' ability to produce "reduced form" in their daily conversations. In addition, this research was also used the quantitative method with the quasi-experimental model design. The data was collected from 50 male Iranian EFL students, aged ranged from 16 to 37, who were studying English at Zaban-sara, a private language institution. The participants were classified into two groups randomly as the treatment and the control group. Furthermore, the result of this research was revealed that the students of experimental group significantly increased their awareness of "reduce form" in listening likewise their abilities to produce "reduced form" in speaking skill at the end of the training course while the control group students did not.

After reviewing the previous research on connected speech aspects, the current research aims to find out students' improvement in listening comprehension and to figure out students' interest in learning listening increase after being taught the aspects of connected speech which only focus on linking sound and elision.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology of the research. It provides further details of the methodology that includes research location, research design, population and sample, techniques of data collection and techniques of data analysis.

A. Research Location

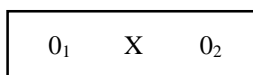
The experiment teaching of this research is conducted at Islamic Boarding School of Darul Ihsan which is located in Kreung Kalee, Aceh Besar, Aceh. Darul Ihsan is an Islamic Boarding School that obliges their students to speak Arabic and English language in their daily activity. It was first built by Tgk. H. Hasan Krueng Kalee whom one of the religious people in Aceh. By the time, after his death, this boarding school was disappeared and it was rebuilt by his own family and his offspring in the next few years until it developed rapidly to the present day. The total of students in Darul Ihsan is approximately reaching one hundred students, as it confirmed by one of the teachers of Darul Ihsan.

In particular, Darul Ihsan separates male and female students and they are placed in different classes. Nevertheless, they still get the same lesson and knowledge from their teachers. In addition, Darul Ihsan is also the boarding school provided their students with listening and speaking classroom which differs from another school that only has an English

classroom in general. Last but not least, they also provided their students to speak English in their daily activities. It is very helpful for the students to improve their speaking and listening skills when they communicate with each other in practicing English.

B. Research Design

In this research, the researcher used a quantitative research design in order to find the data and the results of the tests in which the researcher has been done in the field. The design of this research was pre-experimental research design, namely the *one group pretest-posttest model design*. In the pre-experimental design, students were observed by treatment which was considered to cause changes of the students either single group or several groups. Based on Cohen, Manion, and Morrison (2007, p.282) present a pre-test group and post-test design as cited below:



The design is illustrated as follows:

O_1 : Pre-test

O_2 : Post-test

X : Treatment

The procedure design of pre-experimental research was that the sample would be given the pre-test at the beginning of the meeting which was before the treatment (O_1) and the post-test would be given at the end of the meeting which was after the treatment (O_2) while the treatment (X)

will be given between pre-test and post-test. Moreover, the pre-test and post-test were given only for a single group, it means that there was no control group for this research.

In short, the success of the treatment was coursed after comparing the pre-test to the post-test result. Then, the researcher distributed the questionnaires after giving the post-test in order to get the additional information to fulfill the research.

C. Population and Sample

1. Population

A population is a number of groups in which the researcher would like to find out the results of the study to be reported. The researcher selected Islamic Boarding School of Darul Ihsan as a population of this study. It is because Darul Ihsan was a boarding school provided their students with listening and speaking classroom which differs from another school that only has an English classroom in general.

Thus, the population of this study was all students of the eleventh-grade students who study at MAS Darul Ihsan. There were 184 students separated into 7 classes consisted of 4 classes of the male which were class XI.A, class XI.B, class XI.C, class XI.D and 3 classes of the female which were class XI.E, class XI.F, and class XI.H.

2. Sample

As this study was on experimental design, the researcher selected one class as the sample of the population for the data collection. The selection of the sample based on purposive sampling, which means the sample was selected based on the characteristics of a population that the researcher needs for the research (Mackey & Gass, 2005). By using purposive sampling, it was expected that the criteria of the obtained sample can really help the research.

To be more specific, the researcher took class XI.F of MAS Darul Ihsan which consisted of 30 students. Since this class had a lot of problems in listening classroom, as it confirmed by an English teacher of Darul Ihsan Islamic Boarding School.

D. Techniques of Data Collection

There were three techniques of data collection: 1) Experimental teaching, (2) Tests and (3) Questionnaires. The explanation was discussed as follow:

1. Experimental Teaching

The treatment of teaching connected speech would be applied in class XI.F at Islamic Boarding of Darul Ihsan. To gain the data, the researcher then conducted fourth meetings.

a. The First Meeting (Saturday, October 20th, 2018)

In the first meeting, the researcher introduced herself and explained her purpose to students. The students were given the pre-test before the treatment in order to measure their

understanding of listening comprehension. Then, the researcher explained the material from the pre-test.

b. The Second Meeting (Saturday, October 27th, 2018)

In the second meeting, the researcher explained about one of the aspects of connected speech which was linking sound and asked them to practice it. The researcher gave them an exercise paper and the audio would be played three times of the topic. Then, they had to answer the questions instructed in the papers. After that, the researcher and students discussed the exercise that they have been done in the class

c. The Third Meeting (Saturday, November 3rd, 2018)

In the third meeting, the researcher explained about another aspect of connected speech which was elision and asked them to practice it. Furthermore, the researcher gave them an exercise paper and the audio would be played three times of the topic. Then, they had to answer the questions as instructed in the papers. After that, the researcher and students discussed the exercises that they have been done in the class.

d. The Fourth Meeting (Saturday, November 10th, 2018)

In the last meeting, the researcher gave them the post-test in order to see their improvement in listening comprehension after being taught connected speech. At the end of the class, the questionnaires were distributed.

2. Tests

Tests in this research were given to see the extent of their success in listening comprehension before and after being taught two aspects of connected speech which were linking sound and elision. The reconstructed text would be measured by the researcher.

In addition, the tests included two phases; the test of listening comprehension and dictation test. Both of the tests consisted of 10 questions for each comprehension and dictation test that would be used in pre-test and post-test. In the dictation test, the students were asked to listen to audio and asked to fill in the blank with what they heard.

Furthermore, the instrument that used to test students' comprehension and dictation test was extracted from *Developing Tactics for Listening* book by Jack C. Richards (2010, 3rd edition) published by Oxford University Press.

a. Pre-test

The pre-test was performed to measure students' ability before treatment was given. The audio proceeded three times to each question while they were trying to understand the information from the speaker and wrote it down exactly what was the speaker said in the recording of their paper sheet.

b. Post-test

Meanwhile, the post-test was done after treatment; it aimed to see the improvement of students' listening

comprehension after being taught connected speech. The post-test instruction was similar to the pre-test. Then, the pre-test and post-test results were compared.

3. Questionnaires

To answer research question number two, the researcher distributed the questionnaires in order to get the additional information from students about connected speech to see whether students' interest in listening increase after being taught connected speech.

The researcher distributed the questionnaires to the students and asked them to answer some of the questions with a checklist in the paper of the questionnaires. The questionnaires were distributed after both experimental teaching and test completed. The questionnaires of this research consisted of 7 close-ended questions.

E. Techniques of Data Analysis

1. Test

In analyzing the result of pre-test and post-test data, the researcher used several formulas in order to find out the mean score, standard deviation, and t-score

a. Mean

Mean was used to find out the average of the whole sample. In order to know the mean, the formula was used as suggested by Arikunto (2010, as cited in Masnijar, 2017, p.31). The mean was the average or arithmetic mean

(arithmetic mean) or often abbreviated to mean (Fathor, 2015, p.59). The formula was:

$$\bar{X} = \frac{\sum X}{N}$$

Which:

\bar{X} : mean

$\sum x$: the sum of scores

N : total students

b. Standard Deviation

Steven (2007) argued that the standard deviation was a statistic that described the total variation in the characteristics of the process being measured. Especially, it calculated how individual measurements should be expected to deviate from the mean on average. As shown below, the greater the standard deviation, the more dispersion in the process data.

The formula of standard deviation was as follow:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

Which:

SD : standard deviation

$\sum f$: the sum of the frequency

X : mean

$\overline{X^2}$: the sum of score squared
 N : the number of samples

c. *T*-score

T-score was used in order to find out the significant differences between pre-test and post-test. According to Sudijono (2011) the formula for *t*-score was as follow:

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Which:

\bar{X}_1 : mean of the post-test

\bar{X}_2 : mean of the pre-test

SD₁ : standard deviation of post-test

SD₂ : standard deviation of pre-test

N : total students

2. Questionnaires

The questionnaires would be analyzed statistically by counting the percentage of the students' answers in each item of the questionnaires. Based on Sudjana (2002), the formula was:

$$P = \frac{F \times 100\%}{N}$$

Which:

P : percentage

F : frequency

N : Number of sampling

100% : constant value

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter focuses on the finding of the research. There are two kinds of data that needed to be analyzed, tests and questionnaires. The finding of these analyses is then brought into further discussions as an attempt to answer the purposed research questions.

A. The Analysis of Test Finding

After conducting the pre-test and the post-test, the data obtained was statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference in the pre-test and post-test scores after treatments.

The first step was the researcher counted the mean of pre-test and post-test scores before doing the analysis. The results can be seen in the following table:

Table 4.1 Pre-test and Post-test scores

No.	Initial of Students	Pre-test (1)	Post-test (2)
1.	SN	70	80
2.	SAM	30	55
3.	DA	30	45
4.	HA	35	55
5.	SF	50	60
6.	RN	45	65
7.	NI	30	45
8.	AN	70	80
9.	RL	30	50
10.	NH	25	35
11.	SS	45	50
12.	RAM	50	65
13.	RPA	50	80
14.	NR	25	45
15.	RA	70	85
16.	AR	40	55

17.	ZU	65	75
18.	EUU	60	80
19.	HYW	40	50
20.	FS	55	60
21.	FZ	35	45
22.	MJ	30	50
23.	AH	40	40
24.	PSR	30	45
25.	DQA	60	75
26.	OR	25	40
27.	LZ	55	50
28.	GAT	35	45
29.	INF	55	85
30.	FA	30	45
Total Score		1310	1735

Based on the table presented above, the highest score for the pre-test was 70 and the lowest one was 25. Meanwhile, the highest score for the post-test was 85 and the lowest one was 35.

The following part showed further statistical analysis result of pre-test and post-test.

1. Result of Pre-test

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

25	25	25	30	30	30
30	30	30	30	35	35
35	40	40	40	45	45
50	50	50	55	55	55
60	60	65	70	70	70

Then the researcher determined the range of the pre-test showed above by using the formula below:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 70 - 25 \\
 &= 45
 \end{aligned}$$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 30) \\
 &= 1 + 3.3 (1.47) \\
 &= 1 + 4.85 \\
 &= 5,85 = \mathbf{6} \text{ (taken)}
 \end{aligned}$$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{45}{6} \\
 &= 7.5 = 7 \text{ (taken)}
 \end{aligned}$$

Based on the data calculated above, the frequency distribution of the pretest can be formulated as follows:

Table. 4.2 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	f_1	X_1	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	23-30	10	26,5	-13,03	169,78	1697,81
2	31-38	3	34,5	-5,03	25,30	75,90
3	39-46	5	42,5	2,97	8,82	44,10
4	47-54	3	50,5	10,97	120,34	361,02
5	55-62	5	58,5	18,97	359,86	1799,30
6	63-70	4	66,5	26,97	727,38	2909,52
	Total Score	30	279	-	-	6887,67

Furthermore, to calculate the mean of the pre-test, the researcher used the following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{(23 \times 10) + (31 \times 3) + (39 \times 5) + (47 \times 3) + (55 \times 5) + (63 \times 4)}{30} \\ &= \frac{1186}{30} \\ &= \mathbf{39,53}\end{aligned}$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

$$SD^2 = \frac{6887,67}{30 - 1}$$

$$SD^2 = \frac{6887,67}{29}$$

$$SD^2 = 237,50$$

$$SD = \sqrt{237,50}$$

$$SD = \mathbf{15,41}$$

2. The Result of Post-test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follows:

35	40	40	45	45	45
45	45	45	45	50	50
50	50	50	55	55	55
60	60	60	65	75	75
80	80	80	80	85	85

Then the researcher determined the range of the post-test showed above by using the formula below:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 85 - 35 \\
 &= 50
 \end{aligned}$$

After finding the range score, the researcher find out the number of class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 30) \\
 &= 1 + 3.3 (1.47) \\
 &= 1 + 4.85 \\
 &= 5,85 = \mathbf{6} \text{ (taken)}
 \end{aligned}$$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{50}{6} \\
 &= 8,33 = 8 \text{ (taken)}
 \end{aligned}$$

Based on the data calculated above, the frequency distribution of the posttest can be formulated as follows:

Table. 4.3 The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_1	X_1	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	32-40	3	36	-17,9	320,41	961,23
2	41-49	7	45	-8,9	79,21	554,47
3	50-58	8	54	0,1	0,01	0,08
4	59-67	4	63	9,1	82,81	331,24
5	68-76	2	72	18,1	327,61	655,22
6	77-85	6	81	27,1	734,41	4406,46
	Total Score	30	351	-	-	6908,70

Furthermore, to calculate the mean of the post-test, the researcher used the following formula.

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{N} \\
 &= \frac{(32 \times 3) + (41 \times 7) + (50 \times 8) + (59 \times 4) + (68 \times 2) + (77 \times 6)}{30} \\
 &= \frac{1617}{30} \\
 &= \mathbf{53,90}
 \end{aligned}$$

After counting the mean of the students' post-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$\begin{aligned}
 SD^2 &= \frac{\sum f (X - \bar{X})^2}{N - 1} \\
 SD^2 &= \frac{6908,70}{30 - 1} \\
 SD^2 &= \frac{6908,70}{29} \\
 SD^2 &= 238,23 \\
 SD &= \sqrt{238,23} \\
 SD &= \mathbf{15,43}
 \end{aligned}$$

3. *T*-score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t - score = \frac{53,90 - 39,53}{\sqrt{\left(\frac{238,23}{30}\right) + \left(\frac{237,50}{30}\right)}}$$

$$t - score = \frac{14,37}{\sqrt{7,94 + 7,91}}$$

$$t - score = \frac{14,37}{\sqrt{15,85}}$$

$$t - score = \frac{14,37}{3,98}$$

$$t - score = 3,61$$

B. Test of Hypotheses

The researcher used the result of the *t*-score analysis in testing the hypotheses. Based on the *t*-table at the level of significance α 0,05 (5%), according to Bungin (2005, p.185) the testing criteria used to measure the result of the hypothesis is; if $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. H_a : There is an improvement of students understanding in listening comprehension by using connected speech. H_o : There is no improvement of students understanding in listening comprehension by using connected speech.

After t -score examined the hypothesis, the result of t -score was 3,61. Therefore, the next step was to interpret the t -score by determining the *degree of freedom* (df). $Df = N-1 = 30-1 = 29$. As the result, the researcher comparing t -score to significant t -table (see **Appendix VIII**) with df 29 with value $t_{t,sv}5\% = 2,04$ and $t_{t,sv}1\% = 2,76$. So, t -score was bigger than t -table.

$$2,04 < 3,61 > 2,76$$

Furthermore, in referring to the criteria above, because of t -score was higher than t -table, it could be concluded that the alternative hypothesis (H_a) of this research was accepted and the null hypothesis (H_o) was rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the final analysis, it could be concluded that t -score indicated there was a difference of students' score before and after being taught connected speech in improving students' listening comprehension.

C. The Analysis of the Questionnaires

The questionnaires were distributed in order to get the additional information from students about connected speech to see whether students' interest in listening increased after being taught connected speech. The questionnaires of this research consisted of 7 close-ended questions.

4.4 : The Percentage of Questionnaires (close-ended question)

No	Statement	Frequency (F)				Percentage (%)			
		SA (4)	A (3)	D (2)	SDS (1)	SA (4)	A (3)	D (2)	SDS (1)
1.	I like connected speech that is used by the teacher in learning listening	15	15	-	-	50	50	-	-
2.	I am excited in learning listening by using a connected speech	17	12	1	-	56,7	40	3,3	-
3.	Learning listening with connected speech is not boring	7	23	-	-	23,3	76,7	-	-
4.	Learning listening with connected speech makes the learning atmosphere active and enjoyable	11	19	-	-	36,7	63,3	-	-

5.	I feel connected speech can help me overcome various problems in listening	15	15	-	-	50	50	-	-
6.	The use of connected speech is very influential and helps me in understanding various conversations in English	16	12	2	-	53,3	40	6,7	-
7.	I enjoy learning listening right after I studied connected speech	14	15	1	-	46,7	50	3,3	-
	Total	95	111	4	-	317	370	13,3	-
	Equation Degree	13,6	15,86	0,571	-	45,2	52,9	1,9	-
	Percentage						98,1 %	1,9 %	

Notes:

SA : Strongly Agree

A : Agree

D : Disagree

SDS : Strongly Disagree

From the table presented above, it was found that 30 students that were taught two aspects of connected speech in listening comprehension in the class XI.F of Islamic Boarding School of Darul Ihsan could be seen in the frequency of their answers as follows:

1. Strongly Agree (4) : 45,2 %
2. Agree (3) : 52,9 %

98,1 %

3. Disagree (2) : 1,9 %

4. Strongly Disagree (1) : -

1,9 %

From the explanation of students' answer paper above, it was found that the percentage of their success in the positive answers (strongly agree and agree) were 98,1 %, while in the negative answers (disagree and strongly disagree) were 1,9%, it means that the positive answers were higher than in the negative answers. This proved that using connected speech could increase students' interest in learning listening.

D. Discussions

This research tried to find out whether connected speech could improve students' listening comprehension. After collecting and processing all data obtained from the test and questionnaires, it is essential to discuss the research findings in order to answer all the research questions intended.

The primary research question was “To what extent does teaching connected speech improve students’ listening comprehension?” According to the result of data analysis showed that the mean score of the pre-test was 39,53 and the mean score of post-test was 53,90 and the calculating of t-score also showed that there was a significant improvement of students’ listening comprehension score after being taught two aspects of connected speech. As it proved by the result of hypotheses testing; $t\text{-test} > t\text{-table}$ which $3,61 > 2,04$. It means the result of this research was higher than t-table that caused the H_0 was refused and H_a was accepted.

Similarly, the research that was conducted by Mahmood et al. (2012) found that the teaching connected speech aspects in listening improved students’ listening comprehension. This was proved by the mean score of the experimental group which 32,75 and control group which 25,85. In addition, other research (e.g. Bagharni et al., 2014; Khaghaninezhad and Jafarzadeh, 2014) who also confirmed that the teaching connected speech aspects significantly raised students' awareness of those aspects in listening.

Unfortunately, although teaching connected speech significantly improved students’ listening comprehension but most of their score were still under KKM. It is because several external factors since it held in the

boarding school that many possibilities could be happened during the process of data collection, the factors such as missing the class because of sick, dormitory picket, or went home that caused them did not attend to the classroom during the treatment phases so they missed the lesson.

In addition, the secondary research question was “Does students’ interest in listening increase after being taught connected speech?” the answer to this question could be analyzed through the percentage of questionnaires. It could be seen in table 4.4, the percentage of their success in the positive answers were 98,1 %, while in the negative answers were 1,9%, it means that the students had positive responses through the teaching connected speech aspects that increased their interest in learning listening. The result was also in line with Mahmood, et al. (2012) and Bagharni et al. (2014) whom also stated that students were more motivated, confident and participative in learning English especially in listening course after connected speech aspects being taught to them.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and its discussion in the previous chapter, this final chapter presents the conclusions of the research and the suggestions for future needs. The conclusion of this research is based on the finding that is related to the research question and continuing suggestion for the follow-up studies.

A. Conclusions

After conducting research about improving students' listening comprehension by teaching connected speech at the Islamic Boarding School of Darul Ihsan, the researcher had drawn the following conclusion.

1. Teaching connected speech in the listening classroom helped students to solve their problem in listening comprehension and it was effective in improving their listening ability. It could be proven by looking through students' mean score in both of tests. The mean score of pre-test was 39,53 and the mean score of post-test was 53,90. It means that the post-test score was higher than the pre-test score. Moreover, the result of *t*-score examined the research question, where the alternative hypothesis (*H_a*) was accepted and the null hypothesis (*H_o*) was rejected. This was revealed through the comparison of *t*-score was higher than *t*-table, ($3,61 > 2,04$). In short, it could be

concluded that teaching connected speech in listening classroom improved students' listening comprehension.

2. Students' interest in learning listening increased after being taught the aspects of connected speech. It could be proven by looking at the percentage of students' responses in the questionnaires which in positive answers (strongly agree and agree) were 98,1 %, while in the negative answers (disagree and strongly disagree) were 1,9%, it means that students showed positive responses toward the teaching connected speech aspect that increased their interest in learning listening.

B. Suggestions

After drawing the conclusion, the researcher would like to offer some suggestions that may be useful for students, teachers, researchers, and readers.

1. The students

Although English is a foreign language, it does not mean we can not master it. Therefore, the students should bear in mind the importance of learning connected speech aspects which could help them to solve various problems they face regarding listening comprehension. In addition, knowing aspects of connected speech might also help them with their speaking skills. They might be able to speak more fluently and naturally by connecting one word to another word like a native speaker does.

2. The teacher

As this current research had revealed many positive impacts of teaching connected speech aspects on students' listening comprehension, teachers might want to introduce some aspects of connected speech to students in listening comprehension courses.

3. Researchers and readers

Since there is little research conducted on this topic, this research would serve as a guide for others to expand the research on connected speech. Among the recommendations go as follows:

- a. Since the researcher taught only two aspects of connected speech, future researchers could add more aspects of connected speech in order to see whether those aspects can improve students' listening comprehension.
- b. Instead of teaching connected speech to students for a short period of time, further research should try to teach them for a longer period of time in order to compare the improvement in terms of listening comprehension
- c. As the current research only experimented with a "treatment group", further research may develop a design which also has a control group for comparison. This is in order to find out if the result will turn out some differences from of this research

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Appendix I

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-11423/UN.08/FTK/KP.07.6/11/2018

TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-586/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Khairil Razali, S.Pd.I., MA., MS
2. Yuliar Masna, S.Pd.I., M.TESOL

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Siti Musfirah

NIM : 140203237

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Listening Comprehension by Teaching Connected Speech

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 1 November 2018

Ano Rektor



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B- 3720 /Un.08/FTK.I/ TL.00/03/2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

28 Maret 2018

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Siti Musfirah
N I M : 140 203 237
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Miruek Taman No. 17, Tanjung Selamat Kec. Darussalam Aceh Bes

Untuk mengumpulkan data pada:

MAS Darul Ihsan Krueng Kalee Siem Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Students' Listening Comprehension by Teaching Connected Speech

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,


Sri Suyanta



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR

Jalan bupati Bachtiar Panglima Polem, SH. Telpun 0651-92174. Fax 0651-92497

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Nomor : B- 169 /KK.01.04/1/PP.00.01/042018
Sifat : -
Lampiran : -
Hal : Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

Kota Jantho, 02 April 2018

Kepada:
Yth, Kepala MAS Darul Ihsan Aceh Besar

Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-3720/Un.08/TU-FTK I/TL.00/03/2018 tanggal 28 Maret 2018. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama : Siti Musfirah
Nim : 140 203 237
Pogram Studi : Pendidikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MAS Darul Ihsan Aceh Besar adapun judul Skripsi:

“ IMPROVING STUDENTS’ LISTENING COMPREHENSION BY TEACHING CONNECTED SPEECH ”.

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.



Kepala Kantor Kementerian Agama
Kepala Subbagian Tata Usaha

Azzahri, SH, MH

Tembusan :

1. Akademik Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Arsip

Lesson Plan

Name of School : MAs Darul Ihsan
Lesson/meeting : Listening/ 1
Class : XI
Time Allocation : 2 x 45 minutes

1. Topic of Material

- Listening material test (pre-test)

2. The aim of teaching

- To see students' ability in listening comprehension
- To find out students' ability in recognizing the aspect of connected speech

3. Method of teaching

- Lecture method

4. Procedure of teaching

- Introduction
 - ✓ Greeting (5 minutes)
 - ✓ Check the attendance list (5 minutes)
 - ✓ Introducing and explaining the purpose of researcher's attendance to the classroom (5 minutes)
- Main Activity
 - ✓ Giving pre-test
 - Giving the students two types of the test at the same time in the paper sheet (5 menit)
 - Explaining students about two types of the test. There are; comprehension test and dictation test (5 menit)

- Explaining students how to answer both of the question tests in the paper sheet (10 menit)
 - Students listen to the audio material 3 times and answer the question that has been provided in their paper sheet (25 minutes)
 - ✓ Asking the students about their obstacle in listening comprehension (10 minutes)
 - ✓ Explaining an overview of connected speech (10 minutes)
- Conclusion
 - ✓ Concluding their obstacle in listening comprehension (5 minutes)
 - ✓ Suggesting the students to prepare themselves for the next meeting (5 minutes)

5. Media

- Laptop
- Audio material
 - ✓ Comprehension test
 - Topic 1 : Air travel
 - Topic 2 : Jobs
 - ✓ Dictation test
 - Conversation 1 : Fears
 - Conversation 2 : Touring a city
- Speaker
- Paper sheet

6. Assessment

Multiple choice and dictation questions

Tests	Nomor Soal	Bobot Soal
Multiple Choice	1-10	5
Dictation	1-10	5
Jumlah skor maksimal		100

Jika benar mendapat skor 100

Jika salah mendapat skor 0

Transcripts of audio material

✓ Comprehension transcripts

○ Topic 1 : Air travel

1. A: I wonder if I could change my seat.

B: Oh, is there something wrong with it?

A: Well, I can't see the TV screen very well from where I'm sitting. I'm too far away

B: Oh, I see. Do you mind waiting until all the passengers have boarded the airplane? After everyone is on board. I'll see if I can move you to a different seat.

A: That's fine. Thanks very much.

2. A: Excuse me, I can't find the safety instruction card.

B: Oh, there should be one in the seat pocket in front of you.

A: Yes, I looked, but there isn't one there. There's just the menu and the magazine

B: Oh, I'm sorry. Let me get another one for you right away

3. A: Excuse me, these headphones don't seem to be working properly.

B: Really? Are you hearing any sound at all?

A: Yes, but it isn't very clear

B: Let me check them for you. You are right. I'll get another set of headphones for you after I finish serving the drinks

A: Sure. That's fine

4. A: Excuse me. I think there's a problem with my seat number

B: What's wrong?

A: I should be in business class, but this seat number is for a seat in economy class

B: Could I check your ticket, please? Yes, I see the problem. You should be in seat 12A, not in seat 22A. I'm so sorry. Come with me now and I'll find your correct seat in business class.

○ **Topic 2 : Jobs**

1. A: So where do you work now, Megan?

B: I'm working at a new café downtown.

A: Hey, that's kind of interesting. Are you the manager or something?

B: Oh, yeah, right! Actually, I do all the baking.

A: Oh! How long have you been baking?

B: Well, only for three weeks! But I'm learning real fast.

2. A: Where do you work, Tim?

B: At a hotel. I'm with the Grand City Towers.

A: Oh, yeah? Do you like it?

B: It's pretty good. I get to meet some really interesting people.

A: Oh, are you the manager?

B: Well. Not yet. I'm still carrying bags, but I'm sure I'll be manager before long

- 3. A:** So, you work for a TV producer. That must be interesting work.

B: It's okay.

A: And what kind of work do you do?

B: Well, I'm on the road a lot.

A: Oh, yeah---a kind of personal assistant?

B: well, not quite—I drive her to work every day.

- 4. A:** So, you work in an office?

B: That's right.

A: How do you like it?

B: Well, it's pretty boring.

A: Oh, yeah? What do you do there?

B: Oh, I schedule appointments, answer the phone, that sort of thing. And it really doesn't pay much.

A: So why do you stay there?

B: I like my co-workers.

- 5. A:** Where do you work?

B: I work for an online newspaper.

A: Really?

B: Yeah. I write about sports. Have you read any of my stories?

A: Maybe. Say—what's your name again?

B: Ted Grant.

A: The Ted Grant? Can I have your autograph?

- 6. A:** Are you still working in a restaurant on the weekend?

B: That's right. But I'm not working the cash register anymore.

A: Oh?

B: Yeah. Now I'm working as a server

A: Lucky you.

✓ **Dictation test**

○ **Conversation 1 : Fears**

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators . Once, when I was a kid, I
got stuck **(1)** _____ .

A: So, what do you do when you have to **(2)** _____
_____ ?

B: I try to **(3)** _____ . How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being **(4)** _____ ?

A: When I was in college, I studied insects in a biology
class. Now I'm not **(5)** _____ . In fact,
I think insects are fascinating.

○ **Conversation 2 : Touring a City**

A: What did you see on your tour?

B: We first saw the Grant House. It's **(6)** _____
building in the city.

A: Nice, what else did you see ?

B: Then we visited the park. It's one of the **(7)** _____
_____ in the country. After that, we went to the
(8) _____ .

Appendix IV

A: Oh I bet the view was great, isn't that **(9)** _____
_____ in the state?

B: Yes, actually, it's **(10)** _____ in the
country. The view was fantastic

Lesson Plan

Name of School : MAs Darul Ihsan

Lesson/meeting : Listening/II

Class : XI

Time Allocation : 2 x 45 minutes

1. Topic of Material

- Listening to the conversation of the material

2. The aim of teaching

- Introducing students' about connected speech
- Explaining students' about one of the aspect of connected speech which linking

3. Method of teaching

- Lecture method

4. Procedure of teaching

- Introduction
 - ✓ Greeting (5 minutes)
 - ✓ Check the attendance list (5 minutes)
- Main Activity
 - Asking the students to pay attention to the PPT of connected speech that is presented by the teacher (5 minutes)
 - Explaining an overview of connected speech (5 minutes)
 - Explaining one of the aspect of connected speech which is linking (10 minutes)
 - Asking the students to practise a lot of example that is showed from the PPT (10 minutes)

- Asking the students to listen to the conversation as an exercise of the day (5 minutes)
- Students listen to the conversation times and figure it out the missing word of the text that is showed from the PPT (20 minutes)
- Students and teacher discussed the xercise together (10 minutes)
- Conclusion
 - ✓ Concluding the lesson (5 minutes)
 - ✓ Giving feedback and advise to the student (5 minutes)
 - ✓ Suggesting the students to prepare themselves for the next meeting (5 minutes)

5. Media

- Laptop
 - ✓ Power point presentation
- Audio material
- Speaker

Transcripts of Audio Material:

Buying a Gift

A: I am going shopping. Do you want to come with me?

B: Yes, I have to buy birthday presents for the twins, Heather and Allison.

A: Oh, that reminds me! We have to get some graduation presents

B: Right, we need something for Michael.

A: And Jonathan is graduating, too. We need a present for him.

Appendix IV

B: Okay. And as long as we're out, why don't we get the wedding present?

A: You mean for Lisa and Kevin? Good Idea!

Lesson Plan

Name of School : MAs Darul Ihsan

Lesson/meeting : Listening/III

Class : XI

Time Allocation : 2 x 45 minutes

1. Topic of Material

- Listening to the conversation of the material

2. The aim of teaching

- Explaining students' about another aspect of connected speech which elision

3. Method of teaching

- Lecture method

4. Procedure of teaching

- Introduction
 - ✓ Greeting (5 minutes)
 - ✓ Check the attendance list (5 minutes)
 - ✓ Reviewing material of the last meeting which is linking, one of the aspects of connected speech.(5 minutes)
- Main Activity
 - Asking the students to pay attention to the PPT of connected speech that is presented by the teacher (5 minutes)
 - Explaining another aspect of connected speech which is elision (10 minutes)
 - Asking the students to practise a lot of example that is showed from the PPT (10 minutes)

- Asking the students to listen to the conversation as an exercise of the day (5 minutes)
- Students listen to the conversation 3 times and figure it out the missing word of the text that is showed from the PPT (20 minutes)
- Students and teacher discussed the exercise together (10 minutes)
- Conclusion
 - ✓ Concluding the lesson (5 minutes)
 - ✓ Giving feedback and advise to the student (5 minutes)
 - ✓ Suggesting the students to prepare themselves for the last meeting (5 minutes)

5. Media

- Laptop
 - ✓ Power point presentation
- Audio material
- Speaker

Transcripts of Audio Material:

Talking about Hobbies

A: What do you do in your free time, Lara?

B: I used to enjoy painting, but now I like cooking and gardening.

A: Oh, not me! I enjoy collecting things. I collect baseball cards.

B: Do you do anything else?

A: Yes, I really enjoy surfing the internet and listening to music.

B: Do you play any sports?

A: I go skiing and snowboarding in the winter. How about you?

B: I like summer sports. I enjoy swimming and hiking

Lesson Plan

Name of School : MAS Darul Ihsan
Lesson/meeting : Listening/ IV
Class : XI
Time Allocation : 2 x 45 minutes

1. Topic of Material

- Listening material test (post-test)
- Giving the questionnaires

2. The aim of teaching

- To see students' ability in listening comprehension
- To find out students' ability in recognizing the aspect of connected speech
- To see students' interest in listening after being taught of connected speech.

3. Method of teaching

- Lecture method

4. Procedure of teaching

- Introduction
 - ✓ Greeting (5 minutes)
 - ✓ Check the attendance list (5 minutes)
 - ✓ Review last material (5 minutes)
- Main Activity
 - ✓ Giving post-test
 - Giving the students two types of the test at the same time in the paper sheet (5 menit)

- Explaining students about two types of the test. There are; comprehension test and dictation test (5 menit)
- Explaining students how to answer both of the question tests in the paper sheet (5 menit)
- Students' listen to the audio material 3 times and answer the question that has been provided in their paper sheet (25 minutes)
- Asking students to submit their paper sheet to the teacher (5 minutes)
- ✓ Discussing the answers both of the tests which are comprehension test and dictation (15 minutes)
- ✓ Giving students the questionnaire in order to see their interest in listening after being taught of connected speech (10 minutes)
- Conclusion
 - ✓ Giving feedback and advise to the student (5 minutes)

5. Media

- Laptop
- Audio material
 - ✓ Comprehension test
 - Topic 1 : Air travel
 - Topic 2 : Jobs
 - ✓ Fill-in-the-blank test
 - Conversation 1 : Fears
 - Conversation 2 : Touring a city
- Speaker
- Paper sheet

6. Assessment

Multiple choice and fill-in-the-blank questions

Tests	Nomor Soal	Bobot Soal
Multiple Choice	1-10	5
Dictation	1-10	5
Jumlah skor maksimal		100

Jika benar mendapat skor 100

Jika salah mendapat skor 0

Transcripts of audio material

✓ **Comprehension transcripts**

○ **Topic 1 : Air travel**

1. A: I wonder if I could change my seat.

B: Oh, is there something wrong with it?

A: Well, I can't see the TV screen very well from where I'm sitting. I'm too far away

B: Oh, I see. Do you mind waiting until all the passengers have boarded the airplane? After everyone is on board. I'll see if I can move you to a different seat.

A: That's fine. Thanks very much.

2. A: Excuse me, I can't find the safety instruction card.

B: Oh, there should be one in the seat pocket in front of you.

A: Yes, I looked, but there isn't one there. There's just the menu and the magazine

B: Oh, I'm sorry. Let me get another one for you right away

3. A: Excuse me, these headphones don't seem to be working properly.

B: Really? Are you hearing any sound at all?

A: Yes, but it isn't very clear

B: Let me check them for you. You are right. I'll get another set of headphones for you after I finish serving the drinks

A: Sure. That's fine

4. A: Excuse me. I think there's a problem with my seat number

B: What's wrong?

A: I should be in business class, but this seat number is for a seat in economy class

B: Could I check your ticket, please? Yes, I see the problem. You should be in seat 12A, not in seat 22A. I'm so sorry. Come with me now and I'll find your correct seat in business class.

○ **Topic 2 : Jobs**

1. A: So where do you work now, Megan?

B: I'm working at a new café downtown.

A: Hey, that's kind of interesting. Are you the manager or something?

B: Oh, yeah, right! Actually, I do all the baking.

A: Oh! How long have you been baking?

B: Well, only for three weeks! But I'm learning real fast.

2. A: Where do you work, Tim?

B: At a hotel. I'm with the Grand City Towers.

A: Oh, yeah? Do you like it?

B: It's pretty good. I get to meet some really interesting people.

A: Oh, are you the manager?

B: Well. Not yet. I'm still carrying bags, but I'm sure I'll be manager before long

3. **A:** So, you work for a TV producer. That must be interesting work.

B: It's okay.

A: And what kind of work do you do?

B: Well, I'm on the road a lot.

A: Oh, yeah---a kind of personal assistant?

B: well, not quite—I drive her to work every day.

4. **A:** So, you work in an office?

B: That's right.

A: How do you like it?

B: Well, it's pretty boring.

A: Oh, yeah? What do you do there?

B: Oh, I schedule appointments, answer the phone, that sort of thing. And it really doesn't pay much.

A: So why do you stay there?

B: I like my co-workers.

5. **A:** Where do you work?

B: I work for an online newspaper.

A: Really?

B: Yeah. I write about sports. Have you read any of my stories?

A: Maybe. Say—what's your name again?

B: Ted Grant.

A: The Ted Grant? Can I have your autograph?

6. **A:** Are you still working in a restaurant on the weekend?

B: That's right. But I'm not working the cash register anymore.

A: Oh?

B: Yeah. Now I'm working as a server

A: Lucky you.

✓ **Dictation test**

○ **Conversation 1 : Fears**

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators . Once, when I was a kid, I got stuck **(1)** _____ .

A: So, what do you do when you have to **(2)** _____ ?

B: I try to **(3)** _____ . How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being **(4)** _____ ?

A: When I was in college, I studied insects in a biology class. Now I'm not **(5)** _____. In fact, I think insects are fascinating.

○ **Conversation 2 : Touring a City**

A: What did you see on your tour?

B: We first saw the Grant House. It's **(6)** _____ building in the city.

A: Nice, what else did you see ?

B: Then we visited the park. It's one of the **(7)** _____ in the country. After that, we went to the **(8)** _____ .

A: Oh I bet the view was great, isn't that **(9)** _____ in the state?

B: Yes, actually, it's **(10)** _____ in the country. The view was fantastic

Instrument Pre-test and Post-test

Nama :

Kelas :

Sekolah :

Hari / tanggal :

A. Listening Comprehension Test

a. Topic : AIR TRAVEL

1. A. the seat is uncomfortable
 B. the seat is too close to the TV screen
 C. the seat is too far away from the TV screen

2. A. there's nothing in the seat pocket
 B. there's no safety instruction card in the seat pocket
 C. there isn't a magazine in the seat pocket

3. A. there's no sound coming through the headphones
 B. the sound from the headphones isn't clear
 C. the passenger didn't get headphones

4. A. two passengers have the same seat number
 B. the passenger should be in a different seat
 C. the passenger wants to move to a window seat

b. Topic : JOBS

1. She _____
 - A. does not have a lot of experience
 - B. has been working there awhile
 - C. works at a theatre

2. He _____
 - A. works in the manager's office
 - B. meets interesting people
 - C. hates the work

3. He _____
 - A. sees the TV producer every day
 - B. helps with movie productions
 - C. doesn't know how to drive

4. She _____
 - A. thinks the salary is good
 - B. is looking for another job
 - C. likes her co-workers

5. He _____
 - A. works for a magazine
 - B. writes about sports news
 - C. isn't famous

6. She _____
 - A. works there only part time
 - B. is a cashier
 - C. doesn't work anymore

○ **Conversation 1 : Fears**

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators . Once, when I was a kid, I got stuck (1) _____ .

A: So, what do you do when you have to (2) _____ ?

B: I try to (3) _____ . How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being (4) _____ ?

A: When I was in college, I studied insects in a biology class. Now I'm not (5) _____. In fact, I think insects are fascinating.

○ **Conversation 2 : Touring a City**

A: What did you see on your tour?

B: We first saw the Grant House. It's (6) _____ building in the city.

A: Nice, what else did you see ?

B: Then we visited the park. It's one of the (7) _____ in the country. After that, we went to the (8) _____ .

A: Oh I bet the view was great, isn't that (9) _____ in the state?

B: Yes, actually, it's (10) _____ in the country. The view was fantastic

QUESTIONNAIRES

Nama :

Kelas :

Sekolah :

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara
- Berilah tanda centang (✓) pada pertanyaan yang dianggap sesuai dengan diri saudara
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami
- Keterangan:
Untuk menjawab Sangat Setuju (**SS**) diberi nilai 4, Setuju (**S**) diberi nilai 3, Tidak Setuju (**TS**) diberi nilai 2, Sangat Tidak Setuju (**STS**) diberi nilai 1.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	SS	S	TS	STS
1	Saya menyukai strategi <i>connected speech</i> yang digunakan oleh guru dalam pembelajaran listening				
2.	Saya bersemangat untuk belajar listening dengan menggunakan strategi <i>connected speech</i>				
3.	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> tidak membosankan				
4.	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> membuat suasana				

Appendix VII

	belajar menjadi aktif dan menyenangkan				
5.	Saya merasa strategi <i>connected speech</i> dapat membantu saya dalam mengatasi berbagai masalah didalam <i>listening</i>				
6.	Penggunaan startegi <i>connected speech</i> ini sangat berpengaruh dan membantu saya dalam memahami berbagai percakapan dalam bahasa inggris				
7.	Saya senang belajar <i>listening</i> setelah saya mempelajari strategi <i>connected speech</i>				

Table of Reference for the "t" Score

df or db	The critical score "t" in the significance of	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,43	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64

Appendix IX



Appendix IX



Appendix IX



Instrument **Pre-test and Post-test**

70

Nama : *Aprilia Nandita*

Kelas : *XI.F*

Sekolah : *Darul Ihsan Islamic Boarding school*

Hari / tanggal : *20 October 2018*

A. Listening Comprehension Test

a. Topic : AIR TRAVEL

1. A. the seat is uncomfortable
B. the seat is too close to the TV screen
~~C.~~ the seat is too far away from the TV screen
2. A. there's nothing in the seat pocket
~~B.~~ there's no safety instruction card in the seat pocket
C. there isn't a magazine in the seat pocket
3. A. there's no sound coming through the headphones
~~B.~~ the sound from the headphones isn't clear
C. the passenger didn't get headphones
4. A. two passengers have the same seat number
~~B.~~ the passenger should be in a different seat
C. the passenger wants to move to a window seat

b. Topic : JOBS

1. She _____
A. does not have a lot of experience
~~B.~~ has been working there awhile
C. works at a theatre

2. He _____

A. works in the manager's office

~~B.~~ meets interesting people

C. hates the work



3. He _____

~~A.~~ sees the TV producer every day

B. helps with movie productions

C. doesn't know how to drive



4. She _____

A. thinks the salary is good

B. is looking for another job

~~C.~~ likes her co-workers



5. He _____

A. works for a magazine

~~B.~~ writes about sports news

C. isn't famous



6. She _____

A. works there only part time

B. is a cashier

~~C.~~ doesn't work anymore



B. Dictation Test

1. Listen to the first conversation about fears. Write the missing words

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators. Once, when when I was a kid, I got stuck (1) in
an elevator ✓

A: So, what do you do when you have to (2) take ^{the} ~~an~~ elevator ? X

B: I try to (3) take ^{the} ~~an~~ stairs. How about you? ✓

A: I was afraid of insects when I was a kid. ✓

B: How did you stop being (4) afraid of insects ? ✓

A: When I was in college, I studied insects in a biology class. Now I'm not (5) afraid
it all. In fact, I think insects are fascinating. X

2. Listen to the second conversation about touring a city. Write the missing words.

A: What did you see on your tour?

B: We first saw the Grant House. It's (6) the oldest building in the city. ✓

A: Nice, what else did you see ?

B: Then we visited the park. It's one of the (7) biggest city park in the country. ✓
After that, we went to the (8) on the mountain X

A: Oh I bet the view was great, isn't that (9) one of the tallest mountain in the state? ✓

B: Yes, actually, it's (10) the high in the country. The view was fantastic. X

Nama : *Intan Noja Fathria.*

Kelas : *XI F*

Sekolah : *MAS Darul Ihsan.*

Hari / tanggal : *Sabtu, 20 Oct - 2018*

A. Listening Comprehension Test

a. Topic : AIR TRAVEL

1. A. the seat is uncomfortable
B. the seat is too close to the TV screen
☒ C. the seat is too far away from the TV screen
2. A. there's nothing in the seat pocket
☒ B. there's no safety instruction card in the seat pocket
☒ C. there isn't a magazine in the seat pocket
3. A. there's no sound coming through the headphones
☒ B. the sound from the headphones isn't clear
C. the passenger didn't get headphones
4. A. two passengers have the same seat number
☒ B. the passenger should be in a different seat
C. the passenger wants to move to a window seat

b. Topic : JOBS

1. She _____
A. does not have a lot of experience
☒ B. has been working there awhile
C. works at a theatre

2. He _____
A. works in the manager's office
~~B.~~ meets interesting people
C. hates the work



3. He _____
A. sees the TV producer every day
B. helps with movie productions
C. doesn't know how to drive



4. She _____
A. thinks the salary is good
B. is looking for another job
~~C.~~ likes her co-workers



5. He _____
A. works for a magazine
~~B.~~ writes about sports news
C. isn't famous



6. She _____
A. works there only part time
B. is a cashier
~~C.~~ doesn't work anymore



B. Dictation Test

1. Listen to the first conversation about fears. Write the missing words

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators. Once, when when I was a kid, I got stuck (1) and
an elevator

A: So, what do you do when you have to (2) stuck and an elevator
take an elevator?

B: I try to (3) take a stair. How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being (4) afraid of
insects?

A: When I was in college, I studied insects in a biology class. Now I'm not (5) afraid
it all. In fact, I think insects are fascinating.

2. Listen to the second conversation about touring a city. Write the missing words.

A: What did you see on your tour?

B: We first saw the Grant House. It's (6) the all building in the city.

A: Nice, what else did you see?

B: Then we visited the park. It's one of the (7) bigger city park in the country.
After that, we went to the (8) talk of the mountains

A: Oh I bet the view was great, isn't that (9) _____ in the state?

B: Yes, actually, it's (10) _____ in the country. The view was fantastic.

Instrument Pre-test and Post-test

Nama : Aprilia Nandita

Kelas : XI.F

Sekolah : DDI

Hari / tanggal : 10 / 11 / 2018

80

A. Listening Comprehension Test

a. Topic : AIR TRAVEL

1. A. the seat is uncomfortable
B. the seat is too close to the TV screen
☒ C. the seat is too far away from the TV screen

2. A. there's nothing in the seat pocket
☒ B. there's no safety instruction card in the seat pocket
C. there isn't a magazine in the seat pocket

3. A. there's no sound coming through the headphones
☒ B. the sound from the headphones isn't clear
C. the passenger didn't get headphones

4. A. two passengers have the same seat number
☒ B. the passenger should be in a different seat
C. the passenger wants to move to a window seat

✓

✓

✓

✓

Topic : JOBS

1. She _____
☒ A. does not have a lot of experience
B. has been working there awhile
C. works at a theatre
2. He _____
A. works in the manager's office
☒ B. meets interesting people
C. hates the work
3. He _____
☒ A. sees the TV producer every day
B. helps with movie productions
C. doesn't know how to drive
4. She _____
A. thinks the salary is good
B. is looking for another job
☒ C. likes her co-workers
5. He _____
☒ A. works for a magazine
B. writes about sports news
C. isn't famous
6. She _____
☒ A. works there only part time
B. is a cashier
C. doesn't work anymore

✓

✓

✓

✓

X

X

B. Dictation Test

1. Listen to the first conversation about fears. Write the missing words

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators. Once, when when I was a kid, I got stuck (1) in
an elevator ✓

A: So, what do you do when you have to (2) take an elevator ✓

B: I try to (3) take the stairs. How about you? ✓

A: I was afraid of insects when I was a kid. ✓

B: How did you stop being (4) afraid of insects? ✓

A: When I was in college, I studied insects in a biology class. Now I'm not (5) afraid
at all. In fact, I think insects are fascinating. ✓

2. Listen to the second conversation about touring a city. Write the missing words.

A: What did you see on your tour? ✓

B: We first saw the Grant House. It's (6) the oldest building in the city.

A: Nice, what else did you see? ✓

B: Then we visited the park. It's one of the (7) biggest city parks in the country. After
that, we went to the (8) top of mountain. ✓

A: Oh I bet the view was great, isn't that (9) of the tallest mountain in the state? ✓

B: Yes, actually, it's (10) the highest mountain in the country. The view was fantastic. ✓

Instrument Pre-test and Post-test

Nama : Intan Naga Fakhira
Kelas : 5 F
Sekolah : Darul Ihsan
Hari / tanggal : 10.11.18

85

A. Listening Comprehension Test

a. Topic : AIR TRAVEL

1. A. the seat is uncomfortable
B. the seat is too close to the TV screen
C. the seat is too far away from the TV screen
2. A. there's nothing in the seat pocket
B. there's no safety instruction card in the seat pocket
C. there isn't a magazine in the seat pocket
3. A. there's no sound coming through the headphones
B. the sound from the headphones isn't clear
C. the passenger didn't get headphones
4. A. two passengers have the same seat number
B. the passenger should be in a different seat
C. the passenger wants to move to a window seat

✓

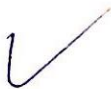
✓

✓

✓

Topic : JOBS

1. She _____
A. does not have a lot of experience
B. has been working there awhile
C. works at a theatre
2. He _____
A. works in the manager's office
B. meets interesting people
C. hates the work
3. He _____
A. sees the TV producer every day
B. helps with movie productions
C. doesn't know how to drive
4. She _____
A. thinks the salary is good
B. is looking for another job
C. likes her co-workers
5. He _____
A. works for a magazine
B. writes about sports news
C. isn't famous
6. She _____
A. works there only part time
B. is a cashier
C. doesn't work anymore



B. Dictation Test

1. Listen to the first conversation about fears. Write the missing words

A: Are you afraid of anything?

B: Yes, I'm afraid of elevators. Once, when I was a kid, I got stuck (1) in an elevator.

A: So, what do you do when you have to (2) take an elevator?

B: I try to (3) take the stairs. How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being (4) afraid of insects?

A: When I was in college, I studied insects in a biology class. Now I'm not (5) afraid at all. In fact, I think insects are fascinating.

2. Listen to the second conversation about touring a city. Write the missing words.

A: What did you see on your tour?

B: We first saw the Grant House. It's (6) the oldest building in the city.

A: Nice, what else did you see?

B: Then we visited the park. It's one of the (7) biggest city parts in the country. After that, we went to the (8) top of the mountain.

A: Oh I bet the view was great, isn't that (9) mountain in the state?

B: Yes, actually, it's (10) the highest mountain in the country. The view was fantastic.

QUESTIONNAIRES

Nama : Aprilia Nandita
 Kelas : XF
 Sekolah : DDI

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara
- Berilah tanda centang (v) pada pertanyaan yang dianggap sesuai dengan diri saudara
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami
- Keterangan:
 Untuk menjawab Sangat Setuju (SS) diberi nilai 4, Setuju (S) diberi nilai 3, Tidak Setuju (TS) diberi nilai 2, Sangat Tidak Setuju (STS) diberi nilai 1.

* Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	SS	S	TS	STS
1	Saya menyukai strategi <i>connected speech</i> yang digunakan oleh guru dalam pembelajaran listening	✓			
2.	Saya bersemangat untuk belajar listening dengan menggunakan strategi <i>connected speech</i>	✓			
3.	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> tidak membosankan		✓		
4.	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> membuat suasana belajar menjadi aktif dan menyenangkan	✓			
5.	Saya merasa strategi <i>connected speech</i> dapat membantu saya dalam mengatasi berbagai masalah didalam <i>listening</i>	✓			
6.	Penggunaan startegi <i>connected speech</i> ini sangat berpengaruh dan membantu saya dalam memahami berbagai percakapan dalam bahasa inggris	✓			
7.	Saya senang belajar <i>listening</i> setelah saya mempelajari strategi <i>connected speech</i>	✓			

QUESTIONNAIRES

Nama : Intan Naja Terhina
 Kelas : SF
 Sekolah : MAS Dandi Hasan

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara
- Berilah tanda centang (✓) pada pertanyaan yang dianggap sesuai dengan diri saudara
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami
- Keterangan:
 Untuk menjawab Sangat Setuju (SS) diberi nilai 4, Setuju (S) diberi nilai 3, Tidak Setuju (TS) diberi nilai 2, Sangat Tidak Setuju (STS) diberi nilai 1.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	SS	S	TS	STS
1	Saya menyukai strategi <i>connected speech</i> yang digunakan oleh guru dalam pembelajaran listening		✓		
2	Saya bersemangat untuk belajar listening dengan menggunakan strategi <i>connected speech</i>		✓		
3	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> tidak membosankan		✓		
4	Pembelajaran <i>listening</i> dengan strategi <i>connected speech</i> membuat suasana belajar menjadi aktif dan menyenangkan	✓			
5	Saya merasa strategi <i>connected speech</i> dapat membantu saya dalam mengatasi berbagai masalah didalam <i>listening</i>		✓		
6	Penggunaan startegi <i>connected speech</i> ini sangat berpengaruh dan membantu saya dalam memahami berbagai percakapan dalam bahasa inggris		✓		
7	Saya senang belajar <i>listening</i> setelah saya mempelajari strategi <i>connected speech</i>		✓		

AUTOBIOGRAPHY

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5. Sex : Female
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 - b. Occupation : PNS (retired)
 - c. Mother : Dra. Hj. Nurhaidah
 - d. Occupation : PNS
13. Educational Background
 - a. Elementary School : MIN Tungkob (2008)
 - b. Junior High School : MTsS Darul Ihsan (2011)
 - c. Senior High School : MAs 'Ulumul Qur'an Banda Aceh (2014)
 - d. University : UIN Ar-Raniry (2018)

Banda Aceh, November 27th, 2018

The researcher,

SITI MUSFIRAH