

An Analysis of Students' English Pronunciation Ability at English Department of the Faculty of Arts, Al-Asmarya Islamic University

Amal M. Grima

Department of English language, Faculty of Arts, Alasmarya Islamic University, Zliten, Libya

Amalfarhat21281@gmail.com

Received: 11/10/2023

Accepted: 26/10/2023

المستخلص

تهدف هذه الدراسة إلى تحليل إمكانية و قدرة الطالبات مستوى الثالث في التحدث والنطق باللغة الإنجليزية في الجامعة الأسمرية كلية الآداب قسم اللغة الإنجليزية للعام الجامعي 2022\2023؛ حيث اعتمدت الباحثة على فكرة لوكاس (2012) وجريجوري (1990) لتحليل التسجيل الصوتي للطالبات لتحديد قدرة الطالبات من ناحية أوجه النطق ب صوت (T) للمتحدثين باللغة والربط في المحادثات الإنجليزية. وتقدم هذه الدراسة بعض الاقتراحات والتوصيات التي قد تكون مفيدة للمتخصصين والطلاب لتحسين مهارة التحدث في النطق.

قامت الباحثة بتحليل نطق اثنتا عشرة طالبة، وتم جمع البيانات من خلال التسجيلات الصوتية للطالبات على منصة التليجرام كأحد مهام الفصل الدراسي لمقرر المحادثة والاستماع 3، وتقييم قدرتهن على التحدث والنطق من خلال استماع الباحثة لخمسة عشر جملة لها حدود نطقية مأخوذة من ثلاث محادثات من أحد المقررات المعتمدة في التدريس الجامعي، ثم تم قياسها إلى ثلاثة مستويات صنفت إلى أدنى والوسط والاعلى. وفي ختام الدراسة تبين لنا أن قدرة الطالبات في التحدث والنطق تصنف إلى المستوى "الأدنى" في النطق ب(T) وقدرتهن على استخدام الربط في النطق بالجملة في المحادثات. لذا تحتاج الطالبات إلى المزيد من التحسين والتدريب والتشجيع في النطق باللغة الإنجليزية.

Abstract

This research aims to analyze the speaking ability of female students of English Department in the third semester at Al-Asmarya Islamic University, faculty of Arts, academic year 2022/2023. Pronunciation and articulation are crucial components of effective spoken communication in any language, including English. This study focuses on the analysis of speaker voice. including pronunciation and articulation, which are criteria adopted by Lucas, (2012) and Gregory (1990) for analyzing female students of English language. The objectives of this study is firstly, to determine whether or not female students have speaking ability in pronunciations T, Linking and Reductions in the sentences in English conversations. Secondly, to put forward some suggestions and recommendations which can be useful for specialists and students to improve speaking skill in pronunciations.

The descriptive research concentrated on statistical analysis of speaking ability of female students of English language department. Twelve female students in the English language department participated in this study. The data was gathered by recording the voices of the participants on Telegram as part of a speaking assignment, then the researcher assessed their speaking ability in pronunciations through listening fifteen sentences which have boundaries of pronunciations and taken from three conversations from the textbook, then they measured into three levels which categorized into lower, middle and upper.

The result found that the female students' speaking ability of English language department at faculty of Arts categorized into "lower" in pronunciations T, Linking and Reductions in the sentences in English conversations. The average score accomplished was - .64791- 80%; so that, the female students need more improvement, training and encouragement in pronunciations.

Key words: Speaking, Ability, Pronunciations

1.Introduction

Speaking is one of the four fundamental language skills in learning English, alongside reading, writing, and listening. Being able to communicate effectively through spoken English is essential for social interaction, academic and professional success, and personal development. Speaking is often considered the most challenging, as it requires not only mastery of grammar and vocabulary but also fluency, and pronunciation. Therefore, it is crucial to practice speaking regularly, both in and outside the classroom, to improve confidence and proficiency in English. Various methods in pronunciations are brought to learn English speaking at classroom of faculty of Arts, however, most of those methods do not enable female students to speak fluency. For example, audio scripts only lead to lack of stimulation to speak and some students laugh when play the recorder to listen the conversations with some accents, because the English is the second

According to obstacles above, this study attempts to identify audio visual as a method to improve students' speaking ability. Audio Visual technique can help female students to improve their speaking retaining of pronunciation's aspects. It also makes the process of learning more interesting when they watch and listen to the native speakers speak. Certainly, it is widely acknowledged that audio-visual resources play a significant role in encouraging and easing the acquisition of foreign languages (Çakir, 2018). Furthermore, this research aims to assess the speaking proficiency in pronunciation among female students and seeks to propose valuable suggestions and recommendations for both educators and students to enhance their speaking skill.

According to Lucas (2012) and Gregory (1990), the evaluation of speech involves three key aspects: arranging the speech, selecting appropriate language, and delivering the presentation. The initial component, organizing the speech, encompasses elements such as the introduction, main body with supporting materials and connecting statements, and a conclusion marked by signals like pauses and vocal variations, along with reinforcement. The second aspect, wording the speech, includes considerations for vocabulary and grammar. Lastly, delivering the speech involves evaluating the speaker's body language, incorporating aspects like eye contact, gestures, facial expressions, and movements, as well as assessing the speaker's voice, focusing on pronunciation and articulation.(as cited in , Harahap's introduction , 2021, p.2)

Several prior studies have explored students' proficiency in oral communication. For instance, Mukammal, Priyono, and Amrullah (2018) and Rukhmaryadi, Zaim, and D. Anwar (2020) employed situation-based conversations and group discussions on specific topics. S. Yuliyani, H. Oktawati, and K. Eki (2020) focused on students' speaking skills in announcements within the context of group discussions in an English Teaching class. M. Jannah and A. Halidin (2020) delved into the relationship between students' personalities and their speaking abilities. M.F. Bafadal and M. Muslimin (2020) identified challenges in teaching speaking during the learning process. Additionally, Kamridah (2016) highlighted students' anxiety in public speaking affecting their learning and oral presentations. D.A Fitri and A. Idayani (2021) explored students' speaking proficiency specifically in retelling stories. (Cited in Harahap, 2021).

Nonetheless, in a descriptive investigation carried out by Harahap (2021), the study centered on assessing students' proficiency in delivering speeches. The findings revealed that the students' speaking ability in speech was classified as "good." The average score attained was 73.9%, indicating a positive performance. However, there was a identified need for additional support, particularly in refining speech organization and language formulation.

There are seven distinct speaking activities, which can be classified as follows: (1) oral communication based on visual stimuli, (2) speaking in response to auditory cues, (3) talking about images, (4) narrating stories, (5) conducting interviews, (6) engaging in discussions and debates, and (7) delivering speeches (Ahmadi and Masoumeh, 2017). Additionally, diverse opportunities exist to fulfill various objectives. Some activities provide students with opportunities for role-playing, debating, or participating in group discussions with peers. Conversely, other activities may involve more challenging tasks, such as delivering presentations or speeches in front of the class (Savitri and Ardi, 2020).

However, pronunciation aspects can be classified into three tips for sounding like a native speaker, they are pronunciation "T", linking and reductions (Rachel's English Pronunciation 9/11 – YouTube). According to Adam, they are Connect words, the separate words, and squeeze letters. (Adam's English Lessons.engVid-YouTube). Likewise, There are various dedicated channels focus on learning how to say words and make the pronunciation easier as fluent speaker English.

Border, Gerber, and Milsark (1983, as cited in Shimamune & Smith, 1995) explored whether sound production precedes sound discrimination in speech, but the findings have been inconclusive. It is noteworthy that, in addition to the individual sounds that constitute words, there are also supra-segmental or prosodic features encompassing phonological characteristics that involve more than one sound, such as intonation, stress, and rhythm. These features play a pivotal role in conveying meaning and are essential for effective communication. Unlike reading, where words are separated by spaces (Brown, 2014), spoken words lack such breaks, disappearing as soon as they are heard. I concur with Hismanoglu (2006) in emphasizing that pronunciation training is a vital component for learners to acquire communicative competence (cited in Derosiers, 2019). This is because the ability to accurately produce and understand the sounds and intonation patterns of a language is crucial for effective communication. When learners are unable to pronounce words and phrases as natural, they may not understand the native speakers.

The skill of creating a sound system that is mutually understandable by both the speaker and the listener is recognized as effective communication. According to James (2010), there are three primary levels of communicative proficiency in pronunciation. In the first level, the speech of the L2 learner is incomprehensible, potentially leading to communication breakdown, as the speaker may be applying the pronunciation rules and characteristics of their native language to the L2. At the second level, the L2 learner's speech is somewhat understandable but still carries a noticeable accent. In the third level, the L2 learner achieves what Scovel (1988) refers to as comfortable intelligibility, where both interlocutors can comprehend the speech. Attaining a native-like pronunciation is not the necessary goal of pronunciation training, as emphasized by Pourhosein Gilakjani (2016). Instead, the objective should be to grasp the rules and features of the target language and integrate them into the learner's existing set of sounds. Gebhard (1996, as cited in Khaghaninejad & Maleki, 2015) asserts a connection between pronunciation and listening abilities, stating that the L2 learner needs to comprehend the rules and features of the target language to perceive and produce sounds accurately. In essence, learners should acquire the capability to reproduce the sounds of the target language to comprehend spoken words. The present study will delve into this perspective. (cited in Derosiers, 2019)

Al-jasser (2008) undertook an investigation into phonotactics, concerning the admissible arrangements of sounds within a language. The study engaged two cohorts of Saudi Arabian students who underwent a 12-hour pronunciation training program spanning eight weeks. Both groups were exposed to comparable course content, encompassing topics such as reductions, contractions, assimilation, stress, and intonation. However, the experimental group received supplementary guidance on clusters of sounds prohibited in English onset or coda, with an obligation to commit them to memory. Certain sound combinations were restricted in the participants' native language (L1), while others were permissible. Similar tasks were assigned to both groups for completion outside of class. The control group transcribed 500 words from an English radio, TV, or internet broadcast, emphasizing the pertinent pronunciation features taught in class. In contrast, the experimental group, in addition to this task, highlighted phonotactic constraints elucidated in the lesson. The study's findings demonstrated a noteworthy enhancement in the experimental group's performance, evident in pre- and post-tests gauging reaction speed and accuracy in delineating English word boundaries subsequent to the pronunciation training.(as cited in Derosiers, 2019).

From previous studies which have investigated a speech to evaluate students speaking ability, the researcher presents this research to investigate speaking ability of female students of English language department at Al Asmarya Islamic University, Faculty of Arts.

1.1 Problem of the Study

English pronunciations have special aspects that make students of English department may find them difficult to understand native speakers due to different accents, dialects, and pronunciation styles. This can impact their ability to comprehend lectures or other forms of communication.

1.2 The objectives of the Study

The objectives of this study include accomplishing the following aims:

1. To determine whether or not female students have speaking ability in pronunciations T, Linking and Reductions by analyzing fifteen sentences from three English conversations.

2. To put forward some suggestions and recommendations which can be useful for specialists and students to improve speaking skill in pronunciations.

1.3 The Significance of the Study

This study significant due to the investigation that focuses on female students' abilities in pronunciation to determine their weaknesses in pronunciation and work on them to be improved, and providing teaching staff needed suggestions to help them achieve the required pronunciation improvements.

2. Methodology

This study is descriptive and analytical research. In this research, the researcher intended to analyze students' speaking ability in English Language. The data is collected from speaking assignments administrated to the female students at third semester of Al Asmarya Islamic university at faculty of Arts in Academic Year 2022/2023. The researcher used speaking assignments as the technique to find out speaking ability of the students to speak English language more natural and fast. Since the use of social media platforms is an essential part of daily communication and receiving information for many people. For instance, students, the female students at third semester of Al Asmarya Islamic university at faculty of Arts are asked to do speaking assignment on the application of Telegram where each student recorded conversations on this platform. Then the researcher analyzes the students' speaking ability through Speaker voice including pronunciation and articulation. Fifteen sentences are selected from three conversations found in their text book of Listening and Speaking 3 for the task of the research.

The model of evaluating and analyzing is based on one part of assessing speech including speaker voice is adopted by , Lucas, (2012) & Gregory, (1990) and three aspects of pronunciations proposed by the researcher. Pronunciation T, Linking and Reductions. Each aspect has its usage and place in measuring the success or failure or success but failure of the speaking. The mentioned three aspects are coined from combining Vanessa's lessons, Rachel's YouTube videos are for learning speaking English with movies and Adam's 3 tips for pronunciations for sounding like a native speakers. Therefore, the coined aspects may improve the students' speaking ability in English Language to be more natural and understanding native speakers. The scores for the students' speaking ability were computed by the researcher utilizing the (SPSS) to obtain the outcomes.

2.1 Aspects of Pronunciation for analysis

The three main aspects discussed by some scholars Rachel (2021) and Adam (2013) are considered.

2.1.1 Pronunciation T

Rachel (2021) states within natural English pronunciation, the letter "T" follows four rules: it may be dropped, flapped, stopped, or transformed into "ch." Native speakers often omit the "T," as seen in examples like "want it." This omission is common in words such as "next" and "just." It is a prevalent practice to drop the "t" when positioned between consonants, as in the phrase "just want it." A similar pattern occurs in words like "last week," where the "t" tends to be dropped due to its placement between two consonants.

An additional facet of pronouncing the letter "T," as observed in phrases like "can you get it for me?" and "I bought it," involves linking two words with a flapped "T." This linking process differs significantly from the distinct and sharper sound of "ttt," resembling more of a "d" sound when positioned between vowels in native speakers. (Rachel, 2021)

Nevertheless, consider the word "interesting" pronounced as "in-chre-sting." When we break down the syllables, it appears as "in-ter-rest-ing." If there is a desire to emphasize a particular word, the term "enunciate" is used, indicating the deliberate articulation of each syllable. For instance, when emphasizing "interesting," one might say "in-resting" or "in-tre-sting," enunciating each syllable separately. However, in natural speech, native speakers tend to merge syllables, resulting in three syllables, with the "t" and "r" sounding like "ch." Conversely, in words with a stopped "T," such as "not" and "want," some native speakers choose to omit the "T" sound. (Adam, 2013)

2.1.2 Linking

Linking is the second important aspect of pronunciation to master in order to improve our speech sound more natural and fluent. There are three types of linking:

2.1.2.1 Linking words

Adam (2013) reports the linking is a notable aspect of pronunciation exhibited by native speakers. This linguistic phenomenon is not unique to English but is observable in various languages, including Arabic. In rapid speech, words are seamlessly joined together, facilitating a smooth transition from one word to the next. Consonants can be connected to other consonants, resulting in particular patterns. For instance, when a word concludes with a consonant, and the succeeding word begins with the same consonant, the initial consonant is often dropped. For example, "black coffee" is pronounced as "bla coffee." Similarly, when adjacent words feature different consonants that are phonetically similar, such as "what do you do," the pronunciation is adjusted for ease of articulation. Additionally, in swift speech, the pronunciation of certain vowels, such as "e," undergoes modification, resembling a condensed or reduced form, as illustrated in the phrase "wha de ye do?" for "what do you do?" This nuanced pronunciation is a natural expression observed in native speakers.

Furthermore, a linguistic consideration pertains to instances where a word concludes with a consonant and is succeeded by a word commencing with a vowel. In such circumstances, it is advisable to smoothly integrate the concluding consonant into the following vowel, maintaining separation between the syllables. A syllable, in this context, refers to the phonetic unit comprising the vowel sound within a word. Native speakers, when articulating swiftly, refrain from enunciating each consonant distinctly, as exemplified in the phrase "not at all." In rapid speech, these letters amalgamate seamlessly, creating a fluid transition. Nonetheless, it is recommended that learners engage in deliberate practice to refine this skill. This proficiency holds significance not only in spoken communication but also aids students in the listening section, as assessments often evaluate the ability to discern such connected articulations, as demonstrated by phrases like "not-at-all" in recorded material. (Adam, 2013)

2.1.2.2 The separate words

The discrete articulation of individual words constitutes an integral component of language assessments. It is imperative to engage in regular practice, encompassing both speaking and listening exercises. An additional linguistic nuance involves the condensation of certain words, wherein native speakers omit specific syllables or letters. For instance, the term "comfortable" is commonly pronounced as "comf-ta-bil," with the omission of the "or" component. Notably, the concluding sound in this pronunciation is akin to a subtle, diminutive

"I," resulting in "comftabil." Similarly, the word "every" is articulated by native speakers as "evry," excluding the pronounced "e" in "ev-er-y." This pattern extends to related terms such as "everyone" and "everything," both commonly expressed as "evry" in natural speech. (Adam, 2013)

2.1.2.3 Linking Letters

The phenomenon of linking letters is notably evident in specific letter combinations. For instance, when the sequence "tr" occurs, it typically assumes the sound equivalent to "chr." Consequently, words such as "country" are pronounced as "cun-chry" or "cun-tree," with a similar pattern observed in "tree," pronounced as "ch-ree." A similar transformation occurs with the combination "dr," where the conventional sound of "dr" is altered to a pronunciation resembling "jr." For instance, "hundred" is articulated as "hudjred," "hun-j-red," or "hunjred." This linkage principle extends to instances involving the connection of words, especially when the letters "d" and "y" are contiguous, resulting in a sound akin to "j." For instance, the phrase "Do what I ask?" is expressed as "dijou?" or "di ja?" in natural speech. (Adam, 2013)

2.1.3 Reductions

Rachel (2021) says the reduction entails alterations or omissions of sounds within words, a phenomenon that warrants the attention of students seeking a comprehensive understanding of natural English pronunciation. Contrary to misconceptions associating reduction with inferior or lazy English, it is, in fact, a characteristic feature of linguistically clear English, aligning with the innate speech patterns of native speakers. This linguistic aspect becomes particularly relevant when considering American English as a stress-timed language, where the contrast between long and short sounds assumes significance. Reductions, therefore, play a crucial role in enabling the rapid articulation of words. English learners stand to benefit by acquainting themselves with prevalent reductions, actively incorporating them into their speech to cultivate a proficiency aligned with native speakers. Additionally, a focused study on reductions contributes to a more nuanced understanding of English pronunciation, emphasizing sounds over individual words or letters. A notable example is the pronunciation of the word "for," which, while conventionally taught as "for," is commonly articulated as "fer" in natural speech, demonstrating the nuanced variations in pronunciation such as "for," "fer," or "fr."

3. Result and Discussion

3.1 Result

The research was conducted to find out the speaking ability in English Language to sound more natural and fast. As mentioned before, the purpose of this research was to find out the ability of students to speak fast and more natural in pronunciations T, Linking and reductions. The sources of data in this research were based on the speaking assignments through recordings on Telegram platform by twelve female students of English department of Faculty of Arts at Al Asmarya Islamic University and fifteen sentences have analyzed. The results of the research by using SPSS software are as follows:

Table 1: Descriptive Statistics of Students' ability in pronunciations T, linking and reductions

| Descriptive Statistics | | | | | | |
|------------------------|--|----|---------|---------|--------|----------------|
| N. | Sentences | N | Minimum | Maximum | Mean | Std. Deviation |
| 1 | I haven't seen you around | 12 | 1.00 | 3.00 | 1.8333 | 0.93744 |
| 2 | What department are you in? | 12 | 1.00 | 3.00 | 1.8333 | 1.02986 |
| 3 | How are you enjoying the job so far? | 12 | 1.00 | 3.00 | 1.8333 | 1.02986 |
| 4 | That's a big place, isn't it? | 12 | 1.00 | 3.00 | 1.8333 | 1.02986 |
| 5 | I've got to go. It was nice talking with you. | 12 | 1.00 | 3.00 | 1.5833 | 0.49237 |
| 6 | Next, please | 12 | 1.00 | 3.00 | 1.7500 | 0.96531 |
| 7 | I bought it last week. | 12 | 1.00 | 3.00 | 1.4167 | 0.79296 |
| 8 | I've got a terrible pain in my shoulder. | 12 | 1.00 | 2.00 | 1.3333 | 0.90034 |
| 9 | Just here, in the middle of my shoulder, at the back | 12 | 1.00 | 2.00 | 1.0833 | 0.28868 |
| 10 | Are you allergic to anything. | 12 | 1.00 | 2.00 | 1.1667 | 0.38925 |
| 11 | Have you got any other symptoms? | 12 | 1.00 | 2.00 | 1.0833 | 0.28868 |
| 12 | Have you been taking anything for it? | 12 | 1.00 | 3.00 | 1.5833 | 0.66856 |
| 13 | I wanted to see a doctor first | 12 | 1.00 | 3.00 | 1.3333 | 0.49237 |
| 14 | the first thing I want to do | 12 | 1.00 | 3.00 | 1.2500 | 0.62158 |
| 15 | is take your temperature and then we'll do a full examination. | 12 | 1.00 | 3.00 | 1.4167 | 0.79296 |

3.2 Discussion of the Results

Analysis of the Results

Based on the result of the research, the researcher noticed that the most female students of English Department of Faculty of Arts at Al Asmarya Islamic University in the third level had lower ability, in pronouncing T, linking and reductions. In this section, the researcher will discuss the analysis of the result of each sentences separately. By using SPSS software, the result of each sentence as following:

Table 2 Score(S1) I haven't seen you around

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 6 | 50.0 | 50.0 | 50.0 |
| | .UPPER | 2 | 16.7 | 16.7 | 66.7 |
| | MIDDL | 4 | 33.3 | 33.3 | 100.0 |
| | E | | | | |
| | Total | 12 | 100.0 | 100.0 | |

The results in table2 shows that 6 students had lower speaking ability in pronouncing "T" in the contracted word "n't", they pronounce it without dropping and linking words as in "you around", they have separation between words. They pronounced it as / φυ: E ρ̄α#Yδ/, and the reductions in the words "seen" and "you", they pronounced them as long sounds, that means they pronounced the first sentence as true, not as the native speakers speak. This is the first difficulty face students when hear the natives speak, so the students lack of understanding these aspects of pronunciations. So that they had lower ability in speaking skill and listening as well. There are only 2 students had upper level in pronunciation as natural one, they had ability to drop "T" in the pronouncing of contracted word "n't", and linking between words as in "you around", the two students succeeded to link two vowels / υ:/ ανδ /E/ ιντο σουνδ /ω/, so far, the reductions they succeeded to reduce the long sound into short one. While there are 4 students had middle level in pronunciations the first sentence as native speakers, that means they mastered the pronouncing "T" and they failed in linking and reductions or vice versa.

Table 3 Score(S2) What department are you in?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 7 | 58.3 | 58.3 | 58.3 |
| | UPPER | 5 | 41.7 | 41.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table3 shows that 7 students had lower speaking ability in pronunciation "T" in the words "what and department" they pronounced it without dropping or stopping "T" and linking words as in "are you in", they have separation between words. They pronounced it as / A:ρ φυ: Iv/, and the reductions in "are", they pronounced it as long sounds, that means

they pronounced the second sentence as true, not as the native speakers do . So that they had lower ability in speaking this sentence. There are only 5 students had upper level in pronunciation as natural one, they had ability to drop "T" in the pronouncing of two words "what and department", and linking between words as in "you around", the two students succeeded to link two vowels / u:/ αvδ /I/ ιvτo σουvδ /ω/, so far, the reductions they succeeded to reduce the long sound into short one, they pronounced it /Eφων/. While there are no students had middle level in pronunciations the second sentence as native speakers.

Table 4 Score(S3) How are you enjoying the job so far?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 6 | 50.0 | 50.0 | 50.0 |
| | MIDDLE | 2 | 16.7 | 16.7 | 66.7 |
| | UPPER | 4 | 33.3 | 33.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

In the sentence 3 as we see above, there is no "T" in each word in the sentence, so the results based on linking and reductions. The table 4 shows that 6 students had lower speaking ability in pronunciation the sentence 3 in linking and reductions of words, they have separation between words as /ηα#Y A: φv: Iv δΓO#IN □E δΓRβ σE#Y φA:/ they pronounced them as long sounds and without linking and reductions that means they pronounced the third sentence as true, not as the native speakers speak . So that they had lower ability in speaking skill. They might be pronounced it as /ηα#Y w nΓO#In □E ΓRβ σY φE/, where some words dropped, and some sounds switched and reduced. There are only 2 students had middle level in linking and reductions of the words in this sentence when speak it, that means they mastered the linking and reductions in words for example, "you enjoying" / φων δΓO#Iv/ and they failed in linking and reductions in whole sentences. Whereas 4 students had upper ability in pronouncing this sentence as more natural.

Table 5 Score(S4) That's a big place, isn't it?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 7 | 58.3 | 58.3 | 58.3 |
| | UPPER | 5 | 41.7 | 41.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 5 shows that 7 students had lower speaking ability in dropping "T" in the contracted word "n't", and stopping "T" in the pronoun "it" and linking as well. They might be pronounced it as / IznEt? /, however, they had lower level in the reduction "it" they pronounced it as /i/, that means they pronounced it as true. There are 5 students had upper ability in dropping and stopping "T" in the pronouncing of contracted word "n't" and pronoun "it" and they also had upper level in linking and reductions of words and sounds in this sentence..

Table 6 Score(S5) I've got to go. It was nice talking with you.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 8 | 66.7 | 66.7 | 66.7 |
| | MIDDLE | 4 | 33.3 | 33.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 6 shows that 8 students had lower speaking ability in pronunciation "T" in the words "got to", they pronounce it as true not flapping "T". They might be pronounced flapping "t" for example / Gotta/ Some American speakers turned "T" into "d", as well, it turned into / Goda/, the researcher sees that is really helpful for the students to speak smoothly if master that as well as linking words and reductions of sounds, but the students had lower ability in pronouncing stopping "T" as well in pronoun "it" in the expression " It was nice talking with you" which it is Functioning as "to try end a conversation". They also has lower level in doing that, as in "I've got to go" and " It was nice talking with you.", they have separation between words when they spoke them. they pronounced this sentence as /α#Iϑ γRτ τY γE#Y/, and the other as /It ωRζ vIσ τO:kIN ωI φv:/ The researcher shows, they might be pronounced as following /α#I gotta gE#Y It wEz nα#Iσ τO:kIn wI ι/. There are linking in the words for example, /α#Igotta/ with dropping "have" and /wI ι/ instead of" with you" and the reductions in long sounds into short one. There are 4 students had middle level in pronunciation. They mastered pronouncing linking and productions, in " talking with you"/ τO:kIn wI ι/, but they failed in pronunciations "T".

Table 7 Score(S6) Next, please

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 7 | 58.3 | 58.3 | 58.3 |
| | MIDDLE | 1 | 8.3 | 8.3 | 66.7 |
| | UPPER | 4 | 33.3 | 33.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in this sentence based just on "T" pronunciations and linking these words "Next, please". The table 7 shows that 7 students had lower speaking ability in dropping "T", they pronounced it as true, without dropping "t" as /nekst plɪ:z/, they really release the air for the/t/ sound, in this case they failed to link these words when they speak, because the first word contains three voiceless consonants and the next word begins with /p/ voiceless consonant, the native speaker dropped "t" from the first word when speak fast. There is 1 student had middle level, she enunciated stopped "T" without release the air for /t/ sound, so that she mostly said it naturally squeezing the two words together. But there are 4 students mastered pronunciation "T" and the linking two words naturally.

Table 8 Score(S7) I bought it last week.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 9 | 75.0 | 75.0 | 75.0 |
| | MIDDEL | 1 | 8.3 | 8.3 | 83.3 |
| | UPPER | 2 | 16.7 | 16.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 8 shows that 9 students had lower speaking ability in pronunciations "T" in the words "bought it", they pronounced it as true not flapping "T". They might be pronounced flapping "tt' or turned "T" into "d", as well, it turned to make the quick switch into / bougdt/, and dropping "T" in the word "last", the researcher sees that is really helpful for the students to speak fast if master that as well as linking words and reductions of sounds, they have separation between words when they spoke them. There are also 1 student had middle level she mastered pronouncing "t" with dropping aspect from the word last but failed in pronouncing flapping and turned it into /d/. The last one in this result, it shows that 2 students mastered pronunciations "T" with flapping and dropping.

Table 9 Score(S8) I've got a terrible pain in my shoulder.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 8 | 66.7 | 66.7 | 66.7 |
| | MEDDLE | 1 | 8.3 | 8.3 | 75.0 |
| | UPPER | 3 | 25.0 | 25.0 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

Based on the results in table 9, 8 students had lower speaking ability in pronunciations "T" in the word "got", they pronounced it as true not stopping "T". They might be pronounced "t" without release in the air. They had lower linking words and reductions of sounds as in "in my "too, they speak it separately. According to the tongue and the mouth, they almost articulated the same place, so we can do that as /imɑ#I/ instead of /in mɑ#I/ whereas the sound /n/ is moved completely, That's how a native speaker would say it naturally. There are also 1 student had middle level she did not master the pronouncing "t" but mastered pronouncing linking and reductions. The last one in this result, it shows that 3 students mastered pronunciations "T" and pronouncing linking and reductions.

Table 10 Score (S9) Just here, in the middle of my shoulder, at the back

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 11 | 91.7 | 91.7 | 91.7 |
| | UPPER | 1 | 8.3 | 8.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 10 shows that 11 students had lower speaking ability in pronunciations "T" in the words "just" and "at the back", they pronounce it as true not dropping "T". They might be dropped "T" when speak fast. the researcher sees that is really helpful for the students to speak smoothly if master that as well as linking words and reductions of sounds, for example /Γ (σ ηI#E Iv □E μIδλ Eμα#I ΣE#Yλ×δE Eτ □E β ρκ/. There is only one student had upper level to pronounce these sentence very fast with dropping "T" linking and reductions.

Table 11 Score(S10) Are you allergic to anything.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 10 | 83.3 | 83.3 | 83.3 |
| | MIDDLE | 2 | 16.7 | 16.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 11 shows that 10 students had lower speaking ability in pronunciations linking words and reductions of sounds, for example, linking with "w" when the first word ends with vowel and the next begins with vowel too, as in " **you allergic** " and " **to anything** " , they might pronounced this sentence as, /E φω λ̄@:ρ×ΓIκ τωv×I×↓Iv□/. That is helpful for the students to speak smoothly and naturally. There are 2 students had middle ability in speaking to link words and reductions in changing the vowels into /w/, that means, they pronounced it once in this sentence

Table 12 Score(S11) Have you got any other symptoms?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 11 | 91.7 | 91.7 | 91.7 |
| | UPPER | 1 | 8.3 | 8.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

Based to the results in table 12 shows that 11 students had lower speaking ability in pronunciations linking words and reductions of sounds, for example, linking with "j" as in " **anjther** ", they might pronounced this sentence as, /Eϖ φε γEτ Evφ□E 'simp-tumz/. The researcher says that it is helpful for the students to speak smoothly, if they reductions the sounds into small and link the words naturally. There is only one student succeeded to pronounce this sentence fast with linking and reductions.

Table 13 Score(S12) Have you been taking anything for it?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 6 | 50.0 | 50.0 | 50.0 |
| | MIDDLE | 5 | 41.7 | 41.7 | 91.7 |
| | UPPER | 1 | 8.3 | 8.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 13 shows that 6 students had lower speaking ability in pronunciations linking words and reductions of sounds, for example, dropping "g" from "-ing" as in " **taking**" and reductions as in " Eϑ, je ben fer", The researcher sure that the students speak fast like native speakers and they will understand them when roll and squeeze letters which result the linking and reductions. The table above scores 5 students had middle ability in pronouncing this sentence with linking and reductions, whereas they do that in some sounds of words but not link all words in the whole sentence, for example the students reduce just the word "ye", "fer" and dropping "g". The last result shows that 1 student can speak naturally with linking and reductions.

Table 14 Score(S13) I wanted to see a doctor first

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 9 | 75.0 | 75.0 | 75.0 |
| | MIDDLE | 2 | 16.7 | 16.7 | 91.7 |
| | UPPER | 1 | 8.3 | 8.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 14 shows that 9 students had lower speaking ability in pronunciations dropping "T" in the word " **wanted**" and they pronounce this sentence without linking words and reductions of sounds, for example, "changing vowels into consonant "j" as in " **sjdoctor**" and reductions as in the preposition "tE", The researcher sure that the students. The table above scores 2 students had middle ability in pronouncing this sentence with linking and reductions, whereas they do that in some sounds of words but not link all words in the whole sentence, for example the students link and reduce just the word "sjdoctor", but without dropping "T". The last result shows that 1 student can speak quick with linking and reductions and dropped "t".

Table 15 Score(S14) the first thing I want to do

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 10 | 83.3 | 83.3 | 83.3 |
| | MIDDLE | 1 | 8.3 | 8.3 | 91.7 |
| | UPPER | 1 | 8.3 | 8.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

The results in table 15 shows that 10 students had lower speaking ability in pronunciations dropping "T" in the words " **want to**" and they pronounce this sentence without linking words and reductions of sounds, for example, " **wanna**, The researcher sure that is helpful for the students to speak quickly. However, The trusts scores 1 student had middle ability in reducing just the word "tE", but she did not dropped "t". The last result shows that 1 student can speak quick with linking, reductions and dropped "t".

Table 16 Score(S15) is take your temperature and then we'll do a full examination

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | LOWER | 9 | 75.0 | 75.0 | 75.0 |
| | MIDDLE | 1 | 8.3 | 8.3 | 83.3 |
| | UPPER | 2 | 16.7 | 16.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

Based on the results in table 16, 9 students had lower speaking ability in pronunciations linking words and reductions of sounds in this sentence, for example, dropping "d" from "and" as in "and then" that /d/ and /θ/ these are two different consonants, but according to the tongue and the mouth, they almost the same so the native speaker dropped /d/ from the first word. The table above scores 1 student had middle ability in pronouncing this sentence with linking and reductions, whereas they do that in some sounds of words but not link all words in the whole sentence. The last result shows that 2 students can speak naturally with linking and reductions.

Conclusion

Based on the above discussion and analysis of the sentences to find out the female students' ability in pronouncing T, linking and reductions in English speaking. The result of the research showed that 8 female students had lower ability in pronouncing T, linking and reductions when they speak. 1 female student had middle ability and 3 female students had upper level. From this result of qualitative data analysis, it was concluded that in average the female students of English language Department possessed lower ability in English speaking and they needed improvements in pronunciations. It was expected for further researches to work more on difficulties of pronunciations in speaking English as a foreign language. The researcher wished that result of this study could be used as a reference to see the female students' pronouncing ability to speak fast at English Department of Al- Asmarya Islamic University at Faculty of Arts.

Research Recommendations

- Since the purpose of the research is to preserve pronunciation aspects when speaking English language based on pronunciations "T" , Linking and reductions. According to the crowding of technology and modern era, the researcher recommends on the following:
- The English department need to have special classroom with modern equipment and making the internet available to display educational videos by native speakers, because Students need to have some training courses by original speakers to improve their pronunciations in Speaking and they will improve their listening skill as well.
- When creating speaking materials, it is crucial for English teachers to take into account the needs and interests of their students. Both the speaking process and the overall teaching and learning experience hold significant importance. The learning process should not be monotonous, and the incorporation of audio-visual aids is valuable as they enable teachers to present material in engaging and accessible ways.
- Female Students also need to master how to analyze the conversations of native speaker according to the lessons on Facebook and YouTube by Rachel's ' channels.

- To use Pronunciations "T" , the linking and reductions as strategies to assess the students in speaking and listening in the English Department of Al-Asmarya Islamic University.
- Female Students need to have awareness of informal connected forms that help them to speak fast and understand the native speaker when they speak quickly.
- The researcher collected connected forms on a table as following:

| Expressions | Informal contr. Short form |
|---|-------------------------------|
| Going to | Gonna |
| Want to | Wanna |
| Have got to | Gotta |
| I'm going to | I'mma |
| Have to | Hafta |
| Am not/ is not/are not/ has not/ have not | Ain't / |
| Give me | Gimme |
| Let me | Lemme |
| Tell them | Tell'em |
| Don'tcha | Don't you |
| Won't you | Won'tcha |
| What are you | whatcha |
| Because | Cos |
| Kind of | Kinda |
| A lot of | A lotta |
| Cup of | Cuppa |
| Out of | Outta |
| Sort of | Sorta |
| Did you ever | Jeever |
| I'm gonna | Imana |
| Is he | Izee |
| Kind of has | Kanas |

Moreover, this study recommended to carry out more researches and studies to investigating students' speaking abilities in different aspects of pronunciations.

References

- Ahmadi, L.M.Leong and Masoumeh, S. (2017), An Analysis of Factors Influencing Learners' English Speaking Skill," *Int.J.Res. English Educ.*, vol.2. no.1,pp.34-42, 2017, doi: 10.18869/acadpub.ijree.2.1.34.
- Al-jasser, F. (2008). The effect of teaching English phonotactics on the lexical segmentation of English as a foreign language. [Electronic Version]. *System* 3694-106.
- Bafadal, M.F. and Muslimin, M. (2020) An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguist.ELT Journal*, vol. 7, no.1,pp. 23-40.
- Brown, S. (2014). *Listening myths: Applying second language research to classroom teaching*. Ann Arbor, Michigan: University of Michigan Press.
- Çakir, D. I. (2018) The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>.
- Desrosiers, L. A. (2019) Exploring the Relationship between Pronunciation Training and Listing Ability, [nii.ac.jp https://kyoai.repo.nii.ac.jp](https://kyoai.repo.nii.ac.jp)
- Fitri, D.A and Idayani, A. (2021) "An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text The Second Grade Students of SMP YLPI," *Perspekt. Pendidik dan Keguruan*. Vol. 12,no1,pp.58-66.
- Gilakjani, P. A. (2016). English Pronunciation Instruction: A literature review.[Electronic Version]. *International Journal of Research in English Education*, 1(1) 1-6.
- Gregory, H. (1990). *Public Speaking for Collage and Career*, 2nd ed. New York: ITC Garamond Light By Ruttle, Shaw & Watherill,Inc.
- Harahap, Y. O. (2021), An Analysis of Students' Speaking Ability in Speech at English Department of UMN Al-Washliyah Medan. 1 English Department, FBS, Universtas Negeri Padang, Padang, Sumatera Barat 25131, Indonesia *Corresponding author. Email: yulindaoktaviana@gmail.com
- Hismanoglu, M. (2006). Current perspectives on pronunciation learning and teaching. *Journal ofLanguage and Linguistic Studies*. 2(1), 101-110.
- James, R. B. (2010). *Teaching pronunciation gets a bad R.A.P.: A framework for teaching pronunciation*. Hankuk: University of Foreign Studies.
- Jannah, M. and Halidin, A. (2020) Analysis of Students' Personality in Their Speaking Ability at Second Grade of SMPN 2 Prepare, "Inspiring, vol 3, no.2,pp. 10-21.
- Kamridah, (2016) Correlation between Level of Anxiety and Public Speaking Performance Through Systematic Learning Approach in Foreign Language," *Int.J. Sci. Res.*, vol.5, no.9,pp. 1658-1663,2016,doi: 10.21275/ART20161991.

Khaghaninejad, M.S. & Maleki, A. (2015). The effect of explicit pronunciation instruction on listening comprehension: Evidence from Iranian English learners. *Theory and Practice in Language Studies*. 5(6) 1249-1256.

Lucas, S. E. (2012). *The Art of Public Speaking*, 11 th ed. New York: The McGraw-Hills Companies, Inc.

Mukammal, Priyono, and Amrullah, (2018) Students English Speaking Ability: Senior High School, “ *Int. Res.J.Eng. IT Sci. Res.*, vol., no.2, pp. 1-13, 2018.

Rukhmaryadi, Zaim, and D.Anwar, (2020) An Analysis of Non-English Department Students’ Speaking Ability at Universitas Riau,” *Proc. 2nd Int.Conf.Innov.Educ. (IcoIE 2020)* , vol.504,no. IcoIE, pp. 28-34.

Savitri and Ardi, H. (2020) Analysis of Students’ Speaking Ability in Video Project at STKIP Muhammadiyah Muaro Bungo, “*Proc. Ninth Int. Conf. Lang. Arts (ICLA 2020)*, vol. 539, no. Icla 2020, pp 47-50, 2021,doi: 102991/assehr.k.210325.009

Scovel, T. (1988). *A time to speak: A psycholinguistic inquiry into the critical period for human speech*. New York: Newbury House.

Shimamune, S. & Smith, S. L. (1995). The relationship between pronunciation and listening discrimination when Japanese natives are learning English. *Journal of Applied Behavior Analysis*. 28(4) 577-578. Ward, A. F. (2013, February 12). Winter wakes up your mind and warm weather makes it harder to think straight.

Yuliyani S., Oktawati, H. and Eki, K. (2020) An Analysis of The Students Ability in Speaking Announcement,” *Selecting*, vol.2,no.2,pp.42-48.

Electronic Sources

Adam (2013), Tips for Sounding like a Native Speaker YouTube·Adam’s English Lessons engVid·2013/10/22

Rachel (2021), 3 Rules for Perfect English 2021/02/16 <https://rachelsenglish.com/#RULESforPERFECTEnglish> #RULESforPERFECT#