



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE EFFECTIVENESS OF REDUCED FORMS TEACHING ON STUDENTS' LISTENING ABILITY IN IDENTIFYING CONNECTED SPEECH

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree**



By:
MUHAMAD SOLUKHI
Reg. Numb: 14111320116

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

2015



ABSTRACT

Muhamad Solukhi. 14111320116. *The Effectiveness of Teaching Reduced Forms on Students' Listening Ability in Identifying Connected Speech.*

Listening comprehension is usually considered as one of the most difficult language skills to EFL learners due to the unavoidable presence of “reduced forms” in authentic speech. Students are confusing with connected speech forms that always happen in listening, due to the rate of delivery by authentic audio (native speaker). Students are always trapped by different hearing with real text. So, this research was an attempt to investigate the effect of explicit “reduced forms teaching” instruction on Senior High School learners' overall listening ability in identifying connected speech.

This research used quantitative approach with experimental method, especially used quasi experiment. The population took in MAN Cirebon 1 and as the sample are students of science 3 and 4 of first grade. The technique of collecting data used testing (pre-test and post-test) for knowing the students' ability before and after treatment conducted. The entire data (from testing) were parsed in descriptive statistic and SPSS vol.16 helps to count the elements of pre-test and post-test result before the hypothesis is accepted.

The testing that conducted before treatment result of experiment class that the *sum* is 1568 and *mean* is 52,3 then for standard deviation is 11,735. And for the result of control class pretest that *sum* is 1638, and *mean* is 54,6 then standard deviation is 15,956. Furthermore, the testing result after treatment of experiment class that *sum* is 2048, and *mean* is 68,3 than *standard deviation* 13,331. And for control class that *mean* is 18,7 and *mean* is 60,2 then *standard deviation* is 15,956. From the result of t-test is 0,158 is higher than 0,005.

Furthermore, the both data from experiment and control class approve the effectiveness of reduced forms teaching, by looking at the last data comparing between post-test score of experiment class and control class (t-test result). Experimental is higher than control class in ability of identifying connected speech than it supported by the hypothesis is accepted. Finally, reduced forms teaching is effective for increasing students' listening ability in identifying connected speech.

Keywords: connected speech, methodology, research finding, effectiveness



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

RATIFICATION

This thesis entitled **“The Effectiveness of Reduced Forms Teaching on Students’ Listening Ability in Identifying Connected Speech”** written by Muhamad Solukhi, student number 14111320116 has been examined on 14 July 2015. It has been accepted by the board examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	7 th August 2015	
The Secretary of English Language Teaching Department <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	3 rd August 2015	
Examiner 1 <u>Farouk Imam Arrasyid, M.Pd, M.Pd.I</u> NIP. 19830420 200901 1 009	5 th August 2015	
Examiner 2 <u>Nur Antoni, E.T, SS. M.Hum</u> NIP. 19720717 200912 1 001	5 th August 2015	
Supervisor 1 <u>Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL</u> NIP. 19680309 200801 1 017	5 th August 2015	
Supervisor 2 <u>Drs. H. Udin Kamiluddin, M.Sc</u> NIP. 19630915 199603 1 001	7 th August 2015	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Nofman Nafi'a, M.Ag
NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENT

COVER	i
TITLE	ii
ABSTRACT	iii
APPROVAL	iv
OFFICIAL NOTE	v
LETTER OF AUTHENTICITY	vi
RATIFICATION	vii
CURRICULUM VITAE	viii
DEDICATION	ix
MOTTO	x
ACKNOWLEDGEMENT	xi
PREFACE.....	xii
TABLE OF CONTENT	xii
LIST OF TABLE.....	xvi
LIST OF FIGURE	xvii
LIST OF APPENDICES	xviii
 CHAPTER I INTRODUCTION	
1.1 Research Background	1
1.2 Identification of the Problem.....	4
1.3 Delimitation of the Problem	5
1.4 Formulation of the Problem	5
1.5 Aims of the Research	6
1.6 Significance of the Research	6
1.7 Previous Study.....	7
1.8 Frame of Thought.....	9
 CHAPTER II THEORETICAL FOUNDATION	
2.1 Listening.....	11
2.2 The Characteristics of Spoken Discourse.....	15
2.3 Connected Speech or Reduced Forms.....	16



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

2.4 Reduced Forms.....	18
2.4.1 The Concepts of Teaching Reduced Forms	18
2.4.2 The Procedures of Teaching Reduced Forms	18
2.4.3 The Advantages and Disadvantages of Teaching Reduced Forms	19
2.5 The Effectiveness of Teaching Reduced Forms on Students' Listening Ability in Identifying Connected Speech	20

CHAPTER III RESEARCH METHODOLOGY

3.1 The Place and Time of the Research	23
3.2 Population and Sample.....	24
3.3 Research Method.....	25
3.4 Research Design	25
3.5 Research Sistematicity	28
3.5.1 Steps of the Research	28
3.5.2 Technique and Instruments of Collecting Data.....	31
3.5.3 Test Analysis	32
3.6 Data Analysis	37
3.7 Hypothesis of the Research	39

CHAPTER IV RESEARCH FINDING AND DICUSSION

4.1 The Students' Listening Ability before Reduced Forms Teaching	41
4.2 The Students' Listening Ability After Reduced Forms Teaching.....	46
4.3 The Effectiveness Of Reduced Forms Teaching	51
4.3.1 Normality Test.....	51
4.3.2 Homogeneity Test	52
4.4 Hypothesis Analysis	55
4.5 Discussion.....	55

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion.....	58
5.2 Suggestion	59



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

BIBLIOGRAPHY

APPENDICES

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Today, listening is considered as an active skill that involves many processes, but researcher believes that although listening comprehension is now recognized as an important aspect of language learning and consequently done in social interaction, but it is still as one of complicated one in national examination (UN) for students of senior high school.

Listening is one of the crucial components of spoken language processing because there is no spoken language without listening processing (Rost, 2011: 1). In order to get information through listening, it is important that listener has to know characteristics of spoken discourse. It has very different characteristics from written discourse, and these differences can add amount of dimensions to our understanding of how we process speech and comprehend it. For example, spoken discourse is usually instantaneous. The listener must process it “online” and there is often no chance to listen to it again. It means if the listener miss chance once, the chance to listen it again is never happened (Richard, 2008: 3).

Listening is one of important thing in process of communication, therefore it is commonly used to communicate in the world. It is importance to be able in English due to globalization. It has been defined there are main skills in English. There are listening, speaking, reading, and writing those are core thing in communication. Specially in listening, we have to know what listening is. According to Michael Rost (2011: 2-4), listening can be defined from some positioning. (1) *Receptive*, that listening is receiving what the speaker actually talks. (2) *constructive*, that listening is building and representing meaning. (3) *collaborative*, listening is negotiating meaning with the speaker and responding. (4) *transformative*, listening is creating meaning through involvement, imagination and empathy. So listening has many activities that may be as elaborate thing.



Despite the fact that listening has an important role in language learning, it is still the most neglected language skill. Moreover, learners recognize listening as the most difficult skill to acquire and for Understanding spoken English “*Listening*” should not be as difficult as students think, Willis’ (1990) suggested that if a student knows 3000 to 5000 words, she /he is very likely to comprehend at least the 70% of the speech made by native speakers of English. However, there are some factors influencing students’ listening comprehension negatively. Listening is a process affected by the character of the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, 1983: 65).

Besides that, it can happen because the various of special characteristics in spoken language need to thought. Students of EFL need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other word, they can make the process of listening difficult (Brown, 2000: 252), due to spoken language has very different characteristics from written language.

According to Gillian Brown (1990: 57) “In normal informal speech when the speaker is concentrating on what he is saying, and not on how he is saying it, he will tend to articulate in the most efficient manner. he will make articulatory gestures that are sufficient to allow the units of his message to be identified but he will reduce any articulatory gesture whose explicit movement is not necessary to the comprehension of his message. He will smooth out any articulatory gestures that he can do without his tongue is already in one position and the next consonant but one in a sequence requires the same tongue position, the intervening consonant may be smoothed out, if it is not initial in a stressed syllable.”

So, listening can be said as implicit aspect of language, people can understand spoken discourse if they can understand all of implicit purposed. The implicit aspect cannot be reached if the explicit one has not been caught. In another word, spoken discourse can influence the hearer, because of many listener possible to miss hearing doe to many characteristics of spoken discourse happen.



The characteristics of spoken language are clustering (people break down speech into small classes or words) and redundancy. Besides that, rate of delivery becomes common people style in delivering their speech efficiently. Then spoken language has stress, rhythm, and intonation which people use them unconsciously. After that, the rate of delivery, stress, rhythm, and intonation will make reduced forms which might each words connected as if they are in one word or seemly difficult to identify the words one by one. Reduction can be phonological (“hawaya?” for “how are you?”), morphological (contractions like “I’ll”), syntactic (elliptical forms “when will you be back?”, “tomorrow, may be”) or pragmatic (phone rings in a house, child answers to another room in the house, “Mom! Phone!”). “this reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language,” the case can be called as connected speech (Brown, 2000: 253).

Then, it will make listening being more difficult to identify. By teaching reduced forms is expected one of way for solving the problem in connected speech (Khaghaninezhad, 2013: p162). As method has been declared by David Nunan & Lindsay Miller (2002: 124) that there is a strategy which has been developed for figuring out the problem of connected speech. It is taken from the strategy that has been recognized by Richard, then it has been applied in exchange program at the Guangzhou English Language Center in Zhongshan University by teaching reduced forms as the strategy. So it is importance to apply teaching reduced forms for students especially Indonesian who have trouble in identifying connected speech.

Some people investigated in comparing the reduced forms between Arabic and English for knowing the sameness (Aquil, 2012), then, another used listening through rate slow and fast as common spoken, it proves in two style for recognizing the words and sentences clearly (Khatib, 2010). Then a research has been experimented in teaching reduced forms, but it talked about the attitude of teacher in teaching reduced forms, then for solving all problem maybe hard in reduced forms has been tried in Canada by teaching reduced forms (Khaghaninezhad).



The research has correlation which talks about teaching reduced forms, but the researcher will investigate the effectiveness of teaching reduced forms for solving on identifying reduced forms, especially in connected speech that focus on students' ability in identifying connected speech in context of morphology and phonology. Reduced forms will give more brightness in catching the aims of spoken discourse they are listening to efficiently. So listening process will run well and students are able to increase in identifying of connected speech directly.

1.2 Identification of the Problem

Sometimes people want to listen at simple spoken discourse and try as efficient as possible to speak. This case will make some connected in each words which are spoken, then it will be more complicated to be listened and even understood what is being heard. As results connected speech will be more dominant to be used. Connected speech results in numerous allophonic variations which the listener ought to interpret as equivalent to their citation forms. Most allophonic variations can be described in terms of consonant assimilation, consonant cluster reduction, and vowel reduction (Rost, 2011: 40). On the other hand, according to Brown (2000), that spoken language does indeed contain a good deal of redundancy, it also has many reduced forms or others call connected speech. Reduction can be phonological (“Djeetyeet?” for “Did you eat?”), morphological (contractions like “I’ll”), syntactic (elliptical forms “when will you be back?”, “tomorrow, may be”) or pragmatic (phone rings in a house, child answer to another room in the house, “Mom! Phone!”). This reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

Brown and Kondo-Brown (2006: p5) mentioned that “connected speech” makes up “a very real part of the spoken language and occurs in all levels of speech from casual to even very formal levels”. That is why connected speech will take place in listening entirely which is able to bother students' hear.



1.3 Delimitation of The Problem

Based on description above the study is limited in the area of identifying on connected speech. This study does not explain about solving problem in rate of listening, though it is big problem in listening, but it is solved by give slower listening is enough.

In connected speech covers many aspects that are more difficult to identifying especially in phonological (“Djeetyeet?” for “Did you eat?”), and morphological (contractions like “I’ll”). They are easily happened when speaker talks fast then listeners will identify it different with speaker means to. Then almost in listening they must be there. In addition, these are core aspect in listening process because cannot get the main idea in listening when they cannot comprehend them.

In spite of the problem, researcher will do experimental of connected speech in phonology and morphology aspects. Just by chance, researcher will take population that equal to senior high school level. The problem is the topic which is declared in curriculum is only about connected speech in morphology aspect, therefore the researcher inquires study only in morphology aspect.

1.4 Formulation of the problem

Based on the explanation above, the problem in identifying listening has been declared completely. Identification of the problem that mentioned relating to the title “The Effectiveness of Reduced Forms Teaching on Students’ Listening Ability in identifying connected speech”, the researcher will examine the problems:

- 1) How is the students’ listening ability before Reduced Forms Teaching in first grade of MAN Cirebon 1?
- 2) How is students’ listening ability after using Reduced Forms Teaching in first grade students in MAN Cirebon 1?
- 3) How affective is the implementation of Reduced Forms Teaching on students’ listening ability in identifying connected speech?



1.5 Aims of the research

The research will give answer of providing question which is stated above, the aims of the research are:

- 1) To know how is the students' listening ability before using Reduced Forms Teaching in first grade of MAN Cirebon 1
- 2) To know how is students' listening ability after using Reduced Forms Teaching in first grade students in MAN Cirebon 1
- 3) To know how affective is the implementation of Reduced Forms Teaching on students' listening ability in identifying connected speech

1.6 Significance of the research

This research has two significances for teacher or students, they are theoretical and practical.

1.6.1 Student

- 1) Theoretical is knowing the real problem that probably caused and done by students in Identifying connected speech. And also the cause of why connected speech bothers students in listening (knowing the process of connected speech happened). Then it provides the solution for solving students' difficulty in connected speech, and students' will know how to face the spoken discourse in reduced forms. In order students are able to identify reduced forms. So they are help for identifying connected speech through the strategy of reduced forms.
- 2) Practical is in experimenting learning reduced forms in listening classroom. In listening class, students will easily identify connected speech.

1.6.2 Teacher

- 1) For theoretical, Teacher will have a strategy when students have trouble in identifying connected speech.
- 2) Teacher will practices to teach reduced forms in teaching listening because connected speech always happens in listening.



1.7 Previous Study

Researcher got inspiration after reading some previous studies that have strengths and weaknesses of each studies which makes a chance to inquire other researches.

These are same studies that ever been researched in same area in listening. It comes from Masykur (2010), it is about “The Influence of Using of Western Song on The Students’ Ability in Listening Comprehension at The Second Year Students of MAN 1 Cirebon”. It is clear from the title declared about the effectiveness of something that can help more students’ achievement in studying. Masykur experimented that the western song is for media in teaching listening for knowing the effectiveness in students’ ability in listening quantitatively. It talked about relation for accustoming to listen to western accent such as western song, in order students’ are not weird to listen to native speaker voice.

He tried in every meeting of listening class playing western song. Students would be given a paper contains the text of western song. Then he play the song while students are listening to the song. In every listening he will correct students’ answer to know students’ development after being given treatment in eight meetings. Teacher makes students are familiar with listening to authentic audio that is from western song. Because western song give the best authentic audio that native speaker always says or listens to it.

The research was conducted using quantitative approach with experimental method and uses quasi experiment.

Another research comes from Uswatun Hasanah (2005) that analyzing “The Influence of Total Physical Response Method on the Students’ Achievement in Listening English at the Second Year of SMPN 2 Juntinyuat Indramayu”. It is same in trying out a method for figuring out students’ problem in learning. She focused on the analyses the students’ achievement in learning English, and finding the test results on TPR towards students’ achievement in learning English. It talked about how far TPR could be effective on students’ ability in listening skill using quantitative experiment. So the achievement of students’ score was clear and increased.



Then comes from “Listening to English Connected Speech: A problem solutions” by Rajaa Aquil (2012). He just tried to find the causes of the difficulty in connected speech for Arabic. He looked the problem from comparing between English connected speech and Arabic connected speech therefore find conclusion as the solution and there no experimenting for applying the solution in teaching listening. He explain all the connected speech in Arabic, from how connected speech happened to giving example both connected speech in Arabic and English. It finally sought connected happened in same manner in both language. Actually it only talked about proof of connected speech in English and Arabic have sameness. So both of them can be related in teaching of listening.

Another experimented in same area in reduced forms by Khotib (2010). His study talked about solving problem in reduced form by using controlling the rate of spoken discourse. The teacher behaves student in slow rate (spoken) then students will listen in fast one. It proves to the students the different of spoken discourse in slow and fast rate. It is how teacher give the simple strategy when students did not listen to audio/ listening clearly, the teacher will give slower rate of delivery (audio /listening) to help students’ hear until the students clearly understand what they are listening to. But of course it needs more time to do this strategy.

Others tell about the teacher in process of reduced forms teaching. It talked about the material will be delivered and how the teacher held the student while in class activity. Teaching steps are declared and just focus on the teacher, then teaching reduced forms had been attempted for solving problem in reduced forms. It experimented the teaching reduced forms in listening.

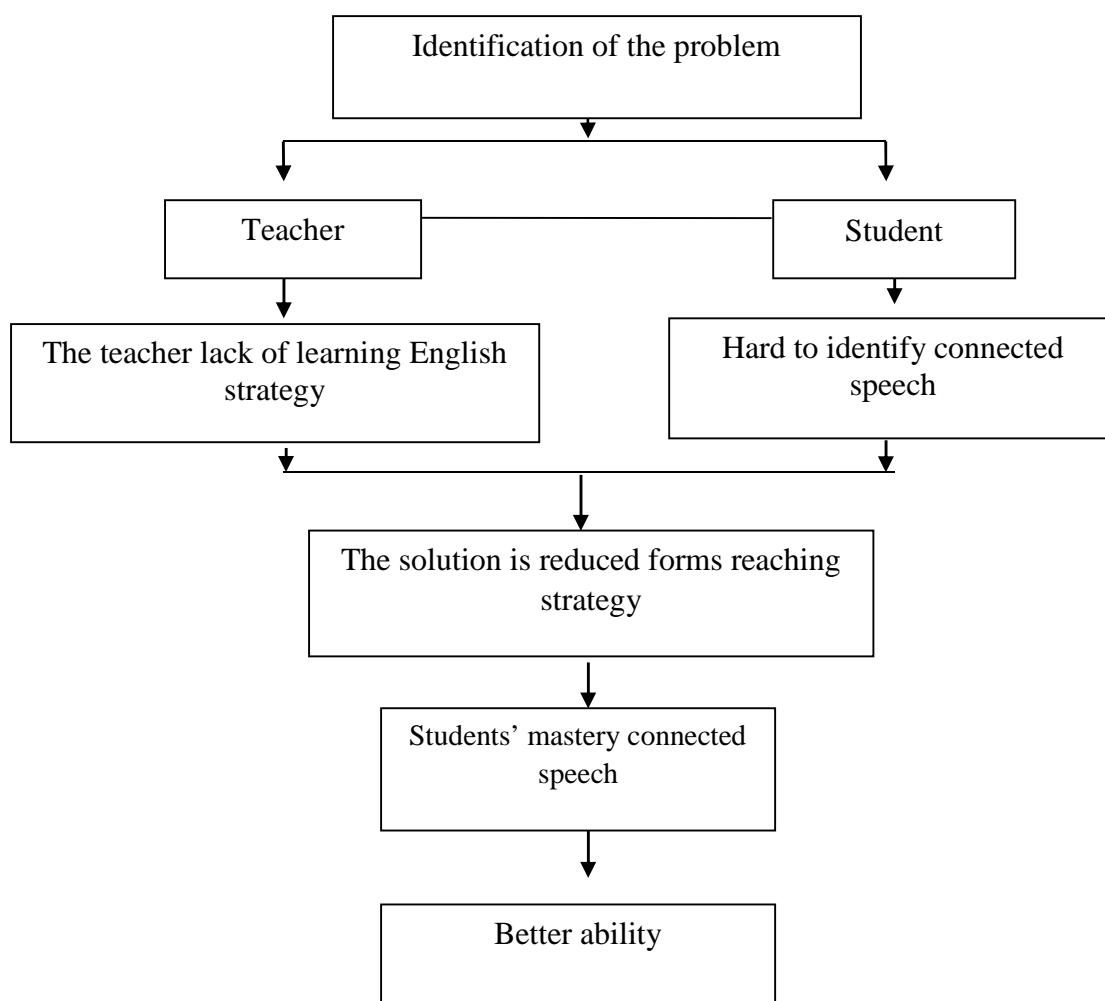
All problem in reduced forms were described and using only reduced forms teaching, therefore it has a gap. It has limitation in describing reduced forms for many aspects in listening difficulty. So the researcher tries to fill the gap by doing experimental of teaching reduced forms.

The research will investigate the following strategy using teaching reduced forms as mentioned in strategy cognitive by Nunan (2002: 124). The subject will experiment teaching reduced forms to solve the problem in only connected speech especially in phonological and morphological aspect.



1.8 Frame of thought

Figure 1.1
Frame of Thought



Listening is one of the most important skills that should be targeted by the learners. As matter of fact, students can identify the word they could answer correctly in listening. But some students are still getting difficult to identify them, it happen in MAN 1 Cirebon. They have low listening ability due to difficulty in identifying each words. Connected speech takes in every line even phrase of spoken what they are listening to. In other word, students must be able to identify connected speech in spoken discourse in order to comprehend listening section.



There are many way for increasing students' listening ability . As one of strategy, Teaching Reduced forms will help students identify what they listen easier. As mention before, listening comprehension is important to be learned to increase students' comprehension especially in every listening testing more over in their daily life conversation. By giving understanding in connected speech, they will be good listener

Making students as good listener able to identify for each words what their listening to is quite difficult. According to Nunan (2002: 124) that by teaching reduced forms students are able to improve their listening ability in identifying connected speech. Actually the concept of the “ teaching reduced forms” included focusing learners' attention on the manifestations of sound changes, and explaining the phonological rules of “teaching reduced forms” to help students understand how the mechanism of each type of “reduced forms” functions. After explaining the phonological rules of the “reduced forms”, students did a few “reduced forms” exercises in hope of enhancing their holding of the knowledge of “reduced forms” (Nunan, 2002: 123).

After students are given teaching reduced forms will improve their ability in listening especially at identifying connected speech. Then students are able to continue to comprehend the listening entirely what they need from listening section.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research' result and some suggestions are also revealed for the next similar study.

5.1 Conclusion

This research aims to know the effectiveness of Reduced Forms Teaching strategy on improving students' listening ability in first grade of MAN 1 Cirebon where the school is selected because there are many students who are low ability in listening based on informal interview with the English teacher and some students. So the students in this school are suitable to be respondent or sample as an experiment of using Teaching Reduced Forms Strategy.

Furthermore, the students' listening ability in identifying connected speech is more effectiveness after conducted treatment which the control class learning vocabulary using conventional method and experimental class using teaching reduced forms strategy. The post-test result of control class was good enough, which the control class got the average score 60.2, it is increase 5.6 points from pretest. Besides, the experimental class has good post-test result also, where the class got the average 68.3, it was increase 16 points than before, and the improvement is significance enough with realizing the differences is big enough.

Realizing that, it seems that the experimental class is effected higher than the control class with the average again both of class is 8.1. On the other hand the result of hypothesis, which the researcher used independent sample t-test because the class consist of different people (control class and experimental class). Based on the calculation of t-test result, the t-score that got is 2.116, the degree of freedom is 58 with the number of t-table 5% is 1.671. Because the t score $>$ t table ($2.116 > 1.671$) so H_0 is rejected and H_a is accepted. It means that there is any significance and positive influence using reduced forms teaching to improve students' listening ability in identifying connected speech at first grade of MAN 1 Cirebon.



Based on the data analysis, that is effective using reduced forms teaching to improve students' listening ability in identifying connected speech although the effect size is medium with the number 0.50409917. So, the teaching reduced forms strategy can be an alternative strategy in teaching connected speech, especially for teaching listening or as effective strategy. The advantages of this strategy helps students to improve their listening ability, especially for listening the reduced forms that always happened in listening with efficient time to do this strategy.

5.2 Suggestion

The following are suggestion for those who are interested in conducted similar study and part of education, as follow:

5.2.1 For Teacher

Teacher is the main important aspect in the teaching process since they are as someone who will handle the classroom. Besides that, the teacher's ability influences to the how teaching and learning process be going on which effects to student achievement also in learning. From now on, teacher should be creative in making the class alive and interesting, they should be always improved students' skills and knowledge in exploring the class and then, they support and encourage the students' desire to learn, the last teacher must support students and help them to figure out their problem in learning and so on.

5.2.2 For the Students

Students also should have intention in learning; they should be an active learner in Learning English specially in listening by doing some more exercises both at school and at home. Besides that, for improving their listening ability in identifying connected speech they might use this strategy. Furthermore, the students should have many practices using English, like doing speaking with friends, sing a song or hearing a song for accustoming facing the connected speech in their English daily life. On the other hand, students should have a specific reading time each day to practice their ability, because with reading they will



knows more about vocabulary that can be used in connected speech and knowing another aspect in connected speech its self.

5.2.3 For the Institution

The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activities, try many strategy for making and finding the best strategy will be used in English learning (listening), give the media and facility in order to make better progress achievement of English, and make teaching-learning more effective. Further, finally they can be as significant contribution to the development of the institution's elements to get the best result.

5.2.4 For the future researcher

For the last, this research might be useful for reader just for knowing one of problems that has been figured out. Besides that, this research might be used for the reference for doing further research. Other aspects in connected speech problem that has not been discussed such as phonological, syntactic and pragmatic.





REFERENCES

- Aiken, I. R. 1985. Three Coefficients for Analyzing the Reliability and Validity of Ratings, Educational and Psychological Measurement.45
In <http://www.academia.edu/7544172/ContentValidityValiditasIsi>
- Ary, D et al. 2010. Introduction to Research in Education (8th ed.). Wadsworth: Cengage Learning
- Ary, D et al. 2008. Introduction to Research in Education (6th ed.). Wadsworth: Cengage Learning
- Arikunto, Suharsimi, 2006. Prosedur Penelitian Suatu Pendekatan Praktik. In Anonymous. 2010. *The Effectiveness of Jigsaw Technique in Teaching Reading towards Students' Reading Skills*. Banten: Mathla'ul Anwar University
- Aquil, Rajaa. 2012. Listening to English Connected Speech: A Problem and Solutions, 3 (2): 329-364.
- Brown, H.D. 2000. *Teaching by Principles an Interactive:Approach to Language Pedagogy* (2nd ed.). San Francisco: Longman
- Brown, G. &Yule, G. 1983. Teaching the Spoken Language. New York: Cambridge University Press.
- Brown, G. 1990. Listening to Spoken English (2th ed). New York: Longman
- Cohen, L., Manion, L., and Morrison, K. 2007. *Research Method in Education Sixth Edition*. New York: Routledge.
- Celce-Murcia, M. et al. 1996. Teaching Pronunciation: Reference for Teachers of English to Speakers of Other Languages. New York: Cambridge University Press.
- Fang, X 2008. *Listening comprehension in EFL teaching*, (College of Foreign Languages, Qingdao University of Science and Technology, Qingdao 266061, China), Jan. 2008, Volume 6, No.1 (Serial No.52) US-China Foreign Language, ISSN1539-8080, USA Available in :www.linguist.org.cn/doc/uc200801/uc20080105.pdf
- Fraenkel, J. R. & Wallen, N. E. 2009. *How to Design and Evaluate Research in education* (7th ed.). New York: McGraw-Hill
- Fraenkel, J. R. & Wallen, N. E. 2012. *How to Design and Evaluate Research in education* (7th ed.). New York: McGraw-Hill



- Khaghaninezhad, M.S & Jafarzadeh, Ghasem. 2013. Investigating the Effect of Reduced Forms Instruction on EFL Learners' Listening and Speaking Abilities, 7 (1): 159-164.
- Khatib, Mohamad. 2010. The Effect of Modified Speech on Listening to Authentic Speech, 1 (5): 685-686.
- Lodico, M.G. et al. 2006. *Methods in Educational Research from Theory to Practice*. San Francisco: Jossey-Bass A Willey Imprint
- Nunan, H and Miller, L. 2002. *New Ways in Teaching Listening*. (pp.124-130) Virginia: Pantagraph Printing
- Richard, J.C. 2008. *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press
- Rost, Michael. 2011. *Teaching and Researching Listening* (2nd ed). New York: Longman
- Sage, R. (2003). *Lend Us Your Ears: Listen & Learn*. Stafford: Network Educational Press Ltd.
- Brown, G & Yule, G (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, J. D. & Kondo-Brown, K. 2006. Testing Reduced Forms. in J. D Brown, & K. K Brown. *Perspective on Teaching Connected Speech to Second Language Speakers*. (p2-5)
- Tarigan, H. G. 2008. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung : Penerbit Angkasa
- Brown, H. D. 2003. *Language Assesment : Principles and Classroom Practices*. USA: Longman
- Harmer, J. 2008. *How to Teach English*. Pearson: Longman
- Nanang Hartono, *Metode Penelitian Kuantitatif*, (Jakarta : PT. Raja Grafindo Persada, 2011), 171
- Arifin, Zaenal, *Metodologi Penelitian Pendidikan*, (Jakarta: Lentera Cendekia, 2009), 123
- Sage ,R.(2003) *Lend Us Your Ears: Listen & Learn* :Network Educational Press Ltd . Stafford.
- Byrne, D. 1986 . *Teaching oral English* : Malaysia. Longman



Duzer.C.V(1997) *Improving ESL Learners' Listening Skills: At the Workplace and Beyond* , Center for Applied Linguistics, Project in Adult Immigrant Education (PAIE) , Washington, Department of Education (ED), Office of Educational Research and Improvement. in :
http://www.cal.org/caela/esl_resources/digests/LISTENQA.html

Thompson, I., & Rubin, J. (1996) *Can strategy instruction improve listening comprehension?* in Underwood, M. (1989). *Teaching listening*. New York: Longman Language Annals.

Krashen (1982).*Principles and Practice in Second Language Acquisition* .New York:Prentice Hall.

Richard, J (1987) *Listen for it :A Task Based Listening Course* .Oxford University Press .Inc. Hong Kong.

Rost,M .(1994) *Introducing Listening* :Penguin English. New York: Prentice Hall

Morley, J. (2001) *Aural Comprehension Instruction: Principles and Practices*. In Marianne Celce-Murcia (editor), *Teaching English as a Second or Foreign Language*. U.S.A: Heinle and Heinle.

Rivers,W.M. (1983) *Communicating Naturally in a Second Language*. London: Cambridge University Press.

Ur, P. 1984. *Teaching listening Comprehension*. Cambridge: Cambridge University press.

Brown, J. D., & Hilvert, A. G. 1986. The Effectiveness teaching Reduced forms for listening comprehension. RECL Journal, 17(2).

Sugiyono. 2013. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R& D*. Bandung: Alfabeta.