IMPROVING STUDENTS' PRONUNCIATION THROUH MINIMAL CONTRAST PAIRS AT THE EIGHTH YEAR STUDENTS OF SMP NEGERI 1 PALOPO

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

IAIN PALOPO

By

ANDI MISBAH
09.16.3.0115

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

IMPROVING STUDENTS' PRONUNCIATION THROUH MINIMAL CONTRAST PAIRS AT THE EIGHTH YEAR STUDENTS OF SMP NEGERI 1 PALOPO

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By

ANDI MISBAH
09.16.3.0115

IAIN PALOPO

Supervised by:

1. **Wisran, S. S., M. Pd.**
2. **Wahibah, S. Ag., M. Hum.**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

IMPROVING STUDENTS PRONUNCIATION THROUGH MINIMAL CONTRAST PAIR AT THE EIGHTYEAR STUDENTS OF SMPN 1 PALOPO

A THESIS

Submitted to the English Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirements for the S.Pd Degree in English Education Study Program

IAIN PALOPO

By,

ANDI MISBAH
09.16.3.0115

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOP0
2014

IMPROVING STUDENTS' PRONUNCIATION THROUGH MINIMAL CONTRAST PAIRS AT THE EIGHTH YEAR STUDENTS OF SMP NEGERI 1 PALOPO

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of S.Pd Degree in English Education Study Program

By

ANDI MISBAH
09.16.3.0115

IAIN PALOPO

Supervised by:

1. **Wisran, S. S., M. Pd.**
2. **Wahibah, S. Ag., M. Hum.**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOP0
2014

ABSTRACT

Misbah, Andi. 2014. Improving Students' Pronunciation through Minimal Contrast Pairs at the Eighth Year Studnets of SMP Negeri 1 Palopo. Thesis, English Study Program of Tarbiyah Department The State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Wisran S,S., M.Pd., as the first consultant and Wahibah, S. Ag., M. Hum., as the second consultant.

Key words : Pronunciation, Minimal Contrast Pairs

This thesis is about improving the students' pronunciation through minimal contrast pairs. The objective of this research was to find out whether or not minimal contrast pair can improve the students' pronunciation.

This research was conducted by pre-experimental research method, by conducting pre-test, treatment and post test. This research was conducted at the eighth year students of SMP Negeri 1 Palopo in 2013/2014 academic year. The number of population were 150 students and the researcher took 20 students as samples by using the purposive sampling technique. The researcher used pronunciation test which is consisted of word test, sentence test, and passage test, as instruments of the data collection. The data analyzed by calculating mean score, standard deviation, and test of significance.

After analyzing the data, it was found out that teaching pronunciation by using minimal contrast pairs improved the students' pronunciation of SMP Negeri 1 Palopo. There was significant difference between the results of pre-test and post-test, in which the post-test was higher than the pre-test, where the mean score of pre-test was 42,8 and post-test was 60,5. From t-test value 11,06 was greater than t-table 2,023 or 11,06 > 2,023. It means that the students' pronuncation was improved by using minimal contrast pairs at the eighth year of SMP Negeri 1 Palopo in 2013/2014 academic year.

IAIN PALOPO

LIST OF CONTENTS

COVER PAGE
TITLE PAGE
PRONOUNCEMENT
CONSULTANT APPROVAL
ACKNOWLEDGEMENT
LIST OF CONTENTS
LIST OF TABLE
ABSTRACT

CHAPTER I INTRODUCTION 1
A. Background 1
B. Problem Statements 4
C. Objective of the Research 5
D. Significance of the Research 5
E. Scope of the Research 5
F. Operational Definition 5

CHAPTER II REVIEW OF RELATED LITERATURE 6
A. Previous Study 6
B. Theory of Accent. 7
C. Phonology, Phonetic, and Phonemes 21
D. Minimal Contrast Pair 25
E. The Steps of Minimal Contrast Pair to Improve the Students' Vocabulary ... 29
F. Conceptual Framework 30
D. Hypothesis 30

CHAPTER III METHODOLOGY 31
A. Research Method 31
B. Research Design 31
C. Variables 32
D. Population and Sample 32
E. Instruments of the Research 33
F. Procedure of Collecting Data 33
G. Technique of Data Analysis. 36

CHAPTER IV FINDINGS AND DISCUSSION 39
A. Findings 39
B. Discussion 60

IAIN PALOPO

CHAPTER V CONCLUSIONS AND SUGGESTIONS 61
A. Conclusions 61
B. Suggestions 62

BIBLIOGRAPHY
APPENDIXES

IAIN PALOPO

LIST OF TABLES

Tables		Page
1	The Students' Score of Pronunciation test in Pre Test	40
2	Target sound of /r/ in word test	41
3	Target sound of /t/ in word test	42
4	Target sound of /s/ in word test	43
5	Target sound of /ʃ/ in word test	44
6	Target sound in sentence test	45
7	Target sound in passage test	46
8	The Students' Score of Pronunciation test in PostTest	47
9	Target sound of /r/ in word test	48
10	Target sound of /t/ in word test	49
11	Target sound of /s/ in word test	50
12	Target sound of /ʃ/ in word test	51
13	Target sound in sentence test	52
14	Target sound in passage test	53
15	The Result of Students' Score Analysis	54
16	The Students' Mean Score	56
17	Standard Deviation	57
18	T-Test and T-Table Value	59

IAIN PALOPO

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil ‘Alamin, first of all, the researcher praises to Allah the Almighty for the blessing and mercy given to the researcher during her study in completing this final project. Shalawat and salam are attended to the great prophet Muhammad saw peace upon him. The researcher realizes that she couldn’t be in this thesis without helping from the others, that’s why the researcher would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M., M.Hum., as the chief of STAIN Palopo.
2. Prof. Dr. H. Said Mahmud, Lc., M.A. as the chief of STAIN Palopo period 2006-2010.
3. Sukirman Nurdjan, S.S., M.Pd., as the first deputy head of STAIN Palopo.
4. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo.
5. Jufriadi, S.S., M.Pd. as the head of English Study Program and all of the lecturers and staffs of STAIN Palopo.
6. Wisran, S.S., M.Pd., as the first consultant and Wahibah, S.Ag., M. Hum., as the second consultant, who have given the researcher guidance, assistance, advice, correction and suggestion to the improvement of this thesis until finish.
7. Thank you very much to my beloved friend Nirwan who have given the researcher helps, support, motivations, advices and suggestion.

IAIN PALOPO

8. Spesial thanks for my beloved parents, Nurdin and A. Hayarti. My brothers and sisters and all my family for the success. support, motivation, blessing, provide countless material and always pray for me to be successful.

Finally, the researcher prays and may Allah SWT gives reward to all people who have helped the researcher, and the researcher hopes this thesis can be useful and gives positive contribution for the readers, religion and each step of ours, amien.

Palopo, February 2014

The Researcher

IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Language is the most important thing in communication and it is used as a means of communication amoung the nations in all over the world. As an international language, English has many interelationship with various aspect of life owned by human being. In indonesia, English considered at first foreign language and taught formally from Elementary School up to University.

English is one of very important languages because it is frequently used by many people among the nations. Therefore it is considered as an international language, but in English there are many different accents that are used by native speaker, such as: British and American accent. Each of the language has its own unique sound system. British and American accent have many differences.

Even though British and American have the same root of language, but now their language accent feel so different. The American accent has many influences from another language, such as: Mexico, Hispanic, Africa, and other urban countries which make America as their life destination. All of these influences make the American accent is now different with British accent.

Different accent could be mean different pronunciation. British English (BrE) is the form of English used in the United Kingdom. It includes all English dialects that is used in the United Kingdom while American English (AmE) is the form of English

IAIN PALOPO

that is used in the United States. It includes all English dialects used in the United States.[1]

The spoken forms of British English vary considerably, reflecting a long history of dialect development amid isolated populations. In the United Kingdom, dialects, word use and accents vary not only between England, Northern Ireland, Scotland and Wales, but also within them. Received Pronunciation (RP) refers to a way of pronouncing standard English that is actually used by about two percent of the UK population. It remains the accent upon which dictionary pronunciation guides are based, and for teaching English as a foreign language.

An unofficial standard for spoken American English has also developed, as a result of mass media and geographic and social mobility, and broadly describes the English typically heard from network newscasters, commonly referred to as non-regional diction, although local newscasters tend toward more parochial forms of speech.

British and American English are the reference norms for English as spoken, written, and taught in the rest of the world. For instance, other member nations of the Commonwealth where English is not spoken natively, such as India, which often closely follow British English forms, while many American English usages are

IAIN PALOPO

[1] http://en.wikipedia.org/wiki/Comparison_of_American_and_British_English. Accessed on 16th December 2013.

followed in other countries which have been historically influenced by the United States.

United States of America is one of the super power countries in the world. USA it self has given many contribution towards the development countries in the world for some intention. Therefore, for being well informed of development from America's news, it is very important to learn the American accent. Even though learning American accent is a little bit difficult, we have to know the rule and know how to produce the sound.

As a foreign language we can identify a small number of regularly used sound (vowel and connsonant) that we call phonemes. The longman pronunciation Dictionary by john C Well for example denotes 24 consonant and 23 vowels used in Received Pronunciation (RP). To be understood the speech sounds and phonetic features are organisedin language, they can be used to create contrastas a mission of phonology.

Leaners also aware that English word has a stress pattern, that word can be pronounced in english different ways. That the pitch of the voice can be used to convey meaning,

And then they will know what to pay attention to and can build upon the basic awearness.. They must recognize that poor, uninteligible speech will make their attempt to conversing frustrating and unpleasent both for themselves and for their list.

IAIN PALOPO

SMPN 1 Palopo is one of the Junior High School that has international class, where the students in international class have been taught English more frequently and intensively, so all the students there have a basic skill in English language. But most of the students have no experience yet to talk or listen the native speaker or the recording of American accent, that is why the students can not explore more their ability in learning pronunciation. Therefore the researcher will try to do a research how to improve their American accent.

Based on the explanation above the researcher intends to conduct the research related to the accent entitled: ***Improving Students' Pronunciation through Minimal Contrast Pairs at the Eighth Year Students of SMPN 1 Palopo.***

B. Problem Statement

Based on the explanation above, the researcher formulates the research question as follows: "Can minimal contrast pairs improve the students' pronunciation at the eighth year of SMPN 1 Palopo?"

IAIN PALOPO

C. Objective of the Research

Relevant to the research question set above, the researcher states the objective of this research is to find out whether minimal contrast pairs can improve the students' pronunciation at the eighth year students of SMPN 1 Palopo.

D. Signficance of the Research

The result of this research is expected to be usefull information for the students at the eighth year of SMPN 1 Palopo who wants to improve their pronunciation through minimum contrast pairs, especially the result of this research be usefull:

1. To give contribution to the students of English in general especially for the students at SMPN 1 Palopo.
2. To give new information to the students of English to improve their pronunciation.
3. To give new information about American accent in improving their accent

E. Scope of the Research

The scope and limitation of the research are limited as follows:

The study is focused on pronouncing the consonants of*: /r/ ,/t/ , /s/ , and /ʃ/* by using minimal contrast pairs.

IAIN PALOPO

F. Operational Definition

1. Minimal contrast pairs: phonemes that consists of two words that are pronounced alike except for a single phonemic difference. [2]

---

[2] Jill Kerper Mora, *Using Minimal Contrast Pair for Teaching Pronunciation.* San Diego State University. Diposkan oleh Ida Nurholilah, 2012.

2. Pronunciation: is the ability to say word properly with the correct sounds in the correct places. [3]

IAIN PALOPO

[3]http://esl.about.com/od/pronunciationlessonplans/a/practise-stress-intonation.htm

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

There are several concerns about the difficulty to pronounce English phonemes of mother tongue. Masruddin states that pronunciation of Masamba students are mostly influenced by their primary or second language particularly in terms of subtituting to the close equivalent sound for the target sound.[1] Lobov in Masruddin, (2004) states that in a study of language in its social context shows that the reading of a word list tended to elicit the most careful pronounciation and free speech more casual pronunciation.[2]

In another research Amalia Yahya, (2004) states that students of pesantren Datuk Sulaiman in Palopo in producing certain English Fricatives can modify their production of sound so that their pronunciation come closer to English pronunciation. This phenomenon happens because before learning English as a foreign language, Pesantren Datok Sulaiman Students studied Arabic languages before.[3]

IAIN PALOPO

[1] Masruddin, *The Realization of Selected English Fricatives by Masamba Students, An Inter language Study*,(Makassar: UNHAS,2004), p.81

[2] *Ibid*, p. 81

[3] Amalia Yahya, *Varieties of Certain English Fricatives Produced Students with ArabicLlanguage Background Of pesantren Datok Sulaiman Palopo, An Interlanguage Phonological Point Of View* (Makassar: UNHAS, 2004), p.75.

This research tries to find more evidence to see whether the result of those research match with the reality that was found by the researcher in the field. The researcher also wants to analyze especially the factors that cause the difficulty of English pronunciation.

B. Phonology, Phonemes and language Transfer

1. Phonology

Phonology is concern with the sounds structure of language. It involves studying language to determine it's distinctive sound and to establish a set of rules that describe the set of changes that take place in sound when they occur in the different relationship with other sounds. Phonology is about things that are basically phonetic.

According to the fromkin that the phonology is the sounds pattern of language. It studies the way in which speech sounds from system and pattern of language.

IAIN PALOPO

Phonology the sounds ofsystem of language is ussually divided into two part; theelement s of the sound system called sounds or phones from the greek phone, meaning sounds and the organizational pattern of these elements.

Phonology is also concerned with the grammar of speech sounds: the pattern they enter in to and the changes they undergo when just posed eith other sound in the course of normal speech for example:the grammarof english phonology allows a

maximum of three Consonant to clusterat the beginning of word but only a very few consonants are premitted in this position and then only in certain order.[4]

Phonology is primarly concern with how we interpret and systemmatize sounds. Phonology deals with the system and pattern of the sounds which exist Within particular languages.The study of the phonology of english looks at the vowels,consonantand supra segmental feature of language.

Based on the definition above the researcher makes conclusion that phonology is the study of relationship with sounds system which occurred in the different sounds. When people said it we call phonetics so in basically phonology is phonetic.

2. Phonemes

Phonemes are part of the language itself. Phonemes refer to the smallest segments of sound that can be distinguished by their contrast within words that grouped together. Some expert give their definition about phonemes, further Ladefoged says phonemes are the abstract units that from the basic for writing down the language systematically and ambiguously. According to traditional phonological theorist. The original motivation for the concept from the concern to establish pattern phonemes emphasis a technique for reducing language to writing.

IAIN PALOPO

[4] Sudarman, *Improving Students' English Pronunciation through Minimal Pairs at the Eleventh Year Students of PMDS Putri Palopo.* (Thesis of English Department STAIN Palopo,2008), p.5.

Last argues we can determine the sound system by using a symbol. But symbol choice depend on the use to which a descriptions.[5] Gimsons says that it is possible to establish the phonemes of a language by means of a process of communication or the discovery of minimal pairs. The minimal pairs of words which are different in respect of only one sound segment call phonemes.[6]

Roach says that there is an abstract alphabet as the basis of our speech.There are many slightly different ways in which we make the sounds that represent these phonemes, just as there are many ways in which we make a mark on a piece of a paper to present a particular(abstract) letter of the alphabet.

Based on the definition above that universally, every language has its own set of phonemes although each different in its quantity and special marking. The writer emphasizes that phonemes is sub discipline linguistic which related to the sounds exits all language. We can differentiate them in words group, so that it related with writing down systematically and ambiguously.

3. Language Transfer

Transfer is not always native language influence; it can be the influence resulting from any other language that has been previously acquired. It does not always lead to error; it can be facilitative in areas where the two languages are identical, as stated by Odlin:

IAIN PALOPO

[5] Robert Lass, *Phonologyand Introduction to Basic Concepts*, (Cambridge: Cambridge University Press, 1984), p. 22

[6] A. C Gimson, *Op. Cit*, p.49

"Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired".[7]

Littlewood differentiates negative transfer with positive transfer. When first language habits are helpful to acquiring second language habits called *positive transfer* and when the first language hinders the learner in learning the new one, it is called *negative transfer* or in most common terminology called *interference.* Interference can cause deviation from the norms of target language because of learning a new language. [8]

As Weinreich states that:

"Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact".[9]

Second language learning consists above all the overcoming of differences between the first and second language system. Robert Lado sums up the learner's problem in a well-known formulation: "Those elements that are similar to his native

IAIN PALOPO

[7] Frenz Eppert, *Transfer and Translation in Language Learning and Teaching*. (Seameo,: 1983), p. 75.

[8] William Littlewood, *Comnunicative language teaching: an introduction*. Cambridge University Press, 1998, p. 23.

[9] Uriel Wenrich, *Languages in contact: findings and problems* . Mounton: 1974, p. 128.
.

language will be simple for him, and those elements that are different will be difficult". [10]

According to Weinreich (1968:2), there are three types of interferences i.e. phonological interference, grammatical interference, and lexical interference. He states that: "Interference arises when a bilingual identifies a phoneme of the secondary system with one in the primary system and, in reproducing it subject to the phonetic rules of the primary language".[11]

In his statement above Weinreich emphasizes that interference occurs when a bilingual identifies a phoneme of the second language with one in the first language system and in producing the phoneme a bilingual uses the phonetic rules of the first language.

Although cross-linguistic differences in phonetics and phonology have important consequences for perception and comprehension, the most salient consequences of linguistic differences are production errors, which result in pronunciation patterns that diverge from those found in the target language. Moulton in Odlin recognizes four types of errors, i.e.: (1) phonemic errors; (2) phonetic errors; (3) allophonic errors; and (4) distributional errors.

Phonemic errors can arise when the phonemic inventories of two languages differ. For example, German has a phonemic contrast between the voiceless velar

IAIN PALOPO

[10] Robert Lado, *Linguistics Across Cultures : Applied Linguistics for Language Teacher*. (University of Michigan: 1957), p. 201.

[11] Uriel Wenrich, *Languages in Ccontact: Findings and Problems* . (Mounton: 1974), p. 128

fricatives /x/ and the voiceless velar stop /k/. Thus, German has minimal pairs such as /naxt/ (“night”) and /nakt/ (“naked”). In fact, many native speakers of English have difficulty in pronouncing /x/ and often fail to distinguish minimal pairs such as /naxt/ and /nakt/. An analogous problem in ESL is the /r/-/l/ distinction in English is notoriously difficult for speakers of languages such as Japanese and Korean, which do not have that phonemic distinction for example the distinction between /l/ and /r/ in words such as *lice* and *rice*. However, research by Mann in Odlin (1989) indicates that Japanese speakers can attend to the differences. Another research by Flege in Odlin (1989) shows a comparison of an American English /d/ with a Saudi Arabian Arabic /d/ shows several differences. Among the differences, the duration of an English /d/ at the end of a word (e.g., in *bad*) tends to be shorter than its Arabic counterparts. As a contrastive analysis would predict, Saudi learners’ pronunciation of the English /d/ tends to show duration longer than the English norm. Nevertheless, Flege’s analysis shows that learners’ are capable of modifying their production of sounds so that their pronunciation comes closer to the target language norms.

In one sense, such findings should not be surprising, since learners often do show success in achieving pronunciations closer and closer to target language norms. Nevertheless, individuals differ in their perceptual acuity, and it may be that only individuals with especially high phonetic sensitivity will be able to overcome most of the inhibiting influence of phonological patterns in the native language, as stated by Odlin :

IAIN PALOPO

"No two people speak exactly the same: differences in voice quality, intonation, and vocabulary choice are among the most common distinguishers of individuals' speech, and there are other distinguishers as well". [12]

Deviation of pronunciation that arises in a learning foreign language can be caused by variation in pronunciation. One factor that makes the variation occur is the influence of the first language (L1). The statements of Kellerman et al. (1986) support this matter. He states that:

"The phonological system of the L1, is so deeply entrenched in man's mind that it does not easily change without conscious effort being brought to the task of learning pronunciation and intonation of a new language".[13]

The statement above shows that the phonological system that is entrenched in minds cannot easily change without conscious effort in learning the pronunciation and intonation of target language by practice continuously.

Moulton's statement which supported by Kellerman tends to emphasize the types of errors which is caused by the interference of first language, while Weinreich tends to emphasize the cause of deviations of target language pronunciation. To sum up, Moulton analyzes result of the interference while Weinreich analyzes the cause of the interference. Variation of pronunciation can be shown through the errors, which usually cause misperception because of the different meaning.

IAIN PALOPO

[12] Frenz Eppert, *Transfer and Translation in Language Learning and Teaching*. (Seameo,: 1983), p. 75.

[13] *Ibid.*

C. Pronunciation

1. Definition of Pronunciation

Now days teaching pronunciation is often surprised at how focusing on the "stress - timed" quality of English helps students improve their pronunciation skills. Students often focus on pronouncing each word correctly and therefore tend to pronounce in an unnatural manner. By focusing on the stress - timed factor in English - the fact that only content words such as proper nouns, principle verbs, adjectives and adverbs receive the "stress" - students soon begin sounding much more "authentic" as the cadence of the language begins to ring true. [14]

Pronunciation is the ability to say word properly with the correct sounds in the correct places. this is a skill that can take a very long to develop, but with consistent work and practice, it can be done. there are two keys to proper pronunciation 1) tons of native speakers input and 2) tons of speaking by the learner with the native speaker. However, practice and learn that target specific trouble areas can make a huge difference in a student's ability to deal with issues in pronunciation.[15]

According to Engkoswara, teaching is an activity to organize or arrange the environment tall as well and conduct someone so that the process of learning is happen.[16]

IAIN PALOPO

---

[14]http://esl.about.com/od/pronunciationlessonplans/a/practise-stress-intonation.htm

[15] Ratna *The Effectiveness of Using Video Cast in Teaching Speaking to the Student's Second Grade at SMP Negeri 29 Samarinda*(Smarinda: Stain,2012)p.14

[16] Engkoswara, *Dasar-Dasar Metodologi Pengajaran,* Jakarta: Bina Aksara, 1985,p.45

According to Setiady, teaching is influenced by ideas on the nature of language ad learning conditions that make learners acquire the language.[17]

In the communicative model of language teaching, instructors help their student develop their body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.[18]

2. Aspects of Pronunciation

Joane Kenworthy says that talking about pronunciation means talking about sounds, stress, and intonation

a. Stress

Stress is supra segment feature of utterances. It's applies not individual vowel and consonant but two whole syllables whatever they might be. A stressed syllable is pronounced with a greater amount of energy then on unstressed syllable.[19]

By focusing on the stress- time factor in English the fact that only content words such as proper nouns, principle verbs, adjective and adverbs receive the

IAIN PALOPO

[17] Bambang Setiady*, Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20.

[18] Betty Morgan, *Look Her, Audio Visual in Language Teaching,* (London : Mc Milan Press, 1982), p.13.

[19] Lode Foget, *A Source in Phonetic*, (University of Califronia, 1983), p. 222.

'stress' students soon begin sounding more 'authentic' as the cadence of the language begins to ring true.[20]

i. The description of stress and non stress word types Basically, stress word are considered content word such as:

Noun : kitchen, peter

Principle verbs : visit, construct

Adjective : beautiful, interesting

Adverbs : often, carefully

Non stress word are considered function words such as :

Determiner : the, a, a few

Auxiliary verbs : don't, am, can, were

Prepositions : before, next to, opposite

Conjunctions : but, while, as

Pronouns : they, she, us[21]

ii. Sounds

In sounds there are two type vowel and consonants, they are different functions in syllable. In English language there is the difference between sounds and spelling. The influence of spelling is strong. However many speaker find it is difficult

[20] http://esl.about.com

[21] http://www. american accent.com Accessed on July of 8th 2013 12 : 00 A.m

IAIN PALOPO

to think the terms of sounds. Therefore, it is very important to get in to the habit of listening and thinking of the sounds in words.[22]

As we know that some letters have more than one sound, some sounds represent more than one sound and some sounds represent more than one letters. Explain in phonetic alphabet is used. In this alphabet one phonetic symbol represent on sound, the organ of speech or articulation that help us from these sound. Articulation includes; lip, teeth, tongue, roof, mouth, nose, jaw, and vocal cards.

D. Minimal Contrast Pair

A minimal pair consists of two words pronounced alike except for a single phonemic difference. A phoneme is the smallest unit of significantly distinctive sound. The phonemic difference is responsible for radical changes in the meaning of the word, as in *hat-hit* or *thing-sing.* Consequently, errors in auditory discrimination and/or articulation of these sounds may result in misunderstanding and misinterpretations of the meaning of the word, phrase or sentence. An abbreviated list of minimal pairs is provided here for the English language teacher. [23]

Examples of Vowel Contrast in Pairs & Sentences

leave-live	deal-dill	fell-fill

[22] Heine, *Pronunciation American English Sounds , Stress, and Intonation*, (University of New York), p.1.

[23] Jill Kerper Mora, *Using Minimal Contrast Pair for Teaching Pronunciation.* (San Diego State University). Diposkan oleh Ida Nurholilah, 2012.

cheek-chick	seek-sick	bean-bin
deep-dip	sleep-slip	eat-it
greet-grit	wheat-whit	heat-hit

1. Please SIT in this SEAT.
2. These shoes should FIT your FEET.
3. He lost the LEAD/LID.
4. She wore the NEAT/KNIT suit.
5. Don’t SLEEP/SLIP on the deck.

bead-bed	speed-sped	seed-said
mean-men	peat-pet	sweet-sweat
steam-stem	beast-best	beacon-beckon
teen-ten	cheek-check	feed-fed

IAIN PALOPO

1. The STEP is STEEP.
2. We MET while buying MEAT.
3. Some MEN are MEAN.
4. I FEEL/FELL sick.
5. We FEED/FED the cat.

beer-bear	wit-wet	sill-sell

bitter-better	tint-tent	wrist-rest
rid-red	him-hem	fear-fair
hat-hit	pin-pen	steer-stair

1. He HID his HEAD.
2. The girl SLID on the SLED.
3. This one is BITTER/BETTER.
4. They LIFT/LEFT ten-pound weights at the gym.

A list of common minimal pairs:

pear-bear	choke-joke	dare-their
boy-buy	cheap-jeep	dough-though
pig-big	chin-gin	shot-shout
path-bath	choice-Joyce	dime-time
rib-crib	coat-goat	die-tie
cap-cab	cold-gold	waiting-wading
park-bark	coast-ghost	best-bed
pill-bill	come-gum	yes-chess
Paul-ball	could-good	you-chew
tank-thank	came-game	teethe-teeth
tin-thin	kick-king	year-cheer
true-through	sick-sing	taught-thought
sank-thank	they-day	worthy-wordy
safe-save	sin-thin	sell-shell

IAIN PALOPO

tug-tough	free-three	hand-hanged
wins-wings	stun-stung	tour-poor
proof-prove	fan-than	use-chews
married-marriage	chained-change	stayed-stage
wedding-wedging	rained-range	climb-crime
clutch-crutch	glass-grass	stole-store
fought-thought	clown-crown	watching-washing
badge-bash	bagging-banging	tugs-tongues
raced-raised	priced-prized	wench-quench
heed-healed	tide-tired	bugged-buzzed
sting-string	skit-skip	hiss-hips
won-run	mow-more	wig-rig
west-vest	wait-gate	rifle-rival
grief-grieve	half-have	fasten-fashion
place-plays	grace-graze	piggy-picky
grease-crease	braid-bride	neat-knit
sow-sue	pegging-pecking	bigger-bicker

Multiple Contrasts

IAIN PALOPO

bead	bade	booed	bode	bide	bowed
teal	tail	tool	toll	tile	towel
feel	fail	fool	foal	file	foul
bead	bid	bayed	bed	bad	
deal	dale	duel	dole	dial	
meat	mitt	mate	met	mat	

heel	hill	hail	hell	Hal
speak	spake	spook	spoke	spike
peat	pit	pet	pate	pat
cooed	could	cud	code	
heat	hit	hate	hat	
doom	dumb	dome		
greed	grid	grade		

E. The Steps of Using Minimal Contrast Pair to Improve the Students' American Accent.

Here below are some exercises that can be applied in the pronunciation activity by using minimal contrast pair.

1. Students number their papers from one to six. Teacher pronounces a group of three words. Two of the words in each group will be the same. Students will identify by number the words that are the same. Ex: lash-lash-rash: 1 and 2 are the same.

2. Students number their papers from one to eight. Teacher pronounces words with a consonant contrast. Students write the consonant they heard in each word. Ex: Write down whether the word ends in /l/ or /r/:

toll

tore

toll

toll

IAIN PALOPO

tile

tile

tire

3. Students number paper from one to six. Teacher pronounces a group of three words, only one of which contains the target phonemic distinction. Students will write down the number of the word in which the phoneme appears. Ex.: Identify the word with /l/:

go-glow-grow

flight-fright-fight

pray-pay-play

blight-bit-bright

4. The same exercise as in #3 can be done with minimal contrast sentences. Ex: Identify the sentence with the /l/ sound in the last word:

This isn't a good lime.

This isn't a good rhyme.

This isn't a good rhyme.

This isn't a good lime.

It is a high load.

It is a high road.

It is a high load.

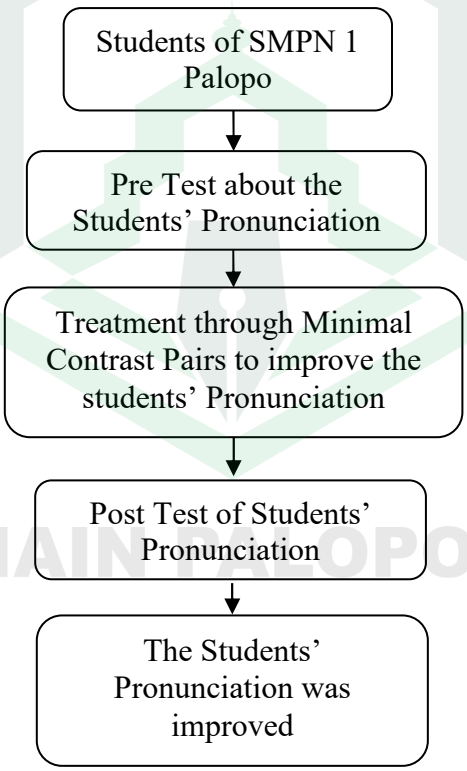
It is a high road.

IAIN PALOPO

Production activities involve carefully listening and then articulation of words, word pairs and sentences. The teacher should guide the students in reshaping the mouth and tongue for correct pronunciation, modeling and pointing out the correct points of articulation and features of the phonemes.

F. Conceptual Framework

The theoretical framework in this research is showed in the diagram as follows:



IAIN PALOPO

From diagram above, it can be viewed if Minimal Contrast Pair is one method of teaching pronunciation. By listening and practicing the recording of minimal contrast pair can improve the students' pronunciation. This technique can be applied easily because the students can learn by them selves. Based on the statement above the researcher focuses on improving the students' pronunciation through minimal contrast pairs.

G. Hypothesis

Based on problems above the researcher formulated the hypothesis as follows:

1. Ho = there is no significant improvement on students' pronunciation after teaching by using minimal contrast pairs at the eighth years students of SMPN 1 Palopo in 2013/2014 academic year after conducting the treatment.

2. Ha = there is significant improvement on students' pronunciation after teaching by using minimal contrast pairs at the eighth years students of SMPN 3 Palopo in 2013/2014 academic year after conducting the treatment.

IAIN PALOPO

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

There are several concerns about the difficulty to pronounce English phonemes of mother tongue. Masruddin states that pronunciation of Masamba students are mostly influenced by their primary or second language particularly in terms of subtituting to the close equivalent sound for the target sound.[1] Lobov in Masruddin, (2004) states that in a study of language in its social context shows that the reading of a word list tended to elicit the most careful pronounciation and free speech more casual pronunciation.[2]

In another research Amalia Yahya, (2004) states that students of pesantren Datuk Sulaiman in Palopo in producing certain English Fricatives can modify their production of sound so that their pronunciation come closer to English pronunciation. This phenomenon happens because before learning English as a foreign language, Pesantren Datok Sulaiman Students studied Arabic languages before.[3]

This research tries to find more evidence to see whether the result of those research match with the reality that was found by the researcher in the field. The

[1] Masruddin, *The Realization of Selected English Fricatives by Masamba Students, an Inter language Stud*y, (Makassar: UNHAS,2004), p.81

[2] *Ibid*, p. 81

[3] Amalia Yahya, *Varieties of Certain English Fricatives Produced Students with Arabic Language Background of Pesantren Datok Sulaiman Palopo, an Interlanguage Phonological Point of View* (Makassar: UNHAS, 2004), p.75.

researcher also wants to analyze especially the factors that cause the difficulty of English pronunciation.

B. Phonology, Phonemes, and Phonetic

1. Phonology

Phonology is concern with the sounds structure of language. It involves studying language to determine it's distinctive sound and to establish a set of rules that describe the set of changes that take place in sound when they occur in the different relationship with other sounds. Phonology is about things that are basically phonetic.

According to the fromkin that the phonology is the sounds pattern of language. It studies the way in which speech sounds from system and pattern of language.

Phonology the sounds ofsystem of language is ussually divided into two part; theelement s of the sound system called sounds or phones from the greek phone, meaning sounds and the organizational pattern of these elements.

Phonology is also concerned with the grammar of speech sounds: the pattern they enter in to and the changes they undergo when just posed eith other sound in the course of normal speech for example:the grammarof english phonology allows a

IAIN PALOPO

maximum of three Consonant to clusterat the beginning of word but only a very few consonants are premitted in this position and then only in certain order.[4]

Phonology is primarly concern with how we interpret and systemmatize sounds. Phonology deals with the system and pattern of the sounds which exist Within particular languages.The study of the phonology of english looks at the vowels,consonantand supra segmental feature of language.

Based on the definition above the researcher makes conclusion that phonology is the study of relationship with sounds system which occurred in the different sounds. When people said it we call phonetics so in basically phonology is phonetic.

2. Phonemes

Phonemes are part of the language itself. Phonemes refer to the smallest segments of sound that can be distinguished by their contrast within words that grouped together. Some expert give their definition about phonemes, further Ladefoged says phonemes are the abstract units that from the basic for writing down the language systematically and ambiguously. According to traditional phonological theorist. The original motivation for the concept from the concern to establish pattern phonemes emphasis a technique for reducing language to writing.

IAIN PALOPO

[4] Sudarman, *Improving Students' English Pronunciation through Minimal Pairs at the Elevenht Year Students of PMDS Putri Palopo* (Thesis of English Department STAIN Palopo,2008), p.5.

Last argues we can determine the sound system by using a symbol. But symbol choice depend on the use to which a descriptions.[5] Gimsons says that it is possible to establish the phonemes of a language by means of a process of communication or the discovery of minimal pairs. The minimal pairs of words which are different in respect of only one sound segment call phonemes.[6]

Roach says that there is an abstract alphabet as the basis of our speech.There are many slightly different ways in which we make the sounds that represent these phonemes, just as there are many ways in which we make a mark on a piece of a paper to present a particular(abstract) letter of the alphabet.

Based on the definition above that universally, every language has its own set of phonemes although each different in its quantity and special marking. The writer emphasizes that phonemes is sub discipline linguistic which related to the sounds exits all language. We can differentiate them in words group, so that it related with writing down systematically and ambiguously.

3. Phonetic

There has been same research dealing with the definition of phonetics. Ladofoged notes that phonetic is concerned with describing the speech sounds that occur the language of the word.[7]

IAIN PALOPO

---

[5] Robert Lass, *Phonologyand Introduction to Basic Concepts*, (Cambridge: Cambridge University Press, 1984), p. 22

[6] A. C Gimson, *op. cit*, p.49

[7] Peter Ladefoged, *A Dictionary of Linguistic and Phonetic* .p.20

Crystal give definition phonetics is the science which studies the characteristic of human sound making, especially those sound used speech and provide methods for their description, classification and transcription.[8]

All people have anatomic structure in producing sound and each word has way to produce the sound. And Gimson says that phonetic and phonemic analysis should occur an important place in the study of any language, it is necessary that some statement of the sound system be made at the very outset.[9]

It assumes that the way to pronounce the sound can be substitute in writing form. It is important to formulate a method of description and classification of sound types which occur in speech and more articulation in English.

In human communication, the first approach describes speech sounds as product of vocal apparatus with produce them, the sound describes the nature of sounds waves resulting from speech and the third analyzes speech sounds as they strike the listeners eardrum and are interpreted by the brain.

The assumption being that individuals qualities of speech sounds result from the particular configuration of the vocal apparatus as the sounds are being produced. One important point must be made here, when we talk of the sounds of speech, we mean just that the sound of speech, and not the way they happen to be represented on a printed page.

IAIN PALOPO

[8] David Cristal, A Dictionary of linguistic and phonetics, (New York:Basil Black Well, 1985), p.229

[9] A. C. Gimson, An introduction to the pronunciation of English, (London: Edward Arnold,1980), p. 36.

C. Theory of Accent

1. Definition of Accent

Accent is a combination of three main components: intonation (speech music), liaisons (word connections), and pronunciation (the spoken sound of vowels, consonants, and combinations). [10] As it goes along, it will be noticed that the grammar that have been studied before and accent are completely different. Part of differences is that grammar and vocabulary are systematic and structured, the letter of the language. Accent, on the other hand, is free form, intuitive, and creative, more the spirit of the language. So, thinking of music, feeling, and flow, let your mouth relax in to the American accent.

2. Learning New Accent

The question is, can a person actually learn a new accent. Many people feel that after a certain age, it is just not possible. For American accent, it is just a matter of learning and practicing techniques. How well we are depends mainly on how open and willing us to sounding different from the way we have sounded all our life.

A very important thing to remember is we can use our accent to say *what* you mean and *how* you mean it. Word stress conveys meaning through tone or feeling, which can be much more important than the actual words that we use.

Native speaker may often tell people how are learning English to slow down and to speak clearly. This is meant with the best intentions, but it is exactly the

[10] Ann Cook, *American Accent Training.pdf.* New York*:* Baron's Education Series. Inc. Retrieved on www.americanaccent.com.

opposite of what a student really needs to do. If we speak fairly quickly and with strong intonation, you will be understood more easily.

Many people equate accent with pronunciation, but America as a big country has various pronunciation from southern to northern that are unique and basically have the same intonation and word connection. Although America has many regional pronunciation differences, the accent is standard of American English as spoken and understood by majority of educated native speaker in United States. This is the way a professor lectures to a class, the way a national newscaster broadcast, the way that is most comfortable and familiar to the majority of native speaker.

3. Aspects of Accent

a. Intonation

Intonation refers to the way the voice goes up and down in paten when we are speaking. As well helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he saying.

According to Jhons, intonation is the rise and falls in tone that makes the tune of an utterance, is an important aspect of the pronunciation of English, often making a difference meaning or implication stress or example, is most commonly indicated not by slight rise in intonation.[11]

The different kinds of intonation are most simply shown by the symbol (:)over relevant syllable or word in order to show falling and rising, intonation, and symbol

[11] *Ibid*

IAIN PALOPO

to show fall – rise and down in pitch when we are speaking. It is fundamental part of the way we express our own thoughts and it enable us to understand others.[12]

Pronunciation is one of the language skill measure the separate component of English, pronunciation test present, a variety of ways to evaluate student's pronunciation and identification of the sound. Stress on intonation of English, there are two ways in pronunciation testing.[13]

b. Word Connection

In American English, words are not pronounced one by one. Usually, the end of one word attaches to the beginning of the next word. This is also true for initials, numbers, and spelling. Part of the glue that connects sentences is an underlying hum or drone that only breaks when you come to a period, and sometimes not even then. You have this underlying hum in your own language it helps a great deal toward making you sound like a native speaker.

Once it has a strong intonation, it needs to connect all those stairsteps together so that each sentence sounds like one long word. This chapter is going to introduce you to the idea of liaisons, the connection between words, which allow us to speak in sound groups rather than in individual words. Just as we went over to put an intonation, here it's going to learn how connect words. once we understand and learn to use this technique, we can make the important leap.

IAIN PALOPO

[12] *Ibid*. p. 86

[13] *Ibid*. p. 59

Words are connected in four main situations, they are:

1). consonant/vowel. Words are connected when a word ends in a consonant sound and the next words starts with a vowel sound, including the semivowels W, Y, and R

Example: My name is… [my nay·miz]

Because I've [b'k'zäiv]

Pick up on the American intonation [pi·kə pän the(y) əmer'kə ninətənashən]

2). consonant/consonant. Words are connected when a word end in a consonant sound and the next words starts with a consonant that is in a similar position.

Example: I just didn't get the chance [I·jusdidn't·ge(t)the·chance.]

I've been late twice [I'vbinla(t)twice]

3). vowel/vowel. When a word ending in a vowel sound is next to one beginning with a vowel sound, they are connected with a glide between the two vowels. A glide is either a slight [y] sound or a slight [w] sound.

Example: Go away [Go(w)away]

I also need the other one [I(y)also need thee(y)other one]

4). T, D,S, or Z + Y. when the letter or sound T, D, S or Z is followed by a word that starts with Y, or its sound, both sounds are connected. These letters and sounds connect not only with Y, but they do so as well with the initial unwritten [y].

Example: What's your name? [wəcher name]

Can't you do it? [kǽnt chew do(w)it]

IAIN PALOPO

c. Pronunciation

1). Definition of Pronunciation

Now days teaching pronunciation is often surprised at how focusing on the "stress - timed" quality of English helps students improve their pronunciation skills. Students often focus on pronouncing each word correctly and therefore tend to pronounce in an unnatural manner. By focusing on the stress - timed factor in English - the fact that only content words such as proper nouns, principle verbs, adjectives and adverbs receive the "stress" - students soon begin sounding much more "authentic" as the cadence of the language begins to ring true. [14]

Pronunciation is the ability to say word properly with the correct sounds in the correct places. this is a skill that can take a very long to develop, but with consistent work and practice, it can be done. there are two keys to proper pronunciation 1) tons of native speakers input and 2) tons of speaking by the learner with the native speaker. However, practice and learn that target specific trouble areas can make a huge difference in a student's ability to deal with issues in pronunciation.[15]

According to Engkoswara, teaching is an activity to organize or arrange the environment tall as well and conduct someone so that the process of learning is happen.[16]

IAIN PALOPO

[14]http://esl.about.com/od/pronunciationlessonplans/a/practise-stress-intonation.htm

[15] Ratna *The Effectiveness of Using Video Cast in Teaching Speaking to the Student's Second Grade at SMP Negeri 29 Samarinda*(Smarinda: Stain,2012)p.14

[16] Engkoswara, *Dasar-Dasar Metodologi Pengajaran,* Jakarta: Bina Aksara, 1985,p.45

According to Setiady, teaching is influenced by ideas on the nature of language ad learning conditions that make learners acquire the language.[17]

In the communicative model of language teaching, instructors help their student develop their body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.[18]

2). Aspects of Pronunciation

Joane Kenworthy says that talking about pronunciation means talking about sounds, stress, and intonation

a). Stress

Stress is supra segment feature of utterances. It's applies not individual vowel and consonant but two whole syllables whatever they might be. A stressed syllable is pronounced with a greater amount of energy then on unstressed syllable.[19]

By focusing on the stress- time factor in English the fact that only content words such as proper nouns, principle verbs, adjective and adverbs receive the

IAIN PALOPO

[17] Bambang Setiady, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006,p.20

[18] Betty Morgan, *look her, Audio Visual in Language Teaching,* (London : Mc Milan Press, 1982), p.13

[19] Lode foget, A source in phonetic, (*university of Califon,* 1983), p. 222

'stress' students soon begin sounding more 'authentic' as the cadence of the language begins to ring true.[20]

i). The description of stress and non stress word types Basically, stress word are considered content word such as:

Noun : kitchen, peter

Principle verbs : visit, construct

Adjective : beautiful, interesting

Adverbs : often, carefully

Non stress word are considered function words such as :

Determiner : the, a, a few

Auxiliary verbs : don't, am, can, were

Prepositions : before, next to, opposite

Conjunctions : but, while, as

Pronouns : they, she, us[21]

ii). Sounds

In sounds there are two type vowel and consonants, they are different functions in syllable. In English language there is the difference between sounds and spelling. The influence of spelling is strong. However many speaker find it is difficult

[20] http://esl.about.com

[21] http://www. american accent.com Accessed on July of 8th 2013 12 : 00 A.m

IAIN PALOPO

to think the terms of sounds. Therefore, it is very important to get in to the habit of listening and thinking of the sounds in words.[22]

As we know that some letters have more than one sound, some sounds represent more than one sound and some sounds represent more than one letters. Explain in phonetic alphabet is used. In this alphabet one phonetic symbol represent on sound, the organ of speech or articulation that help us from these sound. Articulation includes; lip, teeth, tongue, roof, mouth, nose, jaw, and vocal cards.

iii) The sounds of English

In the sounds of English there are three most important vowels. They are: (æ), (ä) and [ ].This last symbol, called the schwa, is represented with an upside down e, and is the most common sound in the English language. These are the vowels found in ***cat, caught*** and ***cut***.

The three most distinctive consonants are : *r* , the American middle *t* , and the *th* sound. The *r* is a consonant, but it acts more like a vowel, because the tip of the tongue doesn't touch anywhere in the mouth. The middle *t* is what makes a word like meeting sound like meeding. As the most commonly used word in English the word the, the *th* is very important. Here are some very high-frequency *th* words: the, these, those, they, them, there, they're, their, this, that and then. If these and those are pronounced with a *d* instead of a *th*, it sounds like **dese** and dose, which is considered lower class in America.

IAIN PALOPO

[22] Heine, Pronunciation American English Sounds , Stress, and Intonation, (the city of university of new York), p.1

a. The American r

The American *r* is like a vowel because it does not touch anywhere in the mouth. In Korean, Japanese, Spanish, Italian, Greek and many other languages, the *r* is a consonant because it touches behind the teeth. The American *r* is produced deep in the throat. Like the French *r* and the German *r*, the American *r* is in the throat, but unlike those two consonant sounds, it doesn't touch. Let's contrast two similar sounds: [ä] and [r]. Example: hold your hand out in front of you, with your palm up, like you are holding a tray on it. Slightly drop your hand down, and say ah, like you want the doctor to see your throat. Now, curl your fingers up slightly, and say [r]. Your tongue should feel in about the same position as your hand.

Æ Let's start with the [æ] sound. Although it's not a common sound, [æ] is very distinctive to the ear, and is typically American. In the practice paragraph vowel chart, this sound occurs 5 times. As its phonetic symbol indicates, [æ] is a combination of [ä] + [e]. To pronounce it, drop your jaw down as if you were going to say [ä]; then from that position, try to say eh. The f inal sound is not two separate vowels, but rather the end result of the combination. It is very close to the sound that a goat makes: ma-a-a-a!.

If you find your self getting too nasal with [æ], pinch your nose as you say it. Go to the practice paragraph and find the 5 **æ** sounds, including [æu] as in **down** or **out**.

Ä The [ä] sound is a more common sound than [æ]; you will find 10 such sounds in the practice paragraph. To pronounce [ä], relax your tongue and drop your

jaw as far down as it will go. As a matter of fact, put your hand under your chin and say [mä], [pä], [tä], [sä]. Your hand should be pushed down by your jaw as it opens. Remember, it's the sound that you make when the doctor wants to see your throat.

Uh Last is the schwa, the most common sound in American English. When you work on the practice paragraph, depending on how fast you speak, how smoothly you make liaisons, how strong your into nation is, how much you relax your sounds, you will find from 50 to 75 schwas. Spelling doesn't help identify it, because it can appear as any one of the vowels, or a combination of them. It is a neutral vowel sound, uh. It is usually in an unstressed syllable, though it can be stressed as well.

Whenever you find a vowel that can be crossed out and its absence wouldn't change the pronunciation of the word, you have probably found a schwa: photography [f'tägr'fee] (the two apostrophes show the location of the neutral vowel sounds). Because it is so common, however, the wrong pronunciation of this one little sound can leave your speech strongly accented, even if you Americanize everything else. Remember, some dictionaries use two different written characters, the upside down e & [^] for the neutral uh sound, but for simplicity, we are only going to use the first one.

A schwa is neutral, but it is not silent. By comparison, the silent E at the end of a word is a signal for pronunciation, but it is not pronounced itself: code is [kod]. The E tells you to say an [o]. If you leave the E off, you have cod, [käd]. The schwa, on the other hand, is neutral, but it is an actual sound, uh. For example, you could also write photography as phuh-tah-gruh-fee.

IAIN PALOPO

The schwa is a neutral sound, (no distinctive characteristics), but it is the most common sound in the English language. To make the uh sound, put your hand on your diaphragm and push until a grunt escapes. Don't move your jaw, tongue or lips just allow the sound to flow past your vocal cords. It should sound like uh, not ah.

Once you master the two sounds [æ] and uh, you will have an easier time pronouncing 'can' and 'can't'. In a sentence, the simple positive 'can' sound like [k'n]. The simple negative 'can't' sounds like [kæn(t)].

Positive	Negative	Extra positve	Extra negative
I can do it	I can't do it	I can do it	I can't do it
[I c'n do it]	[I cæn't do it]	[I cææn doit]	[I cæn't do it]

b. The American t

The American *t* is influenced very strongly by intonation and its position in a word or phrase. It can be a little tricky if you try to base your pronunciation on spelling alone.

IAIN PALOPO

There are, however, 4 basic rules: [*t* is *t*], [*t* is *d*], [*t* is Silent], [*t* is Held].

1). Top of the Staircase [*t* is *t*] If the *t* is at the beginning of a word (or the top of the staircase), it is a strong, clear *t* sound.

In the beginning of a word: **table, take, tomorrow, teach, ten, turn Thomas tried two times**. With a stressed *t* and *st, ts, tr, ct, lt* and sometimes *nt* combinations: They control the contents.

In the past tense, *d* sounds like *t*, after an unvoiced consonant sound — *f, k, p, s, ch, sh, th (*but not *t*).

It took Tim ten times to try the telephone.

2). Middle of the Staircase [*t* is *d*]

If the *t* is in the middle of the word, intonation changes the sound to a soft *d*. Letter sounds like [ledder].

Example:

a). Water, daughter, bought a, caught a, lot of, got a, later, meeting, better

Practice these sentences:

what a good idea. [w'd' güdäi deey']

Put it in a bottle. [pü di di n' bäd'l]

Get a better water heater. [gedda bedder wäder heeder]

Put all the data in the computer. [püdall the dayd' in the k'mpyuder]

Patty ought to write a better letter. [pædy äd' ride a bedder ledder]

b). **T is Silent**

T and n are so close in the mouth that the *t* can disappear.**interview [innerview], international [innernational] advantage [ædvæn'j] percentage [percen'j]**

If the *t* is at the end of a word, you almost don't hear it at all.

Example: **put, what, lot, set, hot, sit, shot, brought.**

That's quite right, isn't it?

IAIN PALOPO

3). Bottom of the Staircase [t is Held]

With -tain, -tten and some *tn* combinations, the *t* is held. The "held *t*" is, strictly speaking, not really a *t* at all. Remember, *t* and *n* are very close in the mouth. If you have *n* immediately after *t*, you don't pop the *t*—the tongue is in the *t* position, but your release the air for the *n* not the *t*. Make sure you don't put a schwa before the *n*. An important point to remember is that you need a sharp upward sliding intonation up to the "held *t*," then a quick drop for the *n*.

Example:

He's forgotten the carton of satin mittens.

She's certain that he has written it.

Martin has gotten a kitten

c. Palato-Alveolar Fricatives (ʃ and ʒ)

The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with the alveolar ridge, the front of the tongue being raised at the same time in the direction of the ahrd palate and the side rims of the tongue being in contact with that of sh and z, the friction occurring between a more extensive area of the tongue and the roof of the mouth. The articulation is also laxer than that of sh and z. in the case of /ʃ/, the friction is voiceless, whereas for /ʒ/ there may be some vocal cord vibration according to its situation. Some speakers use slight lip-rounding for /ʃ,ʒ/ in all positions, for others, lip-rounding is an effect of the

IAIN PALOPO

adjacent vowel. /ʃ/ of shoe tends to be lip-rounded whereas /ʃ/ of she has neutral or spread lips.

d. Alveolar fricatives

The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with upper alveolar ridge, and the tide rims of the tongue a close contact with the upper side teeth. The air stream escapes by means of a grow groove in the centre of the tongue and causes friction between the tongue and the alveolar ridge. There is very little beginning between the teeth. With some speakers, the tongue tip in contact with the lower teeth, so that friction is produced between the blade of the tongue and the alveolar ridge. For s, friction is voiceless, whereas for z there may be some vocal vibration, according to its situation. The lip position will be end on the adjacent vowel, e.g. spread for "see, seal, piece, etc, and some what rounded for soon, zoo, loose, lose.

D. Minimal Contrast Pair

IAIN PALOPO

A minimal pair consists of two words pronounced alike except for a single phonemic difference. A phoneme is the smallest unit of significantly distinctive sound. The phonemic difference is responsible for radical changes in the meaning of the word, as in *hat-hit* or *thing-sing.* Consequently, errors in auditory discrimination and/or articulation of these sounds may result in misunderstanding and

misinterpretations of the meaning of the word, phrase or sentence. An abbreviated list of minimal pairs is provided here for the English language teacher. [23]

Examples of Vowel Contrast in Pairs & Sentences

leave-live	deal-dill	fell-fill
cheek-chick	seek-sick	bean-bin
deep-dip	sleep-slip	eat-it
greet-grit	wheat-whit	heat-hit

1. Please SIT in this SEAT.
2. These shoes should FIT your FEET.
3. He lost the LEAD/LID.
4. She wore the NEAT/KNIT suit.
5. Don't SLEEP/SLIP on the deck.

bead-bed	speed-sped	seed-said
mean-men	peat-pet	sweet-sweat
steam-stem	beast-best	beacon-beckon
teen-ten	cheek-check	feed-fed

IAIN PALOPO

[23] Jill Kerper Mora, *Using Minimal Contrast Pair for Teaching Pronunciation.* San Diego State University. Diposkan oleh Ida Nurholilah, 2012.

1. The STEP is STEEP.
2. We MET while buying MEAT.
3. Some MEN are MEAN.
4. I FEEL/FELL sick.
5. We FEED/FED the cat.

beer-bear	wit-wet	sill-sell
bitter-better	tint-tent	wrist-rest
rid-red	him-hem	fear-fair
hat-hit	pin-pen	steer-stair

1. He HID his HEAD.
2. The girl SLID on the SLED.
3. This one is BITTER/BETTER.
4. They LIFT/LEFT ten-pound weights at the gym.

A list of common minimal pairs:

pear-bear	choke-joke	dare-their
boy-buy	cheap-jeep	dough-though
pig-big	chin-gin	shot-shout
path-bath	choice-Joyce	dime-time
rib-crib	coat-goat	die-tie
cap-cab	cold-gold	waiting-wading
park-bark	coast-ghost	best-bed

IAIN PALOPO

pill-bill	come-gum	yes-chess
Paul-ball	could-good	you-chew
tank-thank	came-game	teethe-teeth
tin-thin	kick-king	year-cheer
true-through	sick-sing	taught-thought
sank-thank	they-day	worthy-wordy
safe-save	sin-thin	sell-shell
tug-tough	free-three	hand-hanged
wins-wings	stun-stung	tour-poor
proof-prove	fan-than	use-chews
married-marriage	chained-change	stayed-stage
wedding-wedging	rained-range	climb-crime
clutch-crutch	glass-grass	stole-store
fought-thought	clown-crown	watching-washing
badge-bash	bagging-banging	tugs-tongues
raced-raised	priced-prized	wench-quench
heed-healed	tide-tired	bugged-buzzed
sting-string	skit-skip	hiss-hips
won-run	mow-more	wig-rig
west-vest	wait-gate	rifle-rival
grief-grieve	half-have	fasten-fashion
place-plays	grace-graze	piggy-picky
grease-crease	braid-bride	neat-knit
sow-sue	pegging-pecking	bigger-bicker

IAIN PALOPO

Multiple Contrasts

bead	bade	booed	bode	bide	bowed
teal	tail	tool	toll	tile	towel
feel	fail	fool	foal	file	foul
bead	bid	bayed	bed	bad	
deal	dale	duel	dole	dial	
meat	mitt	mate	met	mat	
heel	hill	hail	hell	Hal	
speak	spake	spook	spoke	spike	
peat	pit	pet	pate	pat	
cooed	could	cud	code		
heat	hit	hate	hat		
doom	dumb	dome			
greed	grid	grade			

E. The Steps of Using Minimal Contrast Pair to Improve the Students' American Accent.

IAIN PALOPO

Here below are some exercises that can be applied in the pronunciation activity by using minimal contrast pair.

1. Students number their papers from one to six. Teacher pronounces a group of three words. Two of the words in each group will be the same. Students will identify by number the words that are the same. Ex: lash-lash-rash: 1 and 2 are the same.

2. Students number their papers from one to eight. Teacher pronounces words with a consonant contrast. Students write the consonant they heard in each word. Ex: Write down whether the word ends in /l/ or /r/:

toll

tore

toll

toll

tile

tile

tire

3. Students number paper from one to six. Teacher pronounces a group of three words, only one of which contains the target phonemic distinction. Students will write down the number of the word in which the phoneme appears. Ex.: Identify the word with /l/:

go-glow-grow

flight-fright-fight

pray-pay-play

blight-bit-bright

4. The same exercise as in #3 can be done with minimal contrast sentences. Ex: Identify the sentence with the /l/ sound in the last word:

This isn't a good lime.

This isn't a good rhyme.

IAIN PALOPO

This isn't a good rhyme.

This isn't a good lime.

It is a high load.

It is a high road.

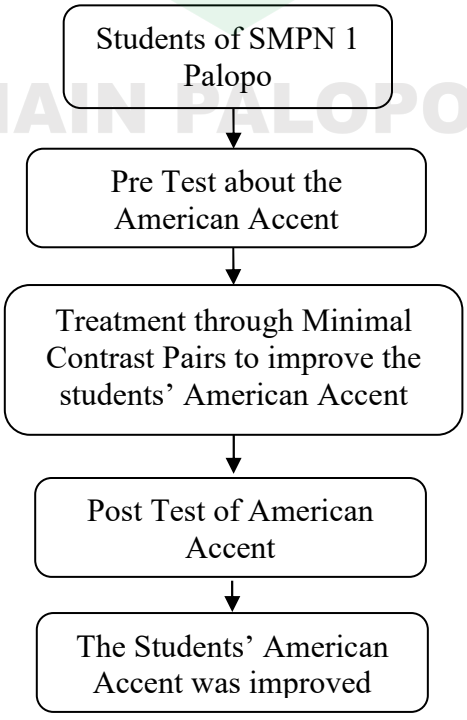
It is a high load.

It is a high road.

Production activities involve carefully listening and then articulation of words, word pairs and sentences. The teacher should guide the students in reshaping the mouth and tongue for correct pronunciation, modeling and pointing out the correct points of articulation and features of the phonemes.

F. Conceptual Framework

The theoretical framework in this research is showed in the diagram as follows:



IAIN PALOPO

From diagram above, it can be viewed if Minimal Contrast Pair is one method of teaching pronunciation especially American accent. By listening and practicing the recording of minimal contrast pair can improve the students' American accent. This technique can be applied easily because the students can learn by them selves.

Based on the statement above the researcher focuses on improving the students' American accent through minimal contrast pairs.

G. Hypothesis

Based on problems above the researcher formulated the hypothesis as follows:

1. Ho = there is no significant improvement on students' American accent after teaching by using minimal contrast pairs at the eighth years students of SMPN 1 Palopo in 2013/2014 academic year after conducting the treatment.

2. Ha = there is significant improvement on students' American accent after teaching by using minimal contrast pairs at the eighth years students of SMPN 3 Palopo in 2013/2014 academic year after conducting the treatment.

IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research applied a pre experimental method by using the minimal contrast pairs in improving students' pronunciation.

B. Research Design

This research gave the students pre test, treatment and post test design. The design of research can be described as follows:

E = T1 X T2

Notation:

E = Experimental

T1= Pre-test

X = Treatment

T2 = Post-Test.[1]

IAIN PALOPO

[1] Suharsimi Arikunto,*Prosedur penelitian*,(jakarta:Rineka Cipta,2001),P.84.

C. Variable

This research involved two variable, namely independent variable and dependent variable. It can describe as follows: independent variable ”The improvement of students’ pronunciation, dependent variable (minimal contrast pairs).

D. Population and Sample

1. Population

The population of this research was the students of SMPN 1 Palopo. And researcher chose the eighth year students academic year 2013/2014. The number of population was 150 students in five clases, where each class consist of 24 until 30 students.

2. Sample

In this research, the researcher used purposive sampling technique considering the time and financial ability, the number of sample was 20 students in one class as the theoretical ideal class based on Davis Ivork’s Option. The researcher chose sample by using purposive sampling technique based on students’ ability which has basic skill of English. [2]

IAIN PALOPO

E. Instrument of Research

1. Pronunciation test. The instrument of this research was some pronunciation tests that consists of *word test*, *sentences test* and *passage test*.

[2] Davis Ivork *Pengelolaan Belajar*,(Jakarta;Grafindo,1995),P.54

2. Tape recorder. The tape recorder was used to record the students' pronounciations. It was used when the students are reading the test.

F. Procedures of Collecting Data

In the collecting data the researcher recorded the accent of the students when they were doing the accent practice test by using tape recorder. Procedure in collecting the data conducted as following steps below:

1. Giving pre-test

The researcher gave pre test to the students in the first meeting. The pre test was used to obtain the data from the students about their accent at the beginning.

2. Giving Treatment

The treatment consisted of some steps to introduce the minimal contrast pairs concept to the students. Those steps were:

a. First meeting

1). The researcher greet the students and asked how the students are.

2). Giving brainstorming and motivation before continuing the lesson.

3). Explaining the aim, steps and the activities that would be conducted.

4. The researcher gave the students the example of words and sentences in minimal contrast pair arrangement.

5. Give the students opportunity to read the words and sentences.

6. The researcher gave the students time one by one to listen the example of the right accent.

IAIN PALOPO

b. Second Meeting

1). The researcher gave the students another example of minimal contras pair.

2). The researcher gave the students short material about pronunciation

3). The researcher gave the students some recording of pronunciation

4) The researcher asked the students to follow the right pronunciation based on the example.

c. Third meeting

1). The researcher explained another material about pronunciation to the students.

2). The researcher introduced more other recording of some pronunciation to the students.

3). The researcher gave opportunity to the students to explain their difficulty in the pronunciation material.

4). The researcher tried to answer and give explanation related to the students difficulty.

d. Fourth meeting

1) The researcher gave another material about minimal contras pair.

2). The researcher introduced to the students the example of som epronunciation in sentence form, and the researcher will let the students to listen the recording of the accent.

3). The researcher gave some evaluation test to the students about the pronunciation or minimal contras pair that have been studying.

IAIN PALOPO

4) The researcher showed the result of the evaluation and give the repairmen and teach the right accent.

e. Fifth meeting

1). The researcher teached intensively about the pronunciation, by giving the more complicated example to be followed.

2) The researcher also gave some evaluation test about pronunciation to the students, and after the result is examined the researcher will repair the weakness or mistakes from the students.

3) The researcher let the students to repair their pronunciation themselves after listening the right accent.

4). And then the researcher asked the students to practice the correct accent after listening the example of accent recording.

f. Sixth meeting

1). The researcher gave some practice to the students by combining the minimal contrast pairs and some pronunciation.

2) The researcher examined the students' improvement through their practice.

3). The researcher asked the students to practice the correct accent after listening the example of accent recording.

4) The researcher announced to the students that there would be pronunciation test to be examined.

IAIN PALOPO

3. Giving post test

Post test wase given to the students after treatment to measure their improvement in learning accent.

G. Technique of Data Analysis

The data that was collected was analyzed by using inferential statistics

a. Scoring the students' answer

$$\text{Score} = \frac{\text{Total Corrected Answer}}{\text{Total Number of Item}} \times 10$$

b. Rate the Percentage of the students' score:

$$F = \frac{n}{N} \times 100$$

Where: n: frequency
N: the number of sample
F: percentage

d. Rate the mean score of the students:

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

Where : $\overline{X}$: mean score
$\sum X$: total raw score
N : number of sample

IAIN PALOPO

e. Standard Deviation

Calculating the standard deviation of written test in pre-test and post-test by using the following formula :

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_2)^2}{n(n-1)}}$$

Where : SD = Standard Deviation
$(\sum X_1)$ = The sum of X_1 score
$(\sum X_2)$ = The sum of X_2 score
n = Total sample

f. Test Significance

Calculating the t-test to know the difference between the result of pre-test and post-test by using the following formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where: t = test of significance
Md = mean deviation between pre-test and post-test
∑D = the mean of difference score

IAIN PALOPO

$\sum X^2 d$ = difference deviation and mean deviation
n = total number of sample
1 = constant number[3]

[3]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Baru Dalam Teori Dan Praktek,* (Jakarta: PT.Rineka Cipta, 1992), p.327

Criteria of hypothesis acceptability

If $t_0 \geq t_t$, H_0 is rejected, while if $t_0 \leq t_t$, H_0 is accepted.

IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion about the result of the research. The findings describe the real data in the research process through applying the minimal contrast pair in teaching pronunciation, while the explanation of the findings will be presented in discussion.

A. Findings

1. Test Analysis

a. Pre Test

In the previous description, it has been explained that the data were analyzed quantitatively. Those descriptions explained the result of the research (pre-test and post-test). The data was analyzed and performed in the following table :

IAIN PALOPO

Table 1
The Students' Score of Pronunciation Test in Pre Test

Resp. No	Word Test (40)	Sentence Test (30)	Passage Test (30)	Total
1	19	11	9	39
2	26	19	9	54
3	20	19	4	43

4	16	19	4	39
5	18	19	9	46
6	12	19	9	40
7	12	15	9	36
8	14	19	4	37
9	10	15	9	34
10	16	11	13	40
11	18	26	4	48
12	22	23	9	54
13	14	23	9	46
14	14	19	4	37
15	14	19	9	42
16	18	19	9	46
17	8	19	9	36
18	10	23	4	37
19	20	23	9	52
20	18	15	17	50
Total	319	375	162	856
Mean	15.95	18.75	8.1	42.8

The table 1 above showed the result of students' pronunciation test in pre test. The test consisted of words test, sentence test and passage test. From the result in the table above can be viewed that the students' score in pre test was very low. The lowest score was 34 and the highest score was only 54. And the mean score of the test was 42.8. The result above showed that the students' pronunciation skill in pre test is still poor.

IAIN PALOPO

Table 2
Target sound of /r/ in word test

Resp No.	**R**ed /red/	**R**ead /ri:d/	**R**oad /rəʊd/	**R**ide /raɪd/	**R**ope /rəʊp/
1	/red/	/ri:d/	/rɒd/	/raɪd/	/rɒp/
2	/red/	/ri:d/	/rəʊd/	/raɪd/	/rəʊp/
3	/red/	/ri:d/	/rʊd/	/raɪd/	/rəʊp/
4	/reid/	/rid/	/rʊd/	/rid/	/rɒp/
5	/red/	/rid/	/rɒd/	/rid/	/rɒp/
6	/red/	/rid/	/rɒd/	/raɪd/	/rəʊp/
7	/red/	/red/	/road/	/rid/	/rɒp/
8	/rid/	/red/	/road/	/rid/	/rɒp/
9	/red/	/red/	/rɒd/	/rid/	/rʊp/
10	/red/	/rid/	/rɒd/	/raɪd/	/rɒp/
11	/red/	/rid/	/road/	/reid/	/rɒp/
12	/red/	/red/	/road/	/reid/	/rʊp/
13	/reid/	/red/	/rɒd/	/rid/	/rʊp/
14	/red/	/ri:d/	/rəʊd/	/raɪd/	/rəʊp/
15	/red/	/rid/	/rɒd/	/rid/	/rɒp/
16	/red/	/ri:d/	/rəʊd/	/rid/	/rɒp/
17	/reid/	/rid/	/rɒd/	/raɪd/	/rɒp/
18	/red/	/ri:d/	/rɒd/	/rid/	/rɒp/
19	/red/	/rid/	/rɒd/	/rid/	/rɒp/
20	/reid/	/ri:d/	/rəʊd/	/raɪd/	/rəʊp/

IAIN PALOPO

The table 2 showed the result of target sound that the students pronounced in word test of /r/ in pre test. It can be seen if the students could not pronounce them well. Even though they could pronounce the sound /r/ correctly but many of the

words were substituted into other pronunciation. The result of table above also showed that the students could not recognize and pronounce the vowel and diphthong very well.

Table 3
Target sound of /t/ in word test

Resp No.	**T**in /tɪn/	**T**ent /tent/	**T**ank /tæŋk/	**T**ongue /tʌŋ/	**T**ide /taɪd/
1	/tɪn/	/tent/	/teŋk/	/tʌŋ/	/teɪd/
2	/tɪn/	/tent/	/taŋ/	/toŋ/	/teɪd/
3	/teɪn/	/tent/	/teŋk/	/toŋ/	/tɪd/
4	/tɪn/	/tent/	/tæŋk/	/toŋ/	/taɪd/
5	/tɪn/	/tent/	/tæŋk/	/toŋu/	/tɪd/
6	/taɪn/	/teɪnt/	/teŋk/	/tʌŋ/	/tɪd/
7	/tɪn/	/ten/	/teŋk/	/toŋ/	/tɪd/
8	/tɪn/	/tent/	/teŋk/	/tʌŋ/	/taɪd/
9	/tɪn/	/teɪnt/	/taŋk/	/toŋ/	/tɪd/
10	/tɪn/	/tent/	/tæŋk/	/toŋ/	/taɪd/
11	/tɪn/	/ten/	/teŋk/	/toŋ/	/tɪd/
12	/tɪn/	/ten/	/teŋk/	/toŋ/	/teɪd/
13	/tɪn/	/ten/	/taŋk/	/tʌŋ/	/taɪd/
14	/tɪn/	/ten/	/taŋk/	/tʌŋ/	/tɪd/
15	/tɪn/	/ten/	/taŋk/	/tʌŋ/	/taɪd/
16	/tɪn/	/ten/	/taŋk/	/toŋ/	/teɪd/
17	/tɪn/	/ten/	/teŋk/	/toŋu/	/teɪd/
18	/taɪn/	/teɪnt/	/teŋk/	/tʌŋ/	/tɪd/
19	/tɪn/	/teɪnt/	/teŋk/	/toŋ/	/teɪd/
20	/tɪn/	/teɪnt/	/teŋk/	/toŋ/	/teɪd/

The table 2 showed the students' result of word test letter /t/ in pre test. It was same in the table 1 that the students still mispronounced many words, except the

word /tin/, that many students could pronounce it correctly. The researcher believe that the students still could pronounce the short word without many combination of consonant and diphthong, makes it looked simple and easy to read.

Table 4
Target sound of /s/ in word test

Resp No.	**S**ing /sɪŋ/	**S**it /sɪt/	**S**ea /si:/	**S**eat /si:t/	**S**eal /si:l/
1	/sɪŋ/	/sɪt/	/si:/	/sit/	/sil/
2	/sɪŋ/	/sɪt/	/se:/	/si:t/	/si:l/
3	/sɪŋ/	/sɪt/	/si:/	/sit/	/sil/
4	/sɪŋ/	/sɪt/	/se:/	/si:t/	/sel/
5	/sɪŋ/	/sʌɪt/	/si/	/sit/	/si:l/
6	/sɪŋ/	/sɪt/	/si/	/sit/	/sil/
7	/sɪŋ/	/sɪt/	/si:/	/si:t/	/sel/
8	/sɪŋ/	/sɪt/	/si/	/si:t/	/sil/
9	/sɪŋ/	/sɪt/	/si/	/sit/	/sel/
10	/sɪŋ/	/sɪt/	/si/	/sit/	/sel/
11	/sɪŋ/	/sɪt/	/si:/	/si:t/	/sel/
12	/sɪŋ/	/sɪt/	/si/	/si:t/	/si:l/
13	/sɪŋ/	/sɪt/	/se:/	/sit/	/si:l/
14	/sɪŋ/	/sɪt/	/si/	/set/	/sil/
15	/sɪŋ/	/sɪt/	/si:/	/set/	/sel/
16	/seɪŋ/	/sɪt/	/si:/	/si:t/	/si:l/
17	/sɪŋ/	/sɪt/	/si/	/sit/	/sel/
18	/sɪŋ/	/sɪt/	/si/	/set/	/sil/
19	/sɪŋ/	/sɪt/	/si:/	/si:t/	/sel/
20	/sɪŋ/	/sɪt/	/si/	/si:t/	/si:l/

IAIN PALOPO

The table 3 showed the result of pronunciation test of letter /s/. Most the students could pronounce words “sing” and “sit” correctly. But many of them could

not pronounce words “seat” and “ seal” in correct pronunciation. This result showed that the students could not recognize and pronounce diphthong ‘ea’ well. The researcher also believe if some familiar and short word gave them clue how to pronounce it, on the contrary they would be difficult when they found new words that they never read before

Table 5
Target sound of /ʃ/ in word test

Resp No.	**Sh**ell /ʃel/	**Sh**all /ʃəl/	**Sh**ot /ʃɒt/	**Sh**out /ʃaʊt/	**Sh**ore /ʃə:(r)/
1	/sel/	ʃəl/	/ʃɒt/	/sɒʊt/	/ʃɒr/
2	/ʃel/	/ʃʌl/	/sɒt/	/ʃaʊt/	/ʃɒr/
3	/ʃel/	/sʌl/	/ʃɒt/	/saʊt/	/sɒr/
4	/sel/	/ʃʌl/	/sɒt/	/ʃɒʊt/	/ʃɒr/
5	/ʃel/	ʃəl/	/sɒt/	/sɒʊt/	/sɒr/
6	/sel/	/ʃʌl/	/sɒt/	/sɒʊt/	/ʃɒr/
7	/sel/	/sʌl/	/sɒt/	/sɒʊt/	/sɒr/
8	/sel/	/ʃʌl/	/sɒt/	/sɒʊt/	/sɒr/
9	/sel/	/sʌl/	/sɒt/	/ʃɒʊt/	/ʃɒr/
10	/sel/	/sʌl/	/sʌt/	/saʊt/	/sɒr/
11	/sel/	ʃəl/	/ʃɒt/	/ʃaʊt/	/sɒr/
12	/sel/	/sʌl/	/sɒt/	/saʊt/	/sɒr/
13	/sel/	/sʌl/	/sɒt/	/saʊt/	/sɒr/
14	/sel/	/sʌl/	/sɒt/	/saʊt/	/sɒr/
15	/sel/	/sʌl/	/ʃʌt/	/saʊt/	/ʃɒr/
16	/seɪl/	/sʌl/	/ʃɒt/	/saʊt/	/ʃɒr/
17	/seɪl/	/sʌl/	/ʃʌt/	/ʃɒʊt/	/sɒr/
18	/sel/	/sʌl/	/ʃʌt/	/saʊt/	/sɒr/
19	/sel/	ʃəl/	/ʃɒt/	/ʃaʊt/	/ʃə:(r)/
20	/sel/	/sʌl/	/sɒt/	/saʊt/	/ʃɒr/

IAIN PALOPO

The table 5 was the result of word test of letter /ʃ/ in pre test. The result in the table above showed that some students could recognize and pronounce it correctly, even though most of them substituted it in to /s/. And when the researcher asked the meaning of the words they could not answer it. They stated that those words are not familiar and difficult to pronounce. They could only recognize the sound /ʃ/ in words with /sy/ in Indonesian, for example: syariah, syaitan, ect.

Table 6
Target sound in sentence test

Resp No.	**R**ed /red/	**R**ing /rɪŋ/	**T**ongue /tʌŋ/	Bi**tt**er /'bɪtə(r)/	**S**ing /sɪŋ/	**S**itting /sɪtɪŋ/	**Sh**all /ʃəl/	**Sh**out /ʃaʊt/
1	/red/	/rɪŋ/	/tɒŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/soʊt/
2	/red/	/rɪŋ/	/tɒŋ/	/bɪtər/	/sɪŋ/	/sɪtɪŋ/	ʃəl/	/soʊt/
3	/red/	/rɪŋ/	/tɒŋ/	/'bɪtə(r)/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/soʊt/
4	/reid/	/rɪŋ/	/tʌŋ/	/'bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/soʊt/
5	/red/	/rɪŋ/	/tʌŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/ʃaʊt/
6	/red/	/rɪŋ/	/tʌŋ/	/'bɪtə(r)/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/ʃoʊt/
7	/red/	/rɪŋ/	/tɒŋ/	/'bʌɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/saʊt/
8	/red/	/rɪŋ/	/tɒŋ/	/'bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/ʃoʊt/
9	/red/	/rɪŋ/	/tɒŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/ʃoʊt/
10	/reid/	/rɪŋ/	/tɒŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	ʃəl/	/saʊt/
11	/red/	/rɪŋ/	/tɒŋ/	/bɪtə(r)/	/sɪŋ/	/sɪttɪŋ/	ʃəl/	/ʃaʊt/
12	/red/	/rɪŋ/	/tʌŋ/	/bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/ʃʌl/	/ʃoʊt/
13	/red/	/rɪŋ/	/tʌŋ/	/bɪtə(r)/	/sɪŋ/	/sɪttɪŋ/	/sʌl/	/saʊt/
14	/rid/	/rɪŋ/	/tʌŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	/ʃʌl/	/ʃaʊt/
15	/red/	/rɪŋ/	/tɒŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	ʃəl/	/ʃoʊt/
16	/red/	/rɪŋ/	/tʌŋ/	/bɪtər/	/sɪŋ/	/sɪttɪŋ/	/ʃʌl/	/soʊt/
17	/red/	/rɪŋ/	/tɒŋ/	/bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/soʊt/

IAIN PALOPO

18	/red/	/rɪŋ/	/tɒŋ/	/'bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/ʃʌl/	/ʃaʊt/
19	/red/	/rɪŋ/	/tʌŋ/	/bɪtə(r)/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/saʊt/
20	/rid/	/rɪŋ/	/tʌŋ/	/bɪtər/	/sɪŋ/	/sɪtɪŋ/	/sʌl/	/saʊt/

The table 6 showed the result of sentence test in pre test. From the table above it can be seen if the words 'red', 'ring', 'sing' and 'sitting' were the most well pronounced word by the students. As the researcher explained previous, the students could pronounce easily the short word without many consonant and diphthong. But in other words of passage such as, 'tongue', 'shall' and 'shout' they still mispronounced it.

Table 7
Target sound in passage test

Resp No.	**S**ome /sʌm/	**T**ake**s** /teɪks/	**S**pecial /'speʃl/	Re**c**ite /ri'saɪt/	Re**c**eive /rɪ'si:v/	**Sh**are /ʃeə(r)/	**S**is**t**er /sistə(r)/
1	/sʌm/	/teɪks/	/spəsial/	/resɪt/	/resiv/	/ʃer/	/sistər/
2	/sʌm/	/teks/	/spəʃl/	/resaɪt/	/resiv/	/ʃar/	/sistə/
3	/sɔm/	/teɪks/	/spəsial/	/resaɪt/	/rɪsiv/	/ʃar/	/sistər/
4	/sʌm/	/teks/	/spəsial/	/resɪt/	/reseiv/	/ʃer/	/sistər/
5	/sʌm/	/teks/	/spəʃl/	/resaɪt/	/resiv/	/ser/	/sistə/
6	/sʌm/	/teɪks/	/spəsial/	/resaɪt/	/resiv/	/ʃer/	/sister/
7	/sʌm/	/tek/	/spəʃl/	/resɪt/	/reseiv/	/ʃar/	/sistər/
8	/sʌm/	/tek/	/spəsial/	/resaɪt/	/reseiv/	/ser/	/sistər/
9	/sʌm/	/teɪk/	/spəsial/	/resaɪt/	/resiv/	/ʃer/	/sister/
10	/sʌm/	/teɪk/	/spəsil/	/resɪt/	/rɪsiv/	/ser/	/sistər/
11	/sɔm/	/teɪk/	/spəsial/	/resaɪt/	/resiv/	/ser/	/sistər/
12	/sʌm/	/tek/	/spəsiel/	/ri'saɪt/	/reseiv/	/ʃar/	/sistar/
13	/sʌm/	/teɪks/	/spəsiel/	/resɪt/	/rɪsiv/	/ʃer/	/sistər/
14	/sʌm/	/tek/	/spəsial/	/resaɪt/	/resiv/	/ser/	/sistə/
15	/sʌm/	/teɪk/	/spəsial/	/resɪt/	/reseiv/	/ʃer/	/sistər/
16	/sʌm/	/teɪks/	/spəsial/	/resaɪt/	/resiv/	/ser/	/sistər/
17	/sʌm/	/teɪk/	/spəsial/	/resɪt/	/reseiv/	/ser/	/sistər/

IAIN PALOPO

18	/sʌm/	/tek/	/spəsial/	/resɪt/	/reseiv/	/ʃer/	/sistər/
19	/sʌm/	/tek/	/spəʃl/	/resaɪt/	/reseiv/	/ser/	/sistər/
20	/sʌm/	/teɪks/	/spəʃl/	/ri'saɪt/	/resiv/	/ʃar/	/sistər/

The table 7 above showed the result of passage test in pre test. From the table above the words 'some' and sister' could be pronounced well by the students. They explained if they were familiar with those words and usually read them in book or find them in facebook. Some words were familiar too, likes 'takes' and 'special', but they could not pronounce the correctly, because they only always read them not listen or pronounce them.

b. Post Test

Table 8
The Students' Score of Pronunciation Test in Post Test

Resp No	Word Test (40)	Sentence Test (30)	Passage Test (30)	Total
1	16	23	21	60
2	24	23	30	77
3	18	15	21	54
4	18	23	17	58
5	18	23	21	62
6	20	15	17	52
7	14	23	17	54
8	18	15	30	63
9	26	23	17	66
10	16	26	17	59
11	18	15	17	50
12	18	19	26	63
13	20	15	30	65
14	18	23	21	62

IAIN PALOPO

15	16	15	21	52
16	16	26	13	55
17	20	19	17	56
18	18	19	21	58
19	20	26	21	67
20	24	23	21	68

After giving treatment to the students for six meeting, the researcher found out the students' pronunciation skill was improved very well. It can be viewed from the table 8 above where the scores of the students were increased significantly even though not in high level. The lowest score was 50 and the highest score was 77.

Table 9
Target sound of /r/ in word test

Resp No.	**R**ing /rɪŋ/	**R**un /rʌn/	**R**ound /raʊnd/	**R**oad /rəʊd/	**R**ide /raɪd/
1	/rɪŋ/	/rʌn/	/raʊnd/	/roud/	/rid/
2	/rɪŋ/	/rʌn/	/raʊnd/	/rod/	/raɪd/
3	/rɪŋ/	/run/	/roʊnd/	/rəʊd/	/rid/
4	/rɪŋ/	/rʌn/	/raʊnd/	/rod/	/raɪd/
5	/rɪŋ/	/ræn/	/roʊnd/	/roud/	/rid/
6	/rɪŋ/	/run/	/raʊnd/	/rod/	/raɪd/
7	/rɪŋ/	/rʌn/	/rond/	/rod/	/rid/
8	/rɪŋ/	/rʌn/	/raʊnd/	/rod/	/rid/
9	/rɪŋ/	/rʌn/	/roʊnd/	/rəʊd/	/raɪd/
10	/rɪŋ/	/rʌn/	/rond/	/rod/	/rid/
11	/rɪŋ/	/run/	/rond/	/rod/	/reid/
12	/rɪŋ/	/ræn/	/raʊnd/	/roud/	/raɪd/
13	/rɪŋ/	/rʌn/	/raʊnd/	/roud/	/raɪd/
14	/rɪŋ/	/rʌn/	/roʊnd/	/rəʊd/	/reid/
15	/rɪŋ/	/rʌn/	/raʊnd/	/roud/	/reid/

IAIN PALOPO

16	/rɪŋ/	/run/	/raʊnd/	/rod/	/raɪd/
17	/rɪŋ/	/rʌn/	/rond/	/rəʊd/	/reid/
18	/rɪŋ/	/run/	/raʊnd/	/rod/	/raɪd/
19	/rɪŋ/	/rʌn/	/raʊnd/	/roud/	/reid/
20	/rɪŋ/	/rʌn/	/raʊnd/	/roud/	/rid/

The table 9 above was the result of word test of letter /r/ in post test. Many students could improve their pronunciation already. Most of the students could pronounce the words ‘ring’ and ‘run’ very well. Some students could pronounce words ‘round’ and ‘ride’ correctly, but less students could pronounce word ‘ road’ correctly. The researcher believes that the students could improve their recognition of some vowels and diphthongs after listening many record of correct pronunciation in treatment session.

Table 10
Target sound of /t/ in word test

Resp No.	**T**ear /teə(r)/	**T**ile /taɪl/	**T**ail /teɪl/	**T**ool /tu:l/	**T**oll /t əʊl/
1	/te(r)/	/tɪl/	/tail/	/tol/	/toll/
2	/teə(r)/	/taɪl/	/teɪl/	/tu:l/	/toll/
3	/te(r)/	/tɪl/	/teɪl/	/toul/	/tol/
4	/te(r)/	/tɪl/	/tail/	/tu:l/	/tol/
5	/ti(r)/	/taɪl/	/teɪl/	/tu:l/	/toll/
6	/ti(r)/	/taɪl/	/tail/	/tol/	/tol/
7	/teə(r)/	/teil/	/tail/	/toul/	/tol/
8	/te(r)/	/tɪl/	/teɪl/	/tu:l/	/tol/
9	/ti(r)/	/taɪl/	/teɪl/	/tol/	/tol/
10	/teə(r)/	/teil/	/teɪl/	/tol/	/tol/
11	/te(r)/	/taɪl/	/tel/	/tu:l/	/tol/

IAIN PALOPO

12	/ti(r)/	/teil/	/tel/	/toul/	/tol/
13	/teə(r)/	/tɪl/	/teɪl/	/tol/	/tol/
14	/teə(r)/	/teil/	/tail/	/tu:l/	/tol/
15	/ti(r)/	/taɪl/	/teɪl/	/tol/	/tol/
16	/te(r)/	/tɪl/	/tail/	/toul/	/tol/
17	/teə(r)/	/taɪl/	/tel/	/tu:l/	/tol/
18	/ti(r)/	/tɪl/	/tail/	/toul/	/tol/
19	/te(r)/	/taɪl/	/teɪl/	/tu:l/	/toll/
20	/teə(r)/	/taɪl/	/teɪl/	/tu:l/	/toll/

The table 10 showed the result of word test of letter /t/ in post test. It can be seen that the students had no problem with letter /t/ because the pronunciation of letter /t/ in Indonesian and English are mostly similar. But most of the students still mispronounced the diphthong parts of the words such as between ‘tile’ and tail’.

Table 11
Target sound of /s/ in word test

Resp No.	**S**peak /spi:k/	**S**pade /speɪd/	**S**pook /spu:k/	**S**poke /spəʊk/	**S**poken /spəʊkn/
1	/spi:k/	/speɪd/	/spok/	/spok/	/spokn/
2	/spi:k/	/sped/	/spu:k/	/spok/	/spokn/
3	/spik/	/speɪd/	/spok/	/spəʊk/	/spəʊkn/
4	/spek/	/spaid/	/spouk/	/spok/	/spokn/
5	/spi:k/	/spaid/	/spu:k/	/spouk/	/spəʊkn/
6	/spi:k/	/speɪd/	/spu:k/	/spouk/	/spəʊkn/
7	/spik/	/spaid/	/spok/	/spok/	/spokn/
8	/spek/	/sped/	/spok/	/spouk/	/spokn/
9	/spi:k/	/sped/	/spu:k/	/spok/	/spəʊkn/
10	/spik/	/sped/	/spok/	/spok/	/spoken/
11	/spi:k/	/spaid/	/spu:k/	/spouk/	/spokn/
12	/spek/	/speɪd/	/spouk/	/spouk/	/spəʊkn/
13	/spek/	/spaid/	/spok/	/spəʊk/	/spokn/

14	/spi:k/	/sped/	/spu:k/	/spok/	/spokn/
15	/spik/	/spaid/	/spouk/	/spouk/	/spəʊkn/
16	/spek/	/speɪd/	/spu:k/	/spouk/	/spoken/
17	/spi:k/	/spaid/	/spok/	/spok/	/spəʊkn/
18	/spek/	/sped/	/spok/	/spok/	/spoken/
19	/spik/	/sped/	/spu:k/	/spok/	/spəʊkn/
20	/spi:k/	/spaid/	/spu:k/	/spouk/	/spokn/

The table 11 showed the result of word test of letter /s/ in post test. It can be seen that all students could pronounce letter /s/ correctly, of course because the pronunciation of /s/ in Indonesian and English is same. But there were still many students mispronounced the diphthong in various sound. It proofed again that the different sound of diphthong in Indonesian and Englis need lot time to be learned intensively to get better result.

Table 12
Target sound of /ʃ/ in word test

Resp No.	**Sh**ark /ʃa:k/	**Sh**arp /ʃa:p/	**Sh**are /ʃeə(r)/	**Sh**ave /ʃeɪv/	**Sh**ape /ʃeɪp/
1	/ʃa:k/	/ʃarp/	/seər/	/ʃev/	/ʃep/
2	/sa:k/	/ʃa:p/	/ʃeə(r)/	/ʃav/	/ʃeɪp/
3	/ʃa:k/	/ʃarp/	/ʃe(r)/	/ʃep/	/ʃeɪp/
4	/sark/	/sarp/	/se(r)/	/ʃeɪv/	/ʃep/
5	/sa:k/	/ʃa:p/	/ʃeə(r)/	/ʃev/	/ʃep/
6	/sark/	/ʃarp/	/ʃeə(r)/	/ʃav/	/ʃeɪp/
7	/sark/	/sarp/	/ʃe(r)/	/ʃeɪv/	/ʃap/
8	/ʃa:k/	/ʃarp/	/se(r)/	/sev/	/ʃeɪp/
9	/sark/	/ʃa:p/	/se(r)/	/ʃeɪv/	/ʃeɪp/
10	/sa:k/	/sarp/	/ʃe(r)/	/sev/	/ʃep/

IAIN PALUPO

11	/sark/	/ʃa:p/	/ʃeə(r)/	/ʃev/	/ʃep/
12	/ʃa:k/	/sarp/	/sa(r)/	/ʃeɪp/	/ʃep/
13	/sark/	/ʃarp/	/ʃe(r)/	/ʃav/	/ʃep/
14	/ʃa:k/	/sarp/	/ʃeə(r)/	/sev/	/ʃap/
15	/sa:k/	/ʃa:p/	/se(r)/	/ʃeɪv/	/ʃap/
16	/sark/	/ʃarp/	/ʃeə(r)/	/sev/	/ʃap/
17	/ʃa:k/	/sarp/	/sa(r)/	/sev/	/ʃeɪp/
18	/sark/	/ʃarp/	/sa(r)/	/ʃeɪv/	/ʃeɪp/
19	/sark/	/sarp/	/sa(r)/	/ʃeɪv/	/ʃep/
20	/sa:k/	/ʃa:p/	/ʃeə(r)/	/ʃeɪv/	/ʃap/

The table 12 was the result of word test of letter /ʃ/ in post test. In treatment session the researcher had introduced and gave sample recordings of English pronunciation. Therefore the students could differentiate the letter /sh/ and /s/ already, and many students could pronounce it correctly.

Table 13
Target sound in sentence test

Resp No.	**R**ound /raʊnd/	**R**iding /raɪdŋ/	**T**ail /teɪl/	**T**owel /'taʊəl/	**S**pike /spaɪk/	**S**pook /spu:k/	**Sh**arp /ʃa:p/	**Sh**ape /ʃeɪp/
1	/raʊnd/	/rɪdŋ/	/teɪl/	/taʊəl/	/spaɪk/	/spouk/	/ʃa:p/	/ʃep/
2	/raʊnd/	/raɪdŋ/	/teɪl/	/taʊəl/	/speɪk/	/spu:k/	/sa:p/	/ʃeɪp/
3	/roʊnd/	/rɪdŋ/	/taɪl/	/tawəl/	/spaɪk/	/spou:k/	/ʃa:p/	/ʃep/
4	/rond/	/raɪdŋ/	/teɪl/	/towəl/	/spaɪk/	/spok/	/sa:p/	/ʃeɪp/
5	/raʊnd/	/rɪdŋ/	/teɪl/	/taʊəl/	/spɪk/	/spu:k/	/ʃa:p/	/ʃeɪp/
6	/raʊnd/	/rɪdŋ/	/taɪl/	/tawəl/	/spɪk/	/spu:k/	/sa:p/	/ʃep/
7	/roʊnd/	/raɪdŋ/	/teɪl/	/tawəl/	/spaɪk/	/spou:k/	/ʃa:p/	/ʃep/
8	/rond/	/raɪdŋ/	/taɪl/	/towəl/	/spɪk/	/spok/	/sa:p/	/ʃeɪp/
9	/raʊnd/	/rɪdŋ/	/teɪl/	/tawəl/	/spɪk/	/spu:k/	/sa:p/	/sep/
10	/raʊnd/	/rɪdŋ/	/teɪl/	/towəl/	/spaɪk/	/spou:k/	/sa:p/	/ʃeɪp/

IAIN PALOPO

11	/raʊnd/	/raɪdŋ/	/teɪl/	/taʊəl/	/spɪk/	/spok/	/ʃa:p/	/ʃep/
12	/raʊnd/	/rɪdŋ/	/taɪl/	/towəl/	/spaɪk/	/spu:k/	/sa:p/	/ʃep/
13	/rond/	/rɪdŋ/	/taɪl/	/tawəl/	/speɪk/	/spou:k/	/ʃa:p/	/ʃeɪp/
14	/roʊnd/	/raɪdŋ/	/teɪl/	/towəl/	/spɪk/	/spu:k/	/ʃa:p/	/ʃep/
15	/rond/	/rɪdŋ/	/taɪl/	/tawəl/	/spaɪk/	/spou:k/	/sa:p/	/ʃep/
16	/raʊnd/	/raɪdŋ/	/taɪl/	/taʊəl/	/spɪk/	/spok/	/sa:p/	/ʃeɪp/
17	/rond/	/rɪdŋ/	/teɪl/	/tawəl/	/speɪk/	/spu:k/	/ʃa:p/	/ʃeɪp/
18	/roʊnd/	/rɪdŋ/	/taɪl/	/towəl/	/spaɪk/	/spou:k/	/ʃa:p/	/ʃeɪp/
19	/raʊnd/	/raɪdŋ/	/teɪl/	/taʊəl/	/spɪk/	/spok/	/sa:p/	/sep/
20	/raʊnd/	/raɪdŋ/	/taɪl/	/tawəl/	/speɪk/	/spu:k/	/ʃa:p/	/sep/

The table 13 showed the result test of sentence test in post test. From the table above it can be seen if there were more students who could pronounce the words correctly, event though there were still students who did mispronouncing. It showed that the students ability in recognizing and pronouncing words correctly was improved.

Table 14
Target sound in passage test

Resp No.	**R**un /rʌn/	**R**iver /rɪvə(r)/	**T**ree /tri:/	**T**o /tu:/	**S**top /stɔp/	**S**wim /swɪm/	**Sh**ouths /ʃaʊts/
1	/rʌn/	/rɪvə(r)/	/tri/	/tu:/	/stap/	/swɪm/	/ʃoʊts/
2	/rʌn/	/rɪvə(r)/	/tri:/	/tu/	/stɔp/	/swɪm/	/ʃaʊts/
3	/rʌn/	/rɪvər/	/tri/	/tu:/	/stap/	/swɪm/	/ʃoʊts/
4	/rʌn/	/rɪvə(r)/	/tri:/	/tu:/	/stoup/	/swɪm/	/soʊts/
5	/rʌn/	/rɪvər/	/tri/	/tu:/	/stɔp/	/swɪm/	/ʃoʊts/
6	/rʌn/	/rɪvə(r)/	/tri:/	/tu/	/stɔp/	/swɪm/	/ʃoʊts/
7	/rʌn/	/rɪvər/	/tri/	/tu:/	/stap/	/swɪm/	/soʊts/
8	/rʌn/	/rɪvər/	/trei/	/tu:/	/stop/	/swɪm/	/soʊts/
9	/rʌn/	/rɪvər/	/tri/	/tu:/	/stɔp/	/swɪm/	/ʃaʊts/

10	/run/	/rɪvər/	/trei/	/tu/	/stop/	/swɪm/	/soʊts/
11	/run/	/rɪvə(r)/	/tri:/	/tu/	/stap/	/swɪm/	/soʊts/
12	/run/	/rɪvər/	/trei/	/tu/	/stɔp/	/swɪm/	/ʃoʊts/
13	/rʌn/	/rɪvə(r)/	/tri/	/tu:/	/stɔp/	/swɪm/	/soʊts/
14	/rʌn/	/rɪvər/	/tri/	/tu:/	/stɔp/	/swɪm/	/ʃaʊts/
15	/rʌn/	/rɪvər/	/tri:/	/tu:/	/stop/	/swɪm/	/soʊts/
16	/run/	/rɪvə(r)/	/tri:/	/tu:/	/stɔp/	/swɪm/	/soʊts/
17	/run/	/rɪvər/	/trei/	/tu:/	/stap/	/swɪm/	/ʃoʊts/
18	/rʌn/	/rɪvər/	/trei/	/tu/	/stɔp/	/swɪm/	/soʊts/
19	/run/	/rɪvə(r)/	/tri:/	/tu/	/stap/	/swɪm/	/ʃaʊts/
20	/rʌn/	/rɪvər/	/tri/	/tu:/	/stap/	/swɪm/	/ʃoʊts/

The table 14 was the result of the last test in post test, namely passage test. Most of the students could pronounce the words ‘river’, ‘tree’, ‘to’ and ‘swim’ correctly. But the many students still mispronounced in words ‘shouts’ and ‘stop’.

Table 15
The Result of Students’ Score Analysis

No.	Pre-test (X_1)	X_1^2	Post-test (X_2)	X_2^2	Deviation $D= X_2-X_1$	D^2
1	39	1521	60	3600	21	441
2	54	2916	77	5929	23	529
3	43	1849	54	2916	11	121
4	39	1521	58	3364	19	361
5	46	2116	62	3844	16	256
6	40	1600	52	2704	12	144
7	36	1296	54	2916	18	324
8	37	1369	63	3969	26	676
9	34	1156	66	4356	32	1024
10	40	1600	59	3481	19	361
11	48	2304	50	2500	2	4

IAIN PALOPO

12	54	2916	63	3969	9	81
13	46	2116	65	4225	19	361
14	37	1369	62	3844	25	625
15	42	1764	52	2704	10	100
16	46	2116	55	3025	9	81
17	36	1296	56	3136	20	400
18	37	1369	58	3364	21	441
19	52	2704	67	4489	15	225
20	50	2500	68	4624	18	324
Total	**$\sum X_1$ = 856**	**$\sum X_1^2$ = 37398**	**$\sum X_2$ = 1201**	**$\sum X_2^2$ = 72959**	**$\sum D$ = 345**	**$\sum D^2$ = 6879**

From the table 15 above, we had gotten $\sum X_1 = 856$, $\sum X_1^2 = 37398$, $\sum X_2 = 1201$, $\sum X_2^2 = 72959$, $\sum D = 345$, and $\sum D^2 = 6879$. The next finding the mean score of pre-test (X_1) and post-test (X_2), the difference of standard deviation between variable X_1 (Pre-test) and X_2 (Post-test) as follows.

2. Mean score of Pre-test (X_1) and Post-test (X_2)

a. Mean score of pre-test (X_1)

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{856}{620}$$

$$M = 42.8$$

b. Mean score of Post-test (X_2)

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{1201}{20}$$

IAIN PALOPO

M = 60.5

Table 16
The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	42.8	60.5

The table above indicates that the mean score of students in post-test was different with their mean score in pre-test or post-test > pre-test = 60.5 > 42.8.

3. Standard Deviation of Pre-test (X_1) and Post-test (X_2)

a. Standard deviation of pre-test:

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{20(856)^2 - (856)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{20(732736) - (732736)}{20(19)}}$$

$$SD = \sqrt{\frac{14654720 - 732732}{380}}$$

$$SD = \sqrt{\frac{13921984}{380}}$$

$$SD = \sqrt{36636.8}$$

***SD* = 191.4**

b. Standard deviation post-test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{20(1201)^2 - (1201)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{36(1442401) - (1442401)}{20(19)}}$$

$$SD = \sqrt{\frac{28848020 - 1442401}{380}}$$

$$SD = \sqrt{\frac{27405619}{380}}$$

$$SD = \sqrt{72120.05}$$

***SD* = 268.5**

IAIN PALOPO

Table 17
Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	191.4	268.5

The table 5 above indicates that standard deviation of pre-test lower than post-test where standard deviation of pre-test 191.4 and post-test 268,5. It shows a improvement alhtough not very big.

4. Test of significance

after finding the mean score and standard deviation of pre-test and post-test, the next finding is tes of significance as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$\sum X^2 d = \sum D^2 - \frac{(\sum D)^2}{N}$$

$$\sum X^2 d = 6879 - \frac{(345)^2}{20}$$

$$\sum X^2 d = 6879 - \frac{(119025)}{20}$$

$$\sum X^2 d = 6879 - 5951.25$$

$$\mathbf{\sum X^2 d = 927,75}$$

$$\mathbf{Md = \frac{\sum D}{N} = \frac{345}{20} = 17,25}$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

IAIN PALOPO

$$t = \frac{17,25}{\sqrt{\frac{927.75}{20(20-1)}}}$$

$$t = \frac{17,25}{\sqrt{\frac{927,75}{20(19)}}}$$

$$t = \frac{17,25}{\sqrt{\frac{927,75}{380}}}$$

$$t = \frac{17,25}{\sqrt{2,44}}$$

$$t = \frac{17,25}{1.56}$$

t = 11.06

giving interpretation based on criteria hypothesis acceptability

d_f or d_b = N – 1

= 20 – 1

= 19

IAIN PALOPO

Where :

d_f = a number of respondent

d_b = constant number

Table 18
T-Test and T-Table Value

Component	T-Table	T-Test

t-value	**2,023**	**11,06**

Based on table above indicates that the result of t-test was greater than t-table. T-value above compared with t-table for certain real level α = 0,5 by the degree of freedom n-1. The value is 2,023. It means that t-test was greater than t-table or 11,06 > 2,023. Concerning the result of the t-test above, it is concluded that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. It means that the American accent pronunciation of the students was improved by using minimal contrast pair at the eighth year students of SMP Neg.1 Palopo.

B. Discussion

It can be said the students' pronunciation was improved by using minimal contrast pairs at the eighth year students of SMP Neg. 1 Palopo. Based on the result of test analysis showed that the students' pronunciation skill was improved. From the students mean score in pre test that was 42,8 and in post test was improved to 60,5. Even though it was not a high achievement, but the researcher believes that the students score can be increased again with more implementation of this method in teaching process.

The same result in test analysis of standard deviation, in pre test the SD was 191,4 and in post test it was improved to 268,5. And from t-test and t-table showed that the t-test was higher than t-table, where 11,06 > 2,023 proved that the method was effective in research process to improve the students American accent

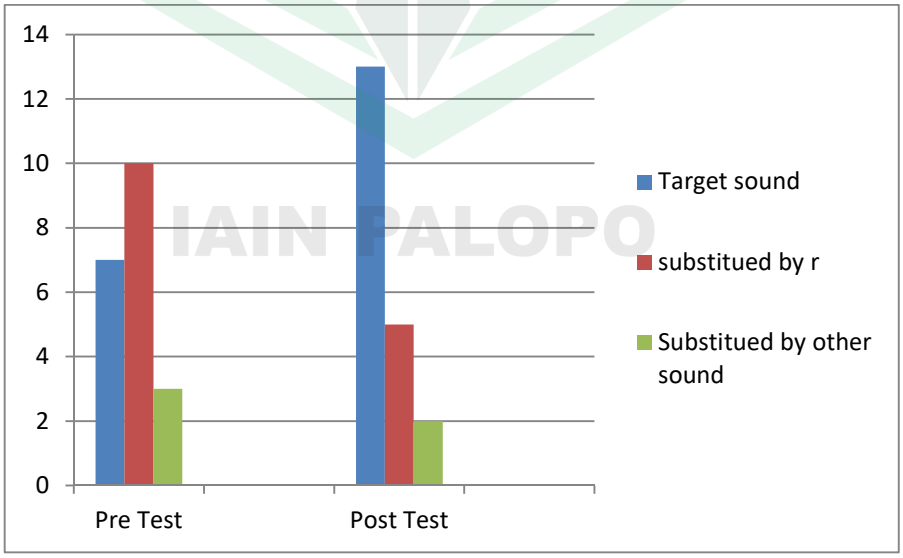
IAIN PALOPO

Concerning the result of the t-test above, based on the discussion, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted it is can be concluded that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. It means that the pronunciation of the students was improved by using minimal contrast pair at the eighth year students of SMP Neg.1 Palopo.

The result of the research above is relevant to Gimson stated that: it is possible to establish the phonemes of a language by means of a process of communication or the discovery of minimal pairs. The minimal pairs of words which are different in respect of only one sound segment call phonemes.[1]

While from the result of the students' pronunciation, it can be showed in the chart above:

1. The Chart of Students' Pre-test and Post Test in Pronouncing /r/

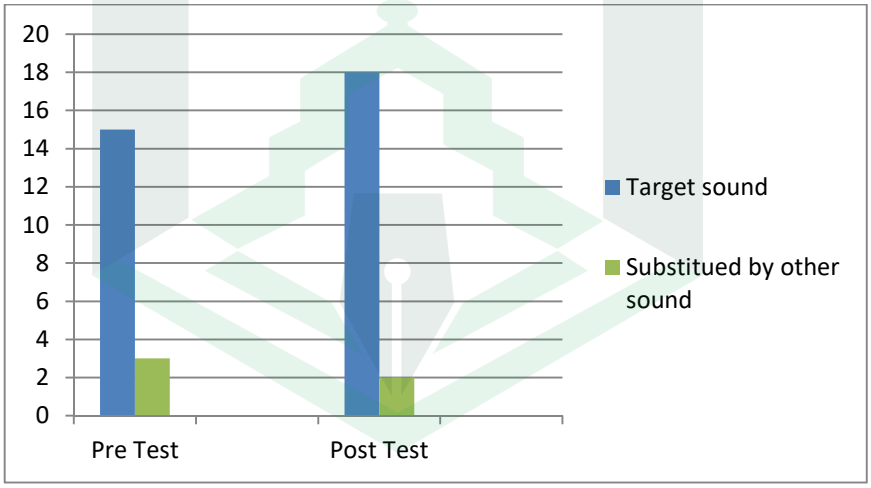


IAIN PALOPO

[1] A. C Gimson, Op. Ci, p.49

The chart above presents the calculation in average amount of the students. It also shows the result of students' pronunciation for sound /r/. From the chart above, it can be seen that in pre test only few students who could pronounce /r/ in correct sound. Half of them substituted /r/ in to r, which was pronounced roughly, that sound like r in Indonesian language. But in post test, the amount of the students who could pronounce /r/ correctly was increased, after the treatment step and listened for the correct pronunciation of /r/.

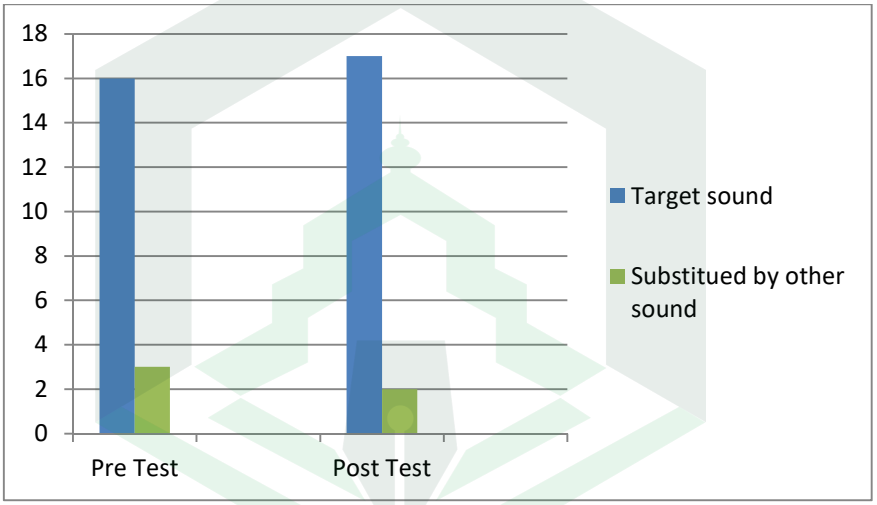
2. The Chart of Students' Pre-test and Post Test in Pronouncing /t/



IAIN PALOPO

The chart above present the result of students' pronunciation in sound /t/. it can be seen that the students' pronunciation in letter /t/ is not really bad. Most of them could pronounced it correctly whether in pre-test and post test. It indicated that the students' knowledge of letter /t/ is not really different with its sound in English. So, the result in post test only increased in a low scale.

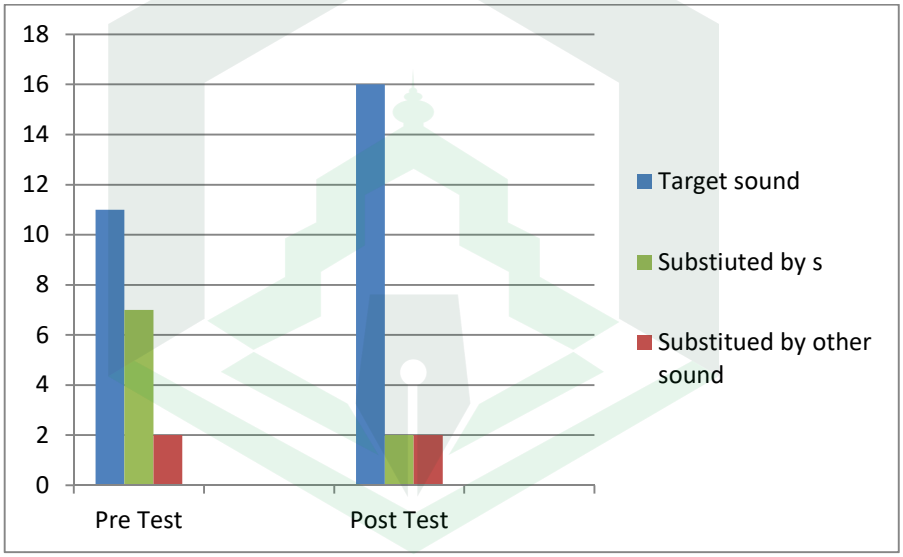
3. The Chart of Students' Pre-test and Post Test in Pronouncing /s/



The chart above is the result of students' pronunciation in letter /s/. as we know that the letter /s/ in English is not really different with /s/ in Indonesian. That was why most of the students could pronounce it well whether in pre test or in post test. There was a few amount of the students could not pronounce /s/ well because of their problem with a short tongue which affect their pronunciation in letter /s/.

IAIN PALOPO

4. The Chart of Students' Pre-test and Post Test in Pronouncing /ʃ /



The chart above is the result of students' pronunciation in sound /ʃ/. From the chart above it can seen that in pre-test there was only a little students who could pronounce it well. They could not differ yet sound /ʃ/ from /s/. But in treatment session, after listening some examples of word with sound /ʃ/ there was improvement of students' ability in pronouncing that sound. Even though there were 4 (four)

IAIN PALOPO

students who could not imitate that sound correctly because of the structure of their tongue.

From all the discussion above it can be made a pre-conclusion that by using minimal contrast pair can improve the students' pronunciation, especially in sound /s/, /r/, /t/, and /ʃ/, of course this method also can be applied in other sound.

IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis in the previous chapter, the researcher concluded that the students' pronunciation skill was improved by using minimal contrast pairs at the eighth year students of SMP Neg. 1 Palopo in 2013/2014 academic year. This improvement was proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of test value is 11,06. The value is greater than t-table value (2,023) for $\alpha = 0,5$ level of significance and the degree of freedom (35) or value of the t-test > value of t-table or 11,06 > 2,023, so Ho was rejected. It also proved by the mean score of students in post-test was greater than pre-test, or post-test > pre-test or 60,5 > 42,8.

It means, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. So, it can be said that the students' pronunciation was improved by using minimal contras pair at eighth year students of SMP Neg. 1 Palopo.

B. Suggestions

Based on the conclusion above, the researcher would like to forward some suggestion as follows :

1. This research has proved that minimal contrast pair was effective in improving students' pronunciation skill and one of good methods because through minimal contrast pair the students could learn and listening the right pronunciation

IAIN PALOPO

intensively, it was also can be used systematically to introduce the pronunciation step by step. So that, the researcher suggested to teacher to take this technique as one alternative in teaching pronunciation.

2. The students can improve their pronunciation by practicing and listening minimal contrast pair.

3. The researcher who wants to research this technique deeply can implement and develop it in teaching process by introducing another accent or letter.

IAIN PALOPO

PRONOUNCEMENT

(PERNYATAAN)

Saya yang bertanda tangan di bawah ini :

N a m a	:	**ANDI MISBAH**
NIM	:	09.16.3.0115
Program Studi	:	Tadris Bahasa Inggris
Jurusan	:	Tarbiyah

Menyatakan dengan sebenarnya bahwa :

1. Skripsi orang lain tetapi hasil tulisan saya sendiri.
2. Seluruh bagian dari skripsi ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada didalamnya adalah tanggung jawab saya.

Demikianlah pernyataan ini dibuat sebagaimana mestinya. Bilamana di kemudian hari ternyata ada kesalahan, maka saya bersedia diberi sanksi atas pernyataan yang saya buat.

IAIN PALOPO

Palopo , 1 Januari 2014

Yang Membuat Pernyataan,

ANDI MISBAH
NIM. 09.16.3.0115

3.ini benar-benar merupakan hasil karya sendiri, bukan plagiasi atau duplikasi dari tulisan/karya

IAIN PALOPO

Pronunciation Test

Pre Test

Word Test
Pronounce the words below correctly!

[r]

1. Red	2. Read	3. Road	4. Ride	5. Rope

[t]

1. Tin	2. Tent	3. Tank	4.Tongue	5. Tide

[s]

1. Sing	2. Sit	3. Sea	4. Seat	5. Seal

[ʃ]

1. Shell	2. Shall	3. Shot	4. Shout	5. Shore

Sentence Test

1. The **red ring** was lost last night.

2. My **tongue** feels **bitter** when I drink **water.**

3. The lady who **sing** the love **song** are **sitting** in the waiting room.

4. He **shall shout** aloud if he feels **shy.**

Passage Test

IAIN PALOPO

In **some** parts of Pakistan there are traditional events for children. The first event is called Bismillah Khawni. It **takes** place when the child is four years and four months. The boy or girl wears **special** clothes with flowers on, and family and friends watch him or her **recite** the first chapter of the Holy Qur'an. The celebration ends with a special dinner. The child **receives** gifts and **share** together with their brother and **sister**

Pronunciation Test

Post Test

Word Test
Pronounce the words below correctly!

[r]

1. Ring 2. run 3. round 4. rib 5. ride 6. road

[t]

1. tear 2. tail 3. tool 4. toll 5. tile 6. towel

[s]

1.speak 2. spake 3. spook 4. spoke 5. spike

[ʃ]

1. shark 2. Sharp 3. Share 4. Shave 4. Shape

Sentence Test

1. The **round ring** is **running** out on the **road** by **riding** a **rib**.

2. The **tail** of the **tapeworm** falls on the white **towel** the **tile**.

3. He **speaks** like a **spike** by **spending** a high **speed** like a **spook**.

4.The **shark** has **sharp** teeth and **share** its meal in to a broken **shape**.

IAIN PALOPO

Passage

One day an old woman make**s** a cake. It's a gingerbread man! The old woman **takes** the cake out of the oven. But the gingerbread man jump**s** up and runs away. " Help", the old woman **shouts** to her husband. The old woman and the old man **run** after him. But, they can't run fast.

Then the gingerbread man comes to a **river**. He **stops** because he can't **swim**. But a fox **sitting** there, next **to** a **tree.** So the gingerbread man jumps on his back. But the fox is hungry now, and he open**s** his mouth and eat**s** the gingerbread man.

1. She sells sea shells on the sea shore

2. The sea shells that she sells are sea shell.

3. Iam sure that she sell all the sea shells

IAIN PALOPO