

CHAPTER II

LITERATURE REVIEW

This chapter provides the theories about the topic-related matters. As regards to the topic of the study, there is a review of relevant literature which is presented below. It consists of a review of: speech, connected speech, aspects of connected speech, fluency in speech, definition of linking, types of linking, previous study which discussed linking, and conceptual frameworks.

2.1 Speech

Speech is the verbal means of communicating (http://www.asha.org/public/speech/development/language_speech.htm). People use a language when they are speaking. The language used when speaking is also called as speech (Hornby, 2000). In speech, people produce spoken words that each of them is created out of the combination of vowel and consonant speech sounds.

Speech consists of some features. They are articulation, voice, and fluency (http://www.asha.org/public/speech/development/language_speech.htm).

Articulation is about the process of producing speech sounds. The speech sounds is produced in the mouth and throat. When people want to produce the sound of speech, they must blow air from the lungs through the mouth. And, when people speak, the air from the lungs are also needed to power the sounds that people produce (Richards & Schmidt, 2002). As an example of articulation, to say the word 'rabbit', the children have to learn how to produce the 'r' sound. The next

feature is voice. To produce the sounds, people use the vocal folds and breathing. Through the mouth, the sounds produced by a person when they are speaking or singing (Hornby, 2002). When people touch the neck and feel there is a vibration on it when they are producing the sounds, it is called as voiced. However, when they are producing the sounds and they feel there is no vibration on it, it is called as voiceless (Richards & Schmidt, 2002). The last feature of speech is fluency. In speech, fluency means the quality of being able to speak a language easily and well (Hornby, 2002). In speaking a language, especially a foreign language, fluency becomes the main priority. People often prioritize fluency more than accuracy in their speaking of the language, especially the target language. Fluency has a role to make the human speech becomes so natural and smooth.

2.2 Connected Speech

Written language is different from the spoken language. In written language of English, the form of the words is separated from each other. Also, there are whole aspects of the words in a sentence. But, when they are produced in the spoken language, the form is different. In producing a word, certain phonemes might be lost and certain phonemes might be linked together to another word.

Native speakers say the words in English naturally and smoothly. When they are saying or speaking in English, they do not say a word first, then stop, then they continue saying the next words. But, they produce the natural sounds when speaking or saying the words in English by joining the sounds of one word to each other. The sounds of the words can change depend on the final and initial

sounds of the word. Actually, this change is purposed in order that the native speaker are easy to say the words so the words can flow together and smoothly and also sounds natural.

Non-native speakers must be have a desire to have an ability to speak English well. In speaking English, they sometimes focus on the fluency rather than accuracy of the vocabularies (Goodwin, 2001 cited in Alameen, 2007). To have a fluency and good pronunciation in English, the speakers can use connected speech, i.e.what happens to words when people put them in an utterance (Darn, 2007). Connected speech has a big role in pronunciation. It can help the non-native speakers to say the words in English fluently. To have good pronunciation does not just mean to say the words in a sentence individually correctly (Sarosdy, 2006). Non-native speakers have to learn how to join the sounds of two or more words when they are speaking English quickly in order that the sounds of their speech are heard both natural and fluent.

2.2.1 Aspects of Connected Speech

There are some aspects or features of connected speech based on some researchers. These aspects actually have their own contribution to be a marker of fluent speech in English. However, there are some researchers who believe that some of those aspects of connected speech are less useful to be practiced in learning pronunciation of English. Nevertheless, those kinds of aspects are considered occur in the speech production.

Based on Roach (2000), there are some aspects of connected speech: rhythm, assimilation, elision, and linking. Rhythm, is related to the difference in English between strong and weak syllables. It has a role in pronunciation that when people pronounce the words, it does not sound so flat. The second is assimilation. He gave the discussion of assimilation that if there is the final or initial phoneme of a word, it is pronounced or changed as the phoneme of the neighbouring word. It occurs most in consonant. Roach divided assimilation into two types; regressive and progressive. As an example of these two types of assimilation, there is a case of two words which are combined in a sentence. The first word ends with final consonant; it's called as C^f and the second word begins with initial consonant; it is called as C^i . The assimilation is called regressive if C^f is pronounced like C^i , it means the final phoneme of the first word is influenced by the initial phoneme of the second word. For example the word 'that side' is practically pronounced /ðæt saɪd/, but, in the use of regressive assimilation, the words are pronounced [ðæs saɪd]. Contrast with regressive assimilation, the assimilation is called progressive if the C^i is pronounced like C^f . It means the initial phoneme of the second word is influenced by final phoneme of the first word. For example, the word 'in the' is practically pronounced /ɪn ðə/, but, in the use of assimilation, the words are pronounced [ɪnðə]. Assimilation is usually found in rapid, casual speech rather than in slow, careful speech. The next one is elision. Elision is about deletion of a particular phoneme of a word. It means there is a phoneme of a particular word which is not pronounced in the speech or we

can say the phoneme is deleted. For example, 'potato' /pə'teɪtəʊ/ is pronounced [p^h'teɪtəʊ] and 'tomato' /tə'mɑ:təʊ/ is pronounced [t^h'mɑ:təʊ]. The last one of the aspects of connected speech which is delivered by Roach is linking. Linking is about when people speak or say words, they sometimes join or link the word together. In mechanical speech, the words are separated from each other, but in real connected speech, people tend to link the words together.

Collins & Mees (2008) also gave explanation of some features of connected speech. They are assimilation, elision, and liaison. The discussion of assimilation, elision, and liaison (linking) which are provided by Collin & Mees is not much different from the explanation about those which are provided by Roach. The assimilation is about the change of the sounds of final or initial word as the result of the combination of the neighbouring word. The next feature is elision, that is the process of deleting a particular phoneme in a word, such as 'tasteless' /'teɪstləs / being pronounced ['teɪsləs]. The next feature is liaison. Liaison which is also known as linking, is an insertion of a sound in the words to facilitate the articulation of a sequence. It is used in spelling, so that the spelling of the words in a sequence that produced by the speakers is heard natural.

2.3 Fluency in Speech

Fluency becomes a device for people to deliver the information quickly. Fluency, in speech language pathology, means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly

(Harrell, 2007). Fluency gives a contribution to produce the sounds in speech naturally. Stopping the sounds between words when spelling or saying the target language makes the pronunciation being unnatural, however, fluency avoids this kind of language problem to be occurred. It is in line with Richards & Schmidt (2002) who suggest that fluency is the feature which gives the qualities for speech to be natural and normal, including pausing, rhythm, intonation, stress, rate of speaking, and interjections and interruptions which are used by native speakers when speaking the language. For some people, someone who has fluency in speaking the target language becomes a marker that he/she has good speech. Fluency also often becomes the main goal for some learners in mastering the target language. (Kormos and Dénes, 2004).

Language fluency is often used to remark level of language proficiency. It is most typically for foreign language or another learned language. Fluency is necessary for language proficiency. By examining the fluency in speaking the target language, it can show the level of proficiency of the foreign learners. So that, learners also know the level of their proficiency, then can improve their fluency if they are at the beginning of proficiency level. Richards & Schmidt (2002) suggest that in second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a. The ability to produce spoken language with ease
- b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- c. The ability to communicate ideas effectively

- d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication

Fluency in English is basically the ability of someone's to be understood by both native and non native listeners. In the sense of proficiency, the term fluency encompasses a number of related but separable skills: in reading, writing, comprehension, and speaking. In speaking, the term fluency means the ability to produce speech in the language and be understood by its speakers (Dodson, 2010). Generally, one of the main points in studying the foreign language is fluent production (speaking) skills (<http://wikipedia.com/fluency>). For learners who study the foreign language, in the case of speaking in the target language, fluency is contrast with accuracy. The speakers often ignore the grammatical rule because the important one is they can speak fluently and the listeners can get the meaning of what they said (Richards & Schmidt, 2002). As what have been discussed previously, connected speech becomes a part of fluency in speech of the target language, especially in English. As what have discussed before, linking is one of the aspects of connected speech that has a contribution to produce fluent speech.

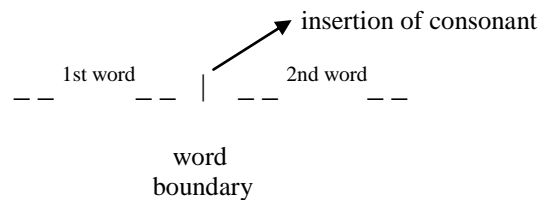
Fluency can be measured by some components of fluent speech. Hieke (1985) suggested that linking becomes a component to measure the fluency in speech. Linking, as the marker of fluent speech, turn out, to constitute very common properties of casual, spontaneous English speech. Alameen (2007) gives the suggestion to see the ratio of actual to potential links. First, it can be seen from the frequency of potential links of the speech, then the actual links which occurred in students' speech are also accounted. Thus, the frequency of the linking which occur in the speech can be seen.

2.4 Linking

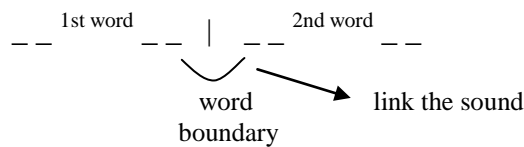
Based on the aspects of connected speech which are discussed before, the term linking is one of the aspects of connected speech. It is because linking as one of the ways to make the speech sounds natural. And, linking also becomes an important device to make the speakers having a fluent speech of English. Although the term linking is considered as the way to connect a sound of word to the other word or to connect the sounds within word in the real connected speech, different researchers also give different definition of linking. Many researchers also called the term 'linking' with different names, but the concept is the same; the process of connecting the final sound of a word or syllable to the initial sound of the next. (Richards and Schmidt, 2002).

The term linking is used in two different ways. It sometimes has a synonym with the term connected speech phenomena or modification, which are the changes of the sound of a word when joined with other words in the running speech (Hieke, 1987 cited in Alameen, 2007). In the running speech, native speakers tend to say the English words quickly and natural because they often join the sounds of two words and not separate them individually. Therefore, it is considered that linking as a phenomenon which commonly occurs in English running speech (Gimson, 1989; Trammell, 1993; Allerton, 2000 cited in Alameen, 2007). However, the term linking has specific definition; "linking applies only to what happens at word boundaries where either two vowels or a consonant and a vowel meet" (Dalton & Seidlhofer, 1994 cited in Alameen, 2007).

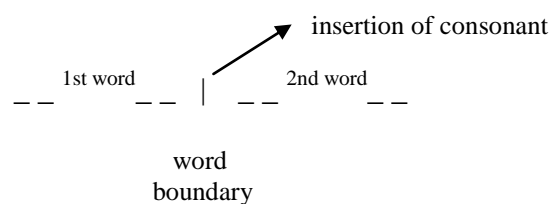
Spencer (1996) also called linking as a term of ‘insertion’. It is found when a consonant is inserted between two vowels to break the hiatus.” The concept can be shown by the following diagram.



Roach (2000) also has his own understanding about linking. He stated that linking is related to the way people saying two or more words in a sentence that sometimes, people link or join the words together of a sentence in real connected speech. The following diagram shows the concept of Roach’s definition of linking.



There is also a definition from Collins & Mees (2008). They call the term linking with the term of liaison. The concept is almost the same with Spencer. They stated that “liaison (linking) is the insertion of an extra sound, especially a consonant, to facilitate the articulation of a word sequence.” The concept of linking which are delivered by Collins & Mees can be illustrated in the following diagram.



2.4.1 Types of Linking

Linking, as the way to join the sounds of two words in the real connected speech, not only has one way to connect a word to the next word, but also there are many ways to do it. Many researchers did a study about linking, and they found some types of linking. Because some different researchers involved in the study investigating the types of linking, so different types also described by those different researchers. So it is considered that there are some types of linking.

Some researchers divided linking into some types. The writer will first give the explanation about some types of linking which are delivered by Spencer (1996). Spencer divides the types of linking into the insertion of /j/, the insertion of /w/, linking-r, and intrusive-r.

The first type is to insert the phoneme /j/ in the word boundaries of two words. This /j/ sound is usually inserted to link the word ends with vowel sound and the next word begins with vowel sound too. We can say it aims to connect vowel to vowel sounds. The following are some examples of the insertion of /j/ sound.

- a. 'my other' pronounced [maɪj'ʌðə]
- b. 'free a' pronounced [friːjə]

The second is the insertion of /w/. The /w/ sound is also usually inserted to link the two words; links the final vowel to initial vowel in the next word. It can be seen on the examples below.

- a. 'few arrests' pronounced [fjuːwə'rests]

b. 'go away' pronounced [gəʊwə'weɪ]

For the above examples, we can see that some people, especially the native speakers, insert the /j/ and /w/ sound when a word ends with a vowel sound and the neighbouring word begins with a vowel sound. By some researchers, this kind of phenomena is usually called as vowel to vowel (V-V) linking.

The next type of linking is linking-r. Linking-r means the use or the insertion of /r/ sound in word boundary to link the two words. When a word ends with phoneme r and the next word begins with vowel sound, the /r/ sound is clearly pronounced to link the two words. Spencer gives the following examples of this type:

a. 'over and out' pronounced ['əʊvərənaut]

b. 'fear of' pronounced [fiərɒv]

c. 'director of' pronounced [di'rektərɒv]

There is also another example of linking-r which is given by Spencer. Let's see some of these examples below first.

a. star starry ['stɑ:ri]

b. hear hearing ['hiəriŋ]

From both examples above, actually, the /r/ sound is not pronounced in the words 'star' and 'hear'. But, when both words get the suffixes of initial vowel, the sound /r/ is pronounced then.

The next type is intrusive-r. Intrusive-r explains the use of /r/ sound to link the two words or more although there is no letter r in the words and also, there is no need to pronounce the /r/ sound at the end of the words. Let's see the following example of intrusive-r.

a. 'law and order' pronounced [lɔːrən'ɔːdə]

b. 'ma and pa' pronounced [mɑːrənpɑː]

Spencer also says the term of linking-r and intrusive-r as a R-epenthesis, i.e. "the vowel sequence is broken up by /r/". For addition, Spencer also explains another type of linking because some speakers use this type in their speech. When a word ends with the vowel /ɔː/ which spelt –aw, then get the suffix or meet a word which there is no sound /r/ even a letter r, speakers insert the /r/ sound into the word or the word boundary. It can be seen on the following examples.

a. draw drawing ['drɔːrɪŋ]

b. saw saw it [sɔːrɪt]

Other researcher also explain some types of linking. There are two types of linking provided by Roach (2000). He provided linking-r and intrusive-r in the discussion of linking. People do not usually pronounce the sound /r/ in final of a word, except those who use any rhotic accent. For example, the word 'here', people usually pronounce /hɪə/ not [hɪər] and the word 'four' /fɔː/ not [fɔː r]. But, when there is a final r in a word meets with initial vowel in the next word, the

phoneme /r/ is considered to be pronounced. It is also stated by Gussmann (2002) that final r is not possible to be pronounced when the word meets the next word which begins with a consonant or when there is a pause after the word. But, the final r must be pronounced if the next word begins with a vowel. For example the words 'here are' are pronounced [hɪər a:] and 'four eggs' are pronounced [fɔːr egz]. These kinds of example are usually called as *linking-r*.

There are also some people who pronounce /r/ in a word boundaries although there is no justification to pronounce it because there is no r in the word. It is usually used to link the word ending with vowel sound and the neighbouring word beginning with the vowel sounds too. For example, the word 'media event'. Some people pronounce these words with ['miːdiər i'vent]. This kind of example are considered as *intrusive-r*.

Alameen (2007), in his study of linking, also discussed some types of linking. According to the sounds that occur at word boundaries in a sequence; consonants and vowels sounds, linking can be categorized into some types. The most two common types which also investigated in her study are Consonant to Vowel (C-V) and Vowel to Vowel (V-V) linking. Those types also discussed by Anderson-Hsieh, J., Riney, T., & Koehler, K. (1994). Those types of linking can occur in function words; prepositions, pronouns, determiners, conjunctions, modal verbs, auxilliary verbs, particles, and content words; nouns, adjectives, verbs, adverbs, numerals, interjections, yes/no answers, question words. The first type that will be discussed by the writer is consonant to vowel linking.

Consonant to Vowel (C-V) linking occurs when the final consonant of a word (first word) is followed by an initial vowel of the next word (second word). For C-V linking to occur in word boundaries of content words, initial syllable of the second word must have a stress. For example, ‘an apple’ is pronounced [ən_ʼæp.l̩]. However, this linking can occur in the content words in the same thought group although the initial vowel of the second word does not have a stress, such as the word North America / nɔːθ_ə.'mer.ɪk.ə /.

The next type is Vowel to Vowel (V-V) linking. V-V linking takes place when the final vowel of first word or syllable is followed by an initial vowel of the second word. In V-V linking, an extra sound may appear to help connecting the words. The insertions are sounds /j/ or y and /w/. The /j/ or y sound occurs when the lips are wide at the end of the first word. For example, ‘see Ann’ is pronounced ‘see^yAnn’. Then, the insertion of /w/ sound usually occurs when the lips are round at the end of the first word. For example, ‘who ate it?’ is pronounced ‘who^wate_it?’.

Alameen (2007) also discussed the other type of linking. She gives an example of that another type. The word ‘four’ when it stands alone or is in the end of a sentence, it will be pronounced / fɔː / . However, when the word ‘four’ is followed by a word, especially when the next word begins with a vowel sound, the sound of /r/ will occur. As in an example of ‘four eggs’, it will be pronounced [fɔːr_egz]. This kind of type is usually called by some researchers as linking-r.

The other discussion about types of linking also strength by Ryan. She teaches American English pronunciation and accent reduction online and in Washington, D.C. Ryan also discussed those two of the most common types of linking that also discussed and used to investigate in Alameen's study. They are consonant to vowel (C-V) linking and vowel to vowel (V-V) linking. The writer will then give the explanation from Ryan about consonant to vowel linking first.

Based on Ryan's explanation, consonant to vowel linking means when people say a word ends with a consonant sound, then meet with a word begins with a vowel sound, the consonant sound of the first word be a part of the second word. So, in the second word, the consonant sound from the first word is pronounced in the second word. These are the examples of Consonant to Vowel linking which are delivered by Ryan.

- | | |
|---------------|------------|
| a. likes it | likes_it |
| b. explain it | explain_it |

The second type of linking which is delivered by Ryan is Vowel to Vowel linking. Vowel to Vowel linking means when people say a word ends with a vowel sound, then meets a word begins with a vowel sound too, the speakers will insert /j/ or y and /w/ sounds to link the two word so that the words flow together smoothly. The following are some examples of vowel to vowel linking which are delivered by Ryan.

The Insertion of /w/ sound:

too early	toowearly
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The Insertion of /j/ or y sound

I am

Iyam

Collins and Mees (2008) discussed two groups of accents of English according to /r/ distribution. There are rhotic and non-rhotic. In rhotic accents, /r/ is pronounced in all words which consist of letter r. On the other hand, not all words which there is letter r within them, the phoneme /r/ is pronounced in non-rhotic varieties. /r/ is only pronounced in the word boundary if the neighbouring or the next word begins with a vowel sound. As an example, ‘sure enough’ /ʃʊə rɪ.'nʌf/ and ‘car alarm’ /kɑ: r ə.'lɑ:m/. This type of liaison (linking) is called as linking-r.

Another type of linking which is explained by Collins and Mees is the term of intrusive-r. It is in line with other researchers above who also discussed this type of linking. It is also possible to pronounce /r/ sound although there is no justification to say /r/, even there is no r in the words. In term of intrusive-r, the /r/ sound is usually pronounced after the vowel /ɑ:/, /ɔ:/, /ə/ and the diphthongs which have final /ə/. The /r/ sound is also almost always pronounced in a word ends with /ɜ:/.

Many native speakers have known the existence of intrusive-r in the speech of English. Those, who consider the use of intrusive-r, always try to avoid using the intrusive-r in their spelling, especially after the sounds /ɑ:/ and /ɔ:/. Nevertheless, in fact, there are also other native speakers who use this kind of

linking. They tend to be unaware of the fact that they often use intrusive-r in their speech when speaking in English.

2.5 Previous Study

The study of linking has been conducted by some researchers in some years ago. Hieke (1984) being the first researcher in conducting the study about linking. He identified linking as a phenomenon at the phonetic syllabic level. In doing his study, he only investigated Consonant to Vowel linking as a representative for other types of linking because that kind of linking is common in casual English speech. The result of his study showed that linking can be used as a parameter of fluent speech.

Alameen (2007) also conducted the study of linking. In her study, she investigated the use of the phenomenon of linking or connected speech modifications by native speakers and non-native speakers of English. She also investigated the use of linking by two groups of beginning-proficiency and intermediate proficiency non-native speakers. She only investigated the two common types of linking; Consonant to Vowel (C-V) and Vowel to Vowel (V-V) linking. The result of her study showed that although the frequency of linking which were used by non-native speakers less than the native speakers did, those non-native speakers' rates of the use of linking are similar although their proficiency level is different. The study also found out the native speakers more frequently used linking in function words rather than in content words. Thus,

integrating the teaching of linking with that of function words will give opportunity for non-native learners to practice linking throughout the course.

2.6 Conceptual Framework

Based on the review above, it can be said that linking can help the students to produce natural speech sounds in speaking English by joining the sounds of the words in sentences. It also helps to ignore stopping the sounds in the words boundaries, so there are no unnecessary pauses between the words. Moreover, linking also becomes a marker of students' fluent speech in speaking English because by linking, the students can produce the sounds smoothly. Because of these reasons, linking, as an aspect of connected speech, is very useful for non-native students who have to use English in the classroom or society but they have problems in producing the sounds to become natural like the native speakers do.

In conducting this study, to answer the first research question, the writer adopted the types of linking which are delivered by Alameen (2007), they are the two common types of linking that are also used in Alameen's (2007) study, Consonant to Vowel (C-V) and Vowel to Vowel (V-V) linking, which are also described by Ryan and Anderson-Hsieh, J., Riney, T., & Koehler, K. (1994). The writer also adopted the Linking-r. This type is also explained by Spencer (1996), Roach (2000), and Collins & Mees (2008). The three types of linking above are possible to occur in non-native students' speech. The following are the typology for types of linking analysis in this study:

No.	Types of Linking	Description
1.	Consonant to Vowel (C-V) Linking	When the final consonant of first word is followed by an initial vowel of the second word, the final consonant sound is linked to the second word.
2.	Vowel to Vowel (V-V) Linking - the extra sound of /j/ sound - the extra sound of /w/ sound	When the final vowel of first word is followed by an initial vowel of the second word, there is an extra sound to link those two words. When the lips are wide at the end of the first word. When the lips are round at the end of the first word.
3.	Linking-r	When the final r of first word is followed by an initial vowel of second word, the /r/ sound is linked to the second word (The final r of the first word actually does not pronounced when it stands alone)

Table 2.1. *Typology of Types of Linking Analysis*

And, to answers the second research question, the writer adopted the measurement of fluency by looking at the use of linking (Hieke, 1985). The writer see the frequency of actual links in students' speech which is suggested by Alameen (2007). The writer accounts the potential links first, then the actual links which occurred in the students' speech.