A THESIS

ANALYSING STUDENTS' ERROR IN PRONOUNCING MINIMAL PAIR WORDS BY USING PRAAT APPLICATION OF ENGLISH PROGRAM AT IAIN PAREPARE

By

FITRA AMALIAH
Reg. Num. 16.1300.068

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Parepare, May 21, 2021
The Researcher

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis is her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACK

FITRA AMALIAH, 2021. *Analysing Students' Error in Pronouncing Minimal Pair Words by Using Praat Application of English Program at IAIN PAREPARE.* (Supervised by Amzah and Ahdar).

This research aimed to described pronunciation error and correct pronunciation in English consonants and vowels by the participants. Then, the researcher identified who made error in pronouncing English consonants and vowels. Finally, the researcher analyzed how many of them who made error in pronouncing and describes what factors caused them to made a mispronunciation. This research focused on pronunciation error committed by English Program students in IAIN Parepare. They are the sixth and eighth semester. The data consisted of 10 students from two semester. Furthermore, all of the students that participate there are 20 students. To analyze the data, the researcher chosen minimal pair words which are focused on fourth teen English consonant sounds: /θ/ /ð/ /t/ /d/ /s/ /z/ /f/ /v/ /ʒ/ /k/ /g/ /ʔ/ /tʃ/ /dʒ/, then twelve vowel sounds, there are: /əʊ/ /eɪ/ /eə/ /ɪə/ /ɪ/ /e/ /iː/ /ɑː/ /ʌ/ /æ/ /ɔː/ /ɜː/.

The researcher used descriptive qualitative as design of this research. The used of instrument to collecting the data were the pronunciation test and interview, where the students were asked to pronounce a bunch of word that already includes of minimal pair words. For the result of this research, it showed that the most pronunciation error made by students of English Program at IAIN Parepare in English consonant sounds were /f/ and /v/. The students who made pronunciation errors was 19 students from 20 participants which are 95%, and in vowel sounds were ɔː and əʊ. The students who made pronunciation errors was 18 students from 20 participants which are 90%.

Based on the data sources of pronunciation error committed by English Program students, the causes of students' pronunciation error occur because of the negative transfer of students' native language to target language. Most of the students who made error in the sounds that did not exist in their mother tongue replaced them into similar sound that existed in their native language. The unsuccessful in learned the target language also found as the causes of students' error in pronunciation. As the evidence, the students' read an unfamiliar word just by it written form. That might cause of pronunciation errors there are lack of learning English and students' daily activities.

Keywords: *Analysis Error, Pronunciation, Minimal Pair Words, Praat Application.*

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CHAPTER I
INTRODUCTION

A. Background

Every language has its own sound system, as well as English and Indonesian. In fact, someone who learns English should be alert to exist in English sounds and to be aware of the difference of the language system itself. Therefore, many people compete for mastering both oral and written English. This suggests that learning English from an early age is important for students. However, Indonesian students find English as difficult subject to be learned in class which deals with pronunciation.

In the context of English language education in Indonesia, In English lesson, pronunciation has not received enough attention. As a result, there is no systematic clear guideline of pronunciation teaching although English is one of the important compulsory subjects at secondary schools. Many Indonesian teachers of English do not know what aspects of English pronunciation to teach and how to teach them. They are fundamentally not sure which English variety they should introduce to students in their classrooms because several English varieties (e.g., American English, British English, and Australian English) exist throughout Indonesia.

Pronunciation is one of the most important skills in learning a language. If speakers have bad pronunciation, their speech would not be understandable to the listeners. Pronunciation is an essential component not only of learning a language but also of using that language. According to Lado "Pronunciation is the use of a sound system in speaking and listening".[1] In Adult Migrant English Program (AMEP)

[1]Lado, *Language Teaching: A Scientific Approach,* (New York: McGrow-Hill Inc,1964), p. 70.

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journal, Yates stated that learners with good pronunciation are expected to be understood even though they make errors in other areas.[2] Based on his statement, pronunciation is merely treated as the act that happens in speaking and listening. Pronunciation plays a central role in language teaching and learning especially in English.

In accordance with that statement, Gilakjani stated that the problem arising in the pronunciation teaching is although the role of English pronunciation is important in English language, many teachers don't pay enough attention to this important skill.[3] As a result, pronunciation problems often occur and continue to middle and high school even to college. Indeed, pronunciation problems must also be caused by mother tongue interference, but if students have been familiarized with the correct pronunciation from the beginning of the learning process, the errors can be minimized.

Even though Indonesia students have been learning English for six until twelve years or more, they still could not express their thought in English correctly because there must be some reasons which bring failure of them in mastering English. The failure originated from difficulties in learning foreign language is caused of the differences between the students' mother tongue and English as target language.

With regard to its pronunciation, English is quite difficult for Indonesians, no exceptions students of English Program at IAIN Parepare. In some cases, the difficulties are due to the fact that irregular spelling of language over poor guidance

[2]Linda Yates, *Fact Sheet–What is Pronunciation?,* (Sydney: AMEP Research Centre, 2002), p. 1.

[3]Abbas Pourhossein Gilakjani & Mohammad Reza Ahmadi, *Why is Pronunciation So Difficult to Learn?* (Iran: Journal of Studies in Education 4, no.3, 2011), p. 79.

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to its pronunciation.[4] In addition of the statement, the source of pronunciation difficulty is due to English as the second or the third language of students English Program. For students of English Program, making pronunciation errors can be embarrassing especially when they are often required to make presentations and oral reports in various subjects in the higher education classroom. As a result, many are self-conscious and ultimately affects their confidence when presenting. For those reasons, we should be more aware of some essential elements for improving students' pronunciation skills. The essential elements in pronunciation are such as intonation, stress, fluency, English sounds and others

According to Harmer, the particular problem of producing vowel and consonant sound in pronunciation occurs in the student hearing at the teaching and learning process.[5] It means that the students get some pronunciation feature which they produce. Therefore, the researcher knows that it is important to analyse English vowel and consonant sound. In this case, in order to analyse English vowel and consonant, we can know to hear the pronunciation.

Furthermore, Indonesian people especially Indonesian students who learn English that has problems in pronouncing the English word. The researcher found students who have difficulties in pronouncing certain English sounds, whether it is vowel or consonant. The common errors of the researcher found in Indonesian learners that are difficult to pronounce the words which have similar sounds or minimal pair words. A minimal pair is a pair of words that differ in a single phoneme,

[4]Anas Syafei, *English Pronunciation: Theory and Practice*, (Jakarta: Departement Pendidikan dan Kebudayaan, 1998), p. 1.

[5]Jeremy Harmer, *The Practice of English Language Teaching* (Longman: Third Edition, 2001), p. 42.

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minimal pairs are often used to show that two sounds contrast in a language.[6] According to Avery and Ehrlich, "Minimal pair refers to pairs of words which have different meanings and which differ in pronunciation on the basis of one sound only".[7] It means that minimal pair is viewed to distinguish English sound in the words that have quite similar sounds but indeed have been different meaning.

Minimal pairs are pairs of words differing in meaning, where the only difference in sound is that one has one of the two phones at issue where the other has the other (think of tall and call).[8] It means that minimal pair consists of two words that almost sound the same, differing only by a single phoneme and minimal pair learned to prove that the single phonetic sound in a pair of words is contrasted. They might be spelled very differently, but the actual sounds would be quite similar and the sound can be a vowel or consonant.

There are some minimal pairs of vowel and consonant, for example in vowel sound such as sheep /shi:p/ and ship /ship/, bean /bi:n/ and bin /bin/, pen /pen/ and pan /pæn/, men /men/ and man /mæn/, track /træk/ and truck /trʌk/, ankle /ænkl/ and uncle /ʌnkl/, pull /pʊl/ and pool /pu:l/. While the example is in the consonant sound such as live /laɪv/ and life /laɪf/ and bath /baθ/ and bathe /bað/, train /trein/ and drain /drein/, sent /sent/ and send /send/, cap /cæp/ and cab /cæb/, crow /kroʊ/ and grow /groʊ/, price /prais/ and prize /praiz/.

[6]James McGilvray, *The Cambridge Companion to Chomsky* (Cambridge: Cambridge University Press, 2007), p. 112.

[7]Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (Oxford: Oxford University Press, 2009), p. 207.

[8]April McMahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press, 2002), p. 16.

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English is one of the important aspects that students must have, especially English program student, therefore students must improve their English language skills in various ways. However, sometimes their pronunciation is getting an error when they deliver speaks or read English. That is why it becomes an interesting subject for this research. In this case, the data of this research deliver by students of English program. Then, this research focuses on phonology in segmental features especially in consonant and vowel. Therefore, this research would show how the students of English program pronounce in minimal pair words whether they make the correct or incorrect pronunciation in English using PRAAT application.

According to Hang-Brook, PRAAT is the application that can accomplishes this by recording sound samples and drawing, among other things, the visual pitch contour of the utterances. As such, PRAAT is a useful tool that can be used to teach aspects of supra segmental pronunciation, such as intonation, as well as segmental, such as vowel and consonant sounds. Teachers can also use PRAAT to evaluate English learners' pronunciation, measure improvement over time, and to pinpoint each individual student's problems efficiently.[9] With PRAAT application it can provide the students with a set of platform-independent modules that extend over a very broad range of the tasks involved in creating, annotating, querying and analysing speech. At least as far as the acoustic analysis of speech is concerned, the study is currently at least as much payoff from building interfaces between complementary systems such as these as developing new tools for speech analysis.

[9]Hang Thu Le dan Jennifer Brook, *Using Praat to teach intonation to ESL students* (Hawaii Pacific University 1, no. 2, 2011), p. 2.

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PRAAT application which is a computer program for analysing, synthesizing, and manipulating speech. PRAAT enables researchers to observe the spectrogram of each sound so that the vowel quality can be measured. PRAAT was developed in 1992 by Paul Boersma and David Weenink at the Institute of Phonetic Sciences of the University of Amsterdam.[10] If a speech after recording is then entered into the PRAAT program, from the sound waves it can be seen the characteristics of the image of the speech sound.

Overall, this research aims to know the students' error of the pronunciation of minimal pair words of English program by comparing them to the standard pronunciation by native speakers of English and to find other factors that cause pronunciation errors besides the interference of mother tongue because it has already been the definite factor of pronunciation error. The researcher believes that there are other factors that greatly influence the improvement of students' pronunciation skills. Then, the researcher is interest in conducting research entitle *"Analysing Students' Error in Pronouncing Minimal Pair Words by Using PRAAT Application of English Program at IAIN Parepare"*.

B. Research Question

Based on the background above, the researcher investigates the following questions:

1. What errors are mostly made by students of English program at IAIN Parepare in pronouncing minimal pair words after analysis by using PRAAT application?

[10]Paul Boersma, *Speak and unSpeak with PRAAT* (Amsterdam: Institute of Phonetic Sciences, niversity of Amsterdam, 2001), p.1.

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2. What are the causes of errors made by students of English program at IAIN Parepare in pronouncing minimal pair words?

C. Objective of the Research

The researcher conducts this study to answer the statements of the problems to:

1. To find out the students' pronunciation error in pronouncing minimal pair words of English program at IAIN Parepare.
2. To identify the causes of students' errors in pronouncing minimal pair words of English program at IAIN Parepare.

D. Significance of the Research

The significance of this research are:

1. For the students

As information for the students to know their ability and common errors in pronouncing consonant and vowel minimal pairs, then they can improve their ability in pronunciation, especially pronouncing minimal pairs.

2. For the lecturer

For the lecturer should do the best for developing English teaching and learning process by performing better technique and using media to increase students' interest when teaching pronunciation.

3. For the researcher

As an input for the researcher to enrich knowledge and experience in scientific research, especially in pronunciation of consonant and vowel minimal pair.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In 2017, there was a research about pronunciation conduct Intan Rinjani Putri in her scientific paper The Effect of PRAAT Application on students' Pronunciation Ability (A Quasi-Experimental Study at the Eleventh Grade Students of SMAN 4 Tangerang Selatan). The total sample was 80 students. The sample of this study was all the students of grade XI IPA 4 consisting of 30 students as an experimental class and all the students of grade XI IPA 5 consisting of 30 students as a control class. Instrument of this study was oral test. Before doing the treatment, the students in experimental class were given the pre-test. Then, the students were taught by using PRAAT application media. At the end of the treatment, the students were given a post-test. T-test was used to analyze the data. In other words, there was a significant effect of PRAAT application towards student pronunciation ability.[11]

Widya and Eka Agustiana in their research English Vowels Pronunciation Accuracy: An Acoustic Phonetics Study with PRAAT. In this research, examining pronunciation accuracy can be done both by analyzing speech production acoustically using PRAAT software and by taking minimal pairs as research data. The causes of mistake and the factors affecting pronunciation phonetically can be identified through this analysis. This research is aimed to measure the accuracy of the pronunciation of English vowel sounds by third semester students in English Education by comparing

[11]Intan Rinjani Putri, *The Effect of PRAAT Application on students' Pronunciation Ability (A Quasi-Experimental Study at the Eleventh Grade Students of SMAN 4 Tangerang* Selatan) (Skripsi Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2017), p. 5.

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them to the standard pronunciation of English native speaker and to identify factors causing pronunciation problems. The results showed that, out of four participants, there is only one participant who can distinguish front and back vowels correctly while the other three participants fail to distinguish them at certain vowel sounds. The most common mistake is at long and short vowels (i:), (I) and (u:), (ʊ). Participants fail distinguishing long and short vowels even though they have been informed that they are different, and the problems of pronouncing (æ), (ɔ:), and (ɒ) varied across the participants.[12]

The next researcher concerning on pronunciation is Isna Nur in her scientific paper The Use of Minimal Pair Technique in Teaching Pronunciation at The Second Year Students of SMAN 4 Bantimurung. This researcher applied quasi-experimental design with non-equivalent control group design. The result of the data indicated that there was a significance difference between students' post-test in the experimental class and the control class. The mean score of post-tests (2.96) in the experimental class was greater than the mean score of post-tests (2.2) in the control class, the standard deviation of the post-test (0.83) in experimental class was greater than the standard deviation of the post–test (0.4) in control class and the value of t-test (5.84) was higher than t-Table (2.021). Based on the result of this study implies that use of minimal pair technique was effective to improve the students' pronunciation ability at the second-year students of SMA Negeri 4 Bantimurung.[13]

[12]Widya and Eka Agustiana, *English Vowels Pronunciation Accuracy: an Acoustic Phonetics Study with PRAAT*, (Indraprasta PGRI University: Journal of English Language Teaching 2, no.4, 2020), p. 113.

[13]Isna Nur, *The Use of Minimal Pair Technique in Teaching Pronunciation at The Second Year Students of SMAN 4 Bantimurung*, (Skripsi Universitas Islam Negeri Alauddin Makassar, 2018), p. 276

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Based on the research above, the research method used by the researcher is different from previous research, where the previous researcher used experimental research to determine the effect of minimal pair technique in pronouncing minimal pair words, and the use of PRAAT application to analyze English pronunciation which only focuses on the vowel sound. While in this research, the researcher would use PRAAT application to analyze the sound of vowel and consonant especially in pronouncing minimal pair words using qualitative descriptive method.

B. Some Pertinent Ideas

1. The Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation in short definition is the way a word of a language is spoken. Oxford Advanced Learner's Dictionary defined pronunciation as the way in which a language or particular word or sound is pronounced.[14] Based on this definition, pronunciation focused on people's way to express the word or words in spoken language. Pronunciation also defined as how people express a word that created speech which can be understood by others. It is related to the definition of pronunciation from Longman Dictionary of Contemporary English, pronunciation is the way in which a language or particular is pronounced and a particular person's way of pronouncing a word or words.

Acharya on his written in CET Journal explain that pronunciation is the use of sound system in speaking and it is made up of vowels, consonants, stress, rhythm and

[14]A. S. Hornby, *Oxfords Advanced Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 1057.

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juncture and their sequences.[15] According to Yates pronunciation is the production of the sound that we use to make meaning including to the particular sound of language segmental aspects and supra segmental aspects.[16] It means when people deliver message to others by their voice, it means that the message could be receive by others clearly and understandably.

The speakers should be clear to what they say so that the listener understand the message that delivered by the speaker. The segmental and supra segmental aspects of pronunciation play important role to the spoken message that delivered by the speaker. The segmental aspect of pronunciation includes consonant and vowels. The supra segmental aspect of pronunciation includes stress, rhythm, and intonation. On the other side, Penny believed that pronunciation is the use of the words to express appropriate meaning trough sounds that said correctly or construct the sentence in a way that sound acceptable.[17]

From the definitions above it can be conclude that pronunciation is the way we produce sounds of words or pronouncing the words meaningfully and accurately to be understand by others in communication or in process of teaching learning English.

[15]Tirtharaj Acharya, *Teaching Pronunciation Circle of English Teacher,* (Nepal: Journal Autumn Issue 2, no.2, 2010), p. 86.

[16]Linda Yates, *Fact Sheet-What is Pronunciation ?*, (Sydney: AMEP Research Centre, 2002), p. 1.

[17]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 103.

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b. Features of Pronunciation

Features of Pronunciation is not only mean how we produce sounds of words to be understand by others but pronunciation also has features that explain the way that we produce words or sentence meaningfully and accurately to be understand by other. Ur stated that there are three aspects of pronunciation which are: the sounds of the language, stress and rhythm, and intonation.[18] Stress and intonation are parts of supra segmental features of pronunciation while the sounds of the language same as another features of pronunciation that is phonemes. Supra segmental and segmental features of pronunciation are work in combination when we speak.

1) The Sounds of Language

The sounds of language or phonology is the study of all aspects of the sounds and sound system of a language includes both phonetic and phonemics. English language has the numbers of sounds which produced by organ speech. The sound system of English is made up of phonemes or individual sounds which make meaning. Phonemes are the different sounds within the language.[19] Even though how people articulate sounds are different, it still can be described accurately how each sound is produced. Sounds are produced in the all-vocal tracts, parts of the body where vocal sounds are produced: mouth, lungs, larynx, lips and nose.[20] The phonemes or sounds are classified into two categories: consonant and vowel.

[18]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 47.

[19]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p. 1.

[20]Adrian Underhill, *Sound Foundation Teaching and Learning Pronunciation*, (Oxford: Macmilan Publisher Limited, 2005), p. 2.

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a) Consonant

Consonants are those sounds which are produced with some kind of constriction in the vocal tract. Consonant made by causing a blockage or partial blockage in the mouth and vowels ordered according to where they are made in the mouth.[21] It means that, consonant sound which is made by narrowing of vocal tract so the airflow would be blocked, so audible friction is produce. Avery and Erlich noted that consonant involve a narrowing in the mouth which in turn causes some obstruction of the airstreams. With vowels, air passes rather freely through the mouth because there is very little narrowing.[22] It seems when people producing consonants are signed by the activity of the mouth narrows, there is pressing on the throat or mouth when the word produced.

Kelly explained that consonant can be voice or voiceless it is depending on the ways of articulation.[23] Consonant sound can be differentiating by three features: by voice; whether the vocal cords are vibrating or not, by tongue shape; whether the tongue has a flat surface, a groove along the centre line or is curled at the side, by articulator; whether the lower lip, tongue tip, tongue front, or tongue back blocks the airstream as it goes. Here is the picture of vocal tract where consonants and vowels are produced.

[21]Richard Odgen, *An Introduction to English Phonetic*, (Edinburgh: Edinburgh University Press, 2009), p. 23.

[22]Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 2009), p. 12.

[23]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p. 47.

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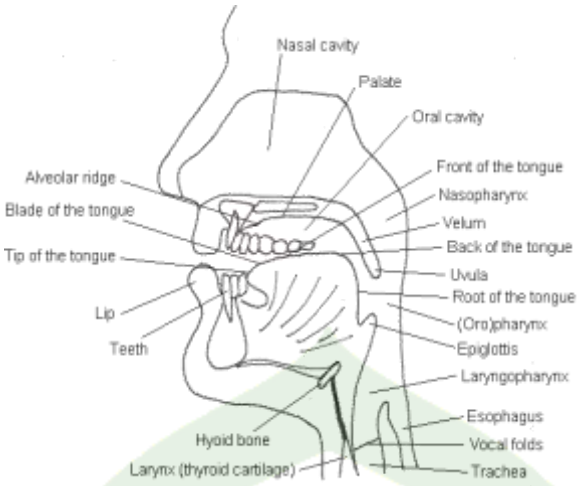

Figure 2.1 The Vocal Tract[24]

The first feature of consonant, by voice is divided into two categories; voiced and voiceless. The voiced consonant is produced when there is a vibration on the 'Adam's Apple' or larynx when ones sounding for example (z) sound. On the other hand, the voiceless consonant produced when there is no vibration on the larynx for example when ones sounding (s) sound.

The second feature, by tongue shape the consonant is produced by nasal or oral. The nasal consonant is produced by channelling air through the nasal cavity. Nasal sound for example (m) and (n) is produced with air only passing through the nasal cavity for the production. On the other hand, and oral consonant requires a closure of the nasal valve for example sound (s).

The third feature of consonant is articulation. There are two articulators; active and passive articulator. The active articulator is located along the base of the vocal tract and the passive articulator is located along the top of vocal tract. The articulation is divided into manner and place of articulation. There are three manners

[24]Macquire, *An Overview of the Vocal Tract*, (Sydney: University Sydney Australia, 2015), (www.mq.edu.au).

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of articulation: stops, fricatives, and approximants. There are eight places of articulation; bilabial, labia dental, dental, alveolar, post alveolar, palatal, velar and glottal.[25] Below is the table of place and manner of articulation.

Table 2.1
Place and Manner of Articulation

Place	Sounds	Word	Manner
Bilabial	/p/	Pie	Voiceless bilabial plosive
	/b/	By	Voiced bilabial plosive
	/m/	My	Voiced bilabial nasal
	/w/	Which	Voiced labial-velar approximant
	/f/	Fat	Voiceless labio-dental fricative
Labio-Dental	/v/	Vat	Voiced labio-dental fricative
Dental	/θ/	Thigh	Voiceless dental fricative
	/ð/	Thy	Voiced dental fricative
	/n/	Night	Voiced alveolar nasal
	/s/	Sip	Voiceless alveolar fricative
Alveolar	/z/	Zip	Voiced alveolar fricative
	/r/	Rip	Voiced alveolar central approximant
	/l/	Lip	Voiced alveolar lateral approximant
Post Alveolar	/ʃ/	Ship	Voiceless post alveolar fricative
	/ʒ/	Beige	Voiced post alveolar fricative
Post Alveolar	/tʃ/	Chunk	Voiceless post alveolar affricative
	/dʒ/	Junk	Voiced alveolar affricative
Palatal	/j/	Yes	Voiced palatal approximant
Velar	/k/	Cot	Voiceless velar plosive
	/g/	Got	Voiced velar plosive
	/ŋ/	Rang	Voiced velar nasal
	/x/	Loch	Voiceless velar fricative
Glottal	/h/	High	Voiceless glottal fricative

[25]Fara Zikara Putri, *The Effectiveness of Minimal Pairs Drill towards Students' Ability In Pronouncing Similar Sounds of Words*, (Skripsi Universitas Islam Negeri Syarif Hidayatullah Jakarta: 2015), p. 8.

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b) Vowel

Kreidler stated that there are many different in the description of vowels. This differentiation is based on the different dialect of English have different system of vowels and different linguist give more importance to different features.[26] There are three differences of vowels there are inventory of vowels, incidence, and phonetic realization. The inventory of vowels is the number of vowel phonemes which contrast with one another. The incidence refers to the occurrence of particular vowels in particular set of words. Furthermore, phonetic realization is the differences of articulatory features of vowels.[27]

Kelly explained that vowels are articulated when a voice airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Then, vowel can be classified based on its sounds. There are two kinds of vowel sounds, single vowel and diphthong that is involving a movement from one vowel sound to another (like /ei/, as in late). Single vowel sounds may be short (like /i/, as in hit) or long (like /i:/, as in heat). The symbol /:/ denotes a long sound. It showed that single vowel sound is vowel that appeared one morpheme in a word or when it sounded, which diphthong consist of the combination of two different sounds, and monophthongs are more than two morphemes combined in one sound or they are produced equally.[28]

The formally phonemic symbols (consonants and vowels) using in English language based on the International Phonetic Alphabet (IPA), as follow:

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[26]Charles W. Kreilder, *Teaching Pronunciation of English*, (Oxford: Blackwell Publishing, 2004), p. 46.

[27]Charles W. Kreilder, *Teaching Pronunciation of English*), p. 47.

[28]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p.29.

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Table 2.2
Phoneme Chart: English Vowel and Consonant Sounds

Vowel Phonemes			Consonant Phonemes		
Short Vowel			1	/p/	Pull
1	/ɪ/	Grin	2	/f/	Fish
2	/ʊ/	Foot	3	/t/	Stop
3	/e/	Bet	4	/θ/	Earth
4	/ə/	Teacher	5	/tʃ/	Chair
5	/ʌ/	Cup	6	/s/	Sit
6	/æ/	Apple	7	/ʃ/	Shoe
7	/ɒ/	Hot	8	/b/	Bet
8	/i:/	Tree	9	/v/	Vote
9	/u:/	Food	10	/d/	Door
10	/ɜ:/	Girl	11	/ð/	Bathe
11	/a:/	Dark	12	/ʤ/	Joke
12	/ɔ:/	Walk	13	/z/	Noise
Diphthong			14	/ʒ/	Casual
13	/ɪə/	Ear	15	/g/	Green
14	/eə/	There	16	/h/	Head
15	/əʊ/	Vote	17	/m/	My
16	/aʊ/	Out	18	/n/	Nurse
17	/eɪ/	They	19	/ŋ/	Sing
18	/aɪ/	My	20	/r/	Rule
19	/ɔɪ/	Joy	21	/l/	Love
20	/ʊə/	Tourist	22	/w/	Way
			23	/j/	Yes
			24	/k/	Cup

From the table based on the IPA chart above there are 20 vowel sounds that divided into 12 single vowels and 8 diphthongs. There are also 24 consonant sounds. It also explains the examples of words, which placed vowels or consonants, are produced.

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c) Stress and Rhythm

Stress is supra segmental features of pronunciation that refers to the distinction to certain syllables within words or words within utterances. Stress and rhythm are which influence the expression of meaning words pronounced. Harmer explained that stress is the term we use to describe the point in a word or phrase where pitch changes vowels lengthen and volume increases.[29] This statement is supported by Jones, "Stress is one of the factors that may cause or help to cause a sound or syllable to be prominent".[30] Thus, stress is a way to press whether the syllable of the words is as a pointer or not in speech. It is regarded that stress helps speaker to control the speech production related to the meaning.

Stress is classified into two kinds of stress; word stress and sentence stress. Word stress refers to accent or emphasis given to particular syllable of a word. The words that have two or more syllables have one stress the stress can be in the beginning, in the middle, or in the last part of the word. For example: *HOtel, baNAna, kangaROO* the stressed syllable is indicated by the capital letters.

Gerrard Kelly give explanation about the rules of word stress. The first is stressed syllable occur on noun or adjective that has two syllables for example *STUDent, FUNCtion, MAny, FAther*. The second is prefixes or suffixes are not stressed for example *QUIetly, oRIGinally*. The third is in compound word or words formed from combination of two words are usually being stressed in the first syllable for example *SEAside, FOOTball*. The last is words that can be used as noun or verb

[29]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 1994), p. 42.

[30]Daniel Jones, *The Pronunciation Of English*, (Cambridge: Cambridge University, 1986), p. 30.

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has different rule of stress, the noun would have stress on the first syllable on the other hand the verb has stress on the last syllable for example *EXport (n), exPORT (v) and DEcrease (n), decrease (v).*[31]

In sentence stress, the stress is occurred on the most important word. Kelly explained that sentence stress is integral feature which provides listeners with vital clues to the of points speakers" message.[32] In this statement, stress in sentence is viewed as an important part in speech to help the listener understanding about the message delivered. Sentence "*He saw a movie."* and "*He saw a movie."* has different meaning. Sentence "*He saw a movie."* indicate that the speaker wanted the listener to know that the person who saw a movie was *He* not she or they. Sentence "*He saw a movie*" indicates that the speaker saw a *movie* not a concert.

Based on the previous explanation, sentence stress, which is stated as the speaker's way to pronounce the certain word in a sentence, by using louder, longer, clearer and higher in pitch, is supposed to express the word that is stressed. It serves as the clue or main point of the speech. Stress can change the meaning of the sentence or word. Proper stress that given in a speech can deliver correct message of the speech and the listener would not misunderstand the meaning. On the other hand, if a sentence or word has improper stress the listener would misunderstand the meaning of the speech or the speech would sound strange.

Another feature of pronunciation is rhythm. Rhythm is the occurrence of stresses remains normal, and unstressed syllable are squashed in between the stress

[31]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p. 69.

[32]Gerald Kelly, *How to Teach Pronunciation*), p. 84.

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one, being shorter and losing some purity of the vowel of sound.[33] Rhythm also can be defined as the pattern of occurrence in time of relatively 'strong' and relatively 'weak' events, unstressed syllable.[34] Here, the strong is known as stressed syllable and weak is unstressed one. Thus, when the words or phrases are pronounced, the strong syllable is usually spoken in highly pitched and clearly utterance, while the weak one is not.

d) Intonation

Intonation refers to the pattern of the change of pitch over a word or speech. Intonation is important in signaling the meaning of message when the speaker speaks. Ur also stated that intonation is an important aspect of English pronunciation, intonation often making a difference to meaning or implication. Intonation is the rises and the falls in tone that make the tune of utterance. Intonation also shows the speaker's emotion and attitude in utterances, directs whether the speaker finish or not yet, and explains about the speaker's purpose in speaking if that is in statement or question.[35] Intonation is not only determining the meaning of the spoken message but also related to the grammar function, to the speaker's attitude, and speaker's intention of the speech.

There are five major patterns of intonation there are: fall, rise, fall-rise, rise-fall, and level. Falling pattern usually indicates that the speaker has finished the speech. Rising intonation indicates a question or continuation. On yes-no question the

[33]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p. 71.

[34]Michael Ashby and John Maidment, *Introducing Phonetic Science*, (Cambridge: Cambridge University Press, 2008), p. 161.

[35]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 13.

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intonation would be rising while on "*wh*" question the intonation would be falling. A fall-rise intonation indicates an expression that would be followed by other information. A rise-fall intonation is usually to indicate strong feeling of surprise or agreement or disagreement. A level intonation indicates boredom, routine, or pettiness.

Intonation as one of feature of pronunciation is as important as stress because stress and intonation indicate meaning, attitude and grammatical function of a speech. Intonation can indicate whether the sentence is a question, order or information. Even though, the word or sentence grammatically forms as a question, but intonation performs as a statement, so the meaning can be different. The meaning expresses based on the speaker's aim in delivering something to the listener. Thus, the intonation can be clearly to avoid miss understanding in communication.

c. The Goals of Pronunciation

One of the goals of pronunciation is to pronounce English accurately in order to be understood by the listener. Ur stated that the goals of pronunciation is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speaker.[36] Harmer in his book explains that teacher need to be sure that the students can be understood when they speak English.[37] It means that their pronunciation should be sufficient for that purpose. Although students may not need to have perfect accent yet they can always be understood when they speak.

[36]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 13.

[37]Jeremy Harmer, *The Practice of English Language Teaching New Edition*, (New York: Longman Publishing, 1991), p. 21.

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There are three realistic goals of pronunciation such as ability to communicate orally at ease and efficiency, ability to produce the basic contrasts of the target language sound system, and ability to understand fluent speech as produce by native speaker.[38] When people speak, they should know whether their speech can be understood by the listener or not and predict whether the word or sentence is efficiently delivered or not. This is why the ability to communicate orally at ease and efficiency become the goal of teaching pronunciation because this goal affects the fluency in communication.

From the explanation, the students are involved in learning English pronunciation to recognize the sound system of the target language, and to produce the sound system of English, prominently to distinguish the sound system between their target language and their native language. If the students have been able to recognize the sound system of the target language have been able to produce its sound system, they may be able to practice the pronunciation of English words accurately.

2. The Concept of Error Analysis

a. Definition of Error Analysis

Error analysis distinguish between errors, which are systematic, and mistakes, which are not.[39] By linguistic level, Lyster & Ranta distinguish five major categories of errors for classroom error correction. They are as follows: lexical errors (vocabulary), phonological errors (pronunciation), syntactic errors (grammar),

[38]Rosane Silveira, *Pronunciation Instruction Classroom Practice and Empirical Research*, (Journal of Linguagem & Ensino 5, No 1, 2002), p. 98.

[39]Ellis Rod, *The Study of Second Language Acquisition,* (New York: Oxford University Press, 1994), p. 52.

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interpretive error (misunderstanding of a speaker's intention or meaning), and pragmatic error (failure to apply the rules of conversation).[40] The rationale for the language-learning theory lies within behaviorism, and the belief that learning is a question of habit formation. The behaviorist believed that when a new habit was learned, old habits would have some effect on the learning process.

Furthermore, error analysis comprehends criticize the errors made by people who learn a second language or foreign language beyond their first language. Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors are not only because of the learner's native language but also, they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behaviorist theory suggest. In conclusion, error analysis is a branch of applied linguistics. It is concerned with the compilation, study, and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. Closely relate to error analysis is the concept of interlingual.

b. Procedure of Error Analysis

According to the linguist Corder assumed that errors were the result of interference in the learning of a second language from the habits of the first language. The major contribution of the linguist to language teaching was seen as an intensive contrastive study of the system of the second language and the mother tongue of the learner.

[40]Roy Lyster and Leila Ranta, *Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classroom*, (Cambridge: Cambridge University Press 20, 1997), p. 37-66.

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Besides error are significant of three things: first to teacher, in that they tell him if he or she undertakes a systematic analysis, how far towards that goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third (and in a sense, this is their most important aspect) they are indispensable to the learner himself because we can regard the making of errors as a device the learner uses to learn.[41]

Furthermore, error analysis comprehends criticize the errors made by people who learn a second language or foreign language beyond their first language. Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also, they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behaviorist theory suggested. In conclusion, error analysis is a branch of applied linguistics. Closely related to error analysis is the concept of interlanguage.

[41]S. P. Corder, *The Significance of Learners' Errors* (Edinburgh: International Review of Applied Linguistics. 5, 1967), p. 167.

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Error analysis research is of use in this investigation as it provides the following guideline to be used in the study of errors:[42]

1) Collecting samples of learner language
2) Identifying the errors
3) Classification into error types
4) Explaining the errors
5) Evaluating/correcting the errors
6) Analysis of the source of error

3. The Concept of Pronunciation Error

a. Definition of Pronunciation Error

Pronunciation errors are words that are pronounced in a wrong way.[43] Sound's production that uses to producing the meaning is explanation of pronunciation. It means that, characteristic of study of language based on pronunciation there is concern on phonetic language for communication by many people. However, error pronunciation there is no separated in spoken by people. According to Erdogan, errors pronouncing in always viewed by English learning processes for people who foreign language.[44] English learners there are made error when they are speaking English and it is inevitable that learners make mistakes in the process of foreign language learning.

[42]Rod Ellis, *The Study of Second Language Acquisition*, (England: Oxford University Press, 1994), p. 48.

[43]Eslami, Estaji, and Elyasi, *The spelling error analysis of the written persian essays of russian adult learners of Persian*, (Asian Journal of Humanities and Social Sciences 2, no. 1, 2014), p. 4.

[44]Vacide Erdogan, *Contribution of error analysis to foreign language teaching*, (Mersin University: Journal of the Faculty of Education 1, no. 2, 2005), p. 270.

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Based on Erdogan statement, the learner's performance there is part of cognitive process that deals to error analysis, for learners made recognizing and coding when input of language from target language. Therefore, English learner understanding about process of second language acquisition there is focused on error analysis.[45] It means that, the common errors in pronouncing English would be usually in every linguistic program.

b. Classification of Pronunciation Error

J. C. Richard classified pronunciation error into two categories. The interlingual error and the intralingual error, those two elements refer respectively to the negative influence of both the speaker's native language and the target language itself.[46]

1) Interlingual Errors

Interlingual errors are error caused by the interference of the learner's mother tongue or native language (also known as interference, linguistic interference, and cross linguistic influence), where by the learner tends to use their linguistic knowledge of L1 on some linguistic features in the target language, If the second language or we might called the target language has same feature with the first or native language or previously learn language, of course this would give some benefits to the second language learners and can be categorized as positive transfer. However, when the second language has another system or different features, as a result, it often leads to making errors, and this type of errors aroused by the negative effect.

[45]Vacide Erdogan, *Contribution of error analysis to foreign language teaching,* (Mersin University: Journal of the Faculty of Education 1, no. 2, 2005), p. 262.

[46]J. C. Richard, *Dictionary of Language Teaching and Applied Linguistics; 3rd Ed,* (London: Longman, 2002), p. 267.

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a) Absence of Some Target Language Phonemes

It consists of errors which may be due to the absence of some target language phonemes (vowels or consonants) in the learners' first language. (v), (θ), (ð), (ʒ), (dʒ), and (tʃ) sounds cannot be found in Bahasa Indonesia. For example, the consonants /θ/ and /ð/ 18 which do not exist in Bahasa Indonesia would lead Indonesian EFL learners to pronounce the words think and the as (tɪnk) and (də).

b) The Differences which Exist Between the First and Second language Syllable Structures

It is related to the differences which exist between the first and second language syllable structures. Consonant clusters are considered to be peripheral parts of a syllable. A vowel and syllabic sounds are main parts of a syllable. In a syllable, consonants can be put both in front of (onset) or after some syllabic sounds (coda).

Bahasa Indonesia do not have two or three consonants in the syllable onset position, two-five consonants in syllable coda position, and voiced stop consonant in the final position. As a consequence, Indonesian speakers of English may find some difficulties in pronouncing those types of words. In addition, 'Asian Language Notes' uses contrastive analysis to seek to explain errors found in the English of Indonesian/Malay speakers, that errors occur with voiced stops because 'no voiced stops occur finally in BI (Bahasa Indonesia/Indonesian language)'.[47] Indonesian stops in final position are unreleased and voiceless. For example, Final (d) is realized as (t), final (g) is substituted by (k), and final (b) is devoiced as (p).[48]

[47]Yuliati, *Final Consonant Clusters Simplification by Indonesian Learners of English and Its Intelligibility in International Context*, (International Journal of Social Science and Humanity 4, no. 6, 2014), p. 513-514.

[48]Mathew, *Errors in pronunciation of consonants by Indonesian, Ga Yo and Acehnese learners of English as a foreign language,* (Western Australia: Edith Cowan University, 1997), p. 63.

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2) Intralingual Errors

Intralingual errors are caused by interference within the target language. Intralingual errors mean a problem in learning second language which is influenced by unsuccessfully in learning foreign language. Thus, the causes of intralingual and developmental error are as follow:

a) Over-generalizations

Over generalization is a process that occurs as the second language learner act within the target language.[49] Brown said that overgeneralization is the incorrect, application negative transfer of previously learned second language material to a present second language context. While Richard explains that overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. The researcher concluded that overgeneralization is often made by the second language learners that have had experience in second language learning with imprecise perception either from the source or from their own perception. That wrong perception is become one of the aspects that cause error in their second language learning.

In pronunciation, overgeneralization error occurs when the speaker applies a pronunciation rule in cases where it doesn't apply. In pronunciation there is a difference in pronouncing English article 'the'. Article 'the' are pronouncing differently depend on what kinds of alphabet after the article. The English foreign language learners who didn't know about this rule would over generalization the sound of article 'the' no matter what kinds of alphabet after the article.

[49]H. Douglas Brown, *Principles of Language Teaching and Learning, Fourth Edition* (New York: Addison Wesley Longman, Inc., 2000), p. 95.

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b) Ignorance of rule restriction

Closely related to the generalization of deviant structures is the failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. It is also known as a transfer of training, errors caused by misleading teaching examples, teachers, sometimes, unconditionally, explain a rule without high lighting the exceptions or the intended message they would want to convey. Therefore, the experience of second language learning is contributed to the errors that student always makes.[50]

c) Incomplete application of rules

The occurrence of structures whose deviancy represents the degree of development of the rules required to produce an acceptable utterance. For example, one of the transformations in a series may be omitted or a word may be added to another word form.[51] Error of omission is when some part of the thing or the elements of the single or group of word are omitted. The words are come as it should not be. e.g.: The teacher is asking student A to pronounce the word *'the trees'*. The student says */de' trə/* instead of */de' trəs/* on his pronunciation. Here, we can see that the student A is considered doing an error of omission with omitting /s/ sound. Opposite to the errors of omission, there is an error of addition.

This kind of error is can be present when some element which should not be there is added to the word or sentence. For example: when Listening class is being held, students are asked to write down the word *'Qualify'* and say it loud as they have

[50]H. Douglas Brown, *Principles of Language Teaching and Learning, Fourth Edition* (New York: Addison Wesley Longman, Inc., 2000), p. 96.

[51]S. P. Corder, *Error Analysis and Interlingual*, (Edinburgh: Oxford University press, 1981), p. 36.

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heard from the audio. Instead to say */'kwol.i.fai/,* some students are said it as */'kwol.i.faid/.* From the example above, we clearly see that some students did an error of addition where they adding the /d/ sound to the word *'Qualify'*.

d) False concepts hypothesized

In addition to a wide range of intralingual errors that have to do with faulty rule-learning at various levels. There is a class of developmental errors that derive from faulty comprehension of the dictation of the target language. This kind of errors are results of a normal pattern of development, such as (come: comed) and (break: breaked), developmental errors indicate that the learner has started developing their linguistic knowledge and fail to reproduce the rules they have lately been exposed to in target language learning.

4. Minimal Pairs

Word that has similar in sound or minimal pairs are two words that pronunciation different by only one sound. Barlow and Geirut also explain that minimal pair is a set of words that differ by single phoneme and the difference is signal a different meaning.[33] In addition minimal pair is two sounds can occur in the same environment, producing different words and have different phonemes and meaning.[34] For example the word *map* /mæp/and *mat* /mæt/ have very different meaning. Those two words only differ by the last consonant (p) and (t).

Murcia explains that minimal pair is drills that differ by a single sound in the same position.[52] As Bloomfield explained in Murcia's book minimal pair technique is based on the concept as a minimal distinctive sound and used for both

[52]Marriane Celce–Murcia, Donna M. Brinton, Janet M. Godwin, *Teaching Pronunciation: A reference for teacher of english to speakers of other language*, (New York: Cambridge University Press, 1996), p.3.

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listening practice and guided oral production.[53]

According from Barlow and Gierut say, relative effectiveness of treatment approaches that facilitate phonemic acquisition by contrasting pairs of sounds in minimal pairs is described; therefore, minimal pair is a set of words that differ by a single phoneme, whereby that difference is enough to signal a change in meaning.[54] Minimal pairs are also a powerful teaching strategy for speakers who suffer from speech problems such as speech apraxia and as reported.[55]

Michael and Ashby and John Maidment argued "In order to prove conclusively that a phonetic distinction is contrastive in a particular language it is necessary to find a pair of words in the language that differ in only one segment".[56] Minimal pair refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn and in teaching pronunciation can create correct and accurate pronunciation.

English has many minimal pairs in consonants and vowels. The minimal pairs in consonant for examples: *spy* /spaɪ/ and *sky* /skaɪ/, *cat* /kæt/ and *cape* /kæp/, *pin* /pɪn/ and *bin* /bɪn/ and many others. The minimal pairs in vowel for examples: *map* /mæp/ and *mop* /mop/, *cap* /kæp/ and *keep* /kip/, *far* /fa:r/ and *fair* / fer/ and many others. Minimal pair helps students practice listening skill to recognize English sound and

[53]Marriane Celce–Murcia, Donna M. Brinton, Janet M. Godwin, *Teaching Pronunciation: A reference for teacher of english to speakers of other language*, p.4.

[54]Jessica A. Barlow, and Judith A. Gierut, *Minimal Pair Approaches to Phonological remediation*, (Journal: Seminar in Speech and Language 23, no.1, 2002), p. 58.

[55]Julie L. Wambaugh, *et al., eds., A minimal contrast treatment for apraxia of speech*, (Clinical Aphasiology, 24, 1996), p. 97-108.

[56]Michael Ashby and John Maidment, *Introducing Phonetic Science*, (Cambridge: Cambridge University Press, 2005), p. 136.

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contrast the differences of the sound of words, hence the students understand that there are the different in the sound and different in meaning of the words.

From the explanations above can be conclude that minimal pair is one of the ways in teaching pronunciation to distinct the quite similar sound that have same position in a word or a sentence. Minimal pair is two words/ that vary by only a single sound or two similar sounding word that differ in only one phonological element and have distinct meanings. Students sometimes don't understand the difference of its sound and the effect of its differences. Even though this seems small problem, but it can affect the understanding, efficiency, accuracy, and fluently in communication. This practice is useful for speaking and listening practice. The students can practice to listen the difference of the similar sound of words and distinguish it also can practice the oral production of similar sound of words.

There are two kinds of minimal pair teaching material. The first is word drills and sentence drills. In word drills students are drilled to differentiate two similar sounds in a word. In sentence drills students are drilled to differentiate two similar sounds in a sentence.[57]

[57]Marriane Celce–Murcia, Donna M. Brinton, Janet M. Godwin, *Teaching Pronunciation: A reference for teacher of english to speakers of other language*, (New York: Cambridge University Press, 1996), p.4.

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Table 2.3
Sample of Minimal Pair Words

No.	WORDS DRILL		SENTENCES DRILL	
	/æ/	/ɑ:/	**Paradigmatic drill**	**Syntagmatic drill**
1.	Cat	Cart	The soup smells delicious.	Did you send a box of sand to me?
2.	Hat	Heart	The soap smells delicious.	Did you at least get the list?
3.	Ants	Aunts		

As can be seen from the table, the difference of the sound is clearly seen but it might be difficult for the foreign students who don't speak the language. As explained before that there are two kinds of minimal pair teaching material, they are word drills and sentence drills. The sentence drills are divided into two which are syntagmatic drills and paradigmatic drills. Syntagmatic drills contrast two words within a sentence and paradigmatic drills contrast two words across two sentences.

5. The Concept of PRAAT Application

a. PRAAT Introduction

The challenge of non-native speakers in learning English pronunciation is that it can be difficult to hear the difference between the target pronunciation and their own. To this end, PRAAT, a free, easy to use, and readily available open-source piece of application can assist English language learners by generating a visual representation of the students' utterance. According to Hang-Brook, PRAAT is the application that can accomplishes this by recording sound samples and drawing, among other things, the visual pitch contour of the utterances. As such, PRAAT is a useful tool that can be used to teach aspects of supra segmental pronunciation, such as intonation, as well as segmental, such as vowel sounds.

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Teachers can also use PRAAT to evaluate English learners' pronunciation, measure improvement over time, and to pinpoint each individual student's problems efficiently.[58] With this in mind, this paper aims to review how PRAAT can assist in teaching and learning English pronunciation, and then presents the results of a pilot study that was specifically designed to explore how PRAAT can enable students to improve their intonation.

PRAAT is most often used with speech sounds, in which case the pitch contour is associated with the vibration of the vocal folds and the formant contours are associated with resonances in the vocal tract. But the use of PRAAT is certainly not limited to speech sounds: musicians and bio-acousticians use it for the analysis of sounds produced by drums, crickets, or whales, and the interpretation of the three analyses would change accordingly. PRAAT allows to record a sound with microphone or any other audio input device, or to read a sound from a sound on disk. PRAAT then be able to have a look 'inside' this sound. The upper half of the sound window) would show you a visible representation of the sound (the wave form). The lower half would show you several acoustic analyses: the spectrogram (a representation of the amount of high and low frequencies available in the signal) is painted in shades of grey; the pitch contour (the frequency of periodicity) is drawn as a cyan curve; and formant contours (the main constituents of the spectrogram) are plotted as red dots.

[58]Hang Thu Le and Jennifer Brook, *Using Praat to teach intonation to ESL students* (Hawaii Pacific: University TESOL Working Paper 1, no. 2, 2011), p. 2-15.

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b. Synthesizing speech with PRAAT

Based on Boersma as the founder of PRAAT, stated that PRAAT is not a text-to-speech system, we cannot type in an English sentence and have the program read it aloud. But we can generate many types of sounds with PRAAT.[59] First, we can use formulas to generate simple sounds like sine waves or white noise from scratch, or to generate more complicated sounds from other sounds. Second, we can create sounds from other types of data, e.g., we can turn a pitch contour in a pulse train. Third, we can do synthesis: from stylized pitch, intensity, and formant contours that we can build from scratch, we can create speech-like sounds. Fourth, we can perform articulatory synthesis: from a specification caution of timed muscle contractions, PRAAT would compute the resulting sound. Fifth, we can create sounds from other sounds by a variety of filtering and enhancement techniques.

The PRAAT segmentation, labeling and in particular the signal manipulation and resynthesize facilities are unquestionably superior to any corresponding functionality that currently exists, or that it is likely wanted to develop ourselves. More generally, a modular approach seems to us to be an essential part of speech tool development: the highly multidisciplinary nature of phonetics and speech analysis would seem to preclude designing a single all-encompassing system which is adapted to the huge range of experimental paradigms that are found in speech research. This is one of the main reasons why, in contrast to PRAAT, it prefers to make use of independently supported programming environments that can be adapted to speech analysis.

[59]Hang Thu Le and Jennifer Brook, *Using Praat to teach intonation to ESL students,* (Hawaii Pacific: University TESOL Working Paper 1, no. 2, 2011), p. 11.

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c. Procedure of PRAAT Application

1) Create a sound data

a) From the main menu in the PRAAT objects window select 'NEW'.

b) In most cases, we would record a single speech or voice sample and for that purpose we can select “Record mono Sound”. If wanted to make stereo recordings, we obviously have to use “Record stereo Sound”. We have to make sure the recording device, for example a microphone to be used is ready.

c) When ready, click the ‘Record’ button and sound data recording begins.

d) When finished, click the ‘Stop’ button, If the recording is to satisfaction check with ‘Play’

e) Add a name for the recording in the ‘To list’ box, click on the ‘To list’ button. This would put object in the ‘Objects window’.

f) To save sound object, click ‘Write’ menu, sound object can be saved to a text file with extention file “Sound” or to WAV file with extention file “.wav”.

g) To save to the text file “Sound”, click menu option “Write to text file”. After that, window appears “Write Object to text file”, give it name and click “Save”.

h) To save WAV file, click menu option “Write to WAV file”. After that, window appears “Write to WAV file”, give it name and click “Save”.

2) Open Sound Data

If sound data to be analyzed has been recorded using another recording device, there is no need to re-record or create new sound data using PRAAT. The

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existing sound data is simply opened or maybe the term for PRAAT is read.

Procedure to open or read sound data using PRAAT:

a) Click “Read” menu and click “Read from file”.

b) Select the sound data to be analyzed, then click OK. Sound data that can be analyzed is file “Sound” previously generated using PRAAT or sound data with WAV format.

c) The selected sound data then appears as a Sound Object in list “Objects” in “Praat Objects” window.

3) General analysis (waveform, intensity, spectrogram, pitch, duration)

a) Select the speech object and then choose ‘Edit’.

b) In the top menu we would see the following options:

1) File, (this allows to extract selections in different ways, to open a script file etc.)

2) Edit, (this allows to copy or paste parts of a signal etc.)

3) Query, (this allows to get information on the cursor position, selection boundaries, define settings for logs and reports etc.)

4) View, (this allows to select the contents of the window (spectrogram, intensity etc.) and control zoom settings).

5) Select, (this allows to control cursor positions).

6) Spectrogram, (this allows to control the spectrogram settings and extract information; the frequency value at the cursor position is indicated on the left-hand side of the panel in a red font).

7) Pitch (this allows to control the voice (pitch) signal settings and extract information; by default, the pitch signal is shown in a bright blue solid

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line and the value at the cursor position is indicated on the right-hand side of the panel in a dark blue font).

8) Intensity is allowing to control the intensity signal settings and extract information; by default, the intensity signal is shown in a yellow solid line and the value at the cursor position is indicated on the right-hand side of the panel in a bright green font).

9) Formant, (this allows to control the formant settings and extract information; by default, the formants are shown in red dotted lines). The size of the window displaying formant values can be set in the 'Formant settings' option (set 'maximum duration (s)' to a convenient value).

10) Puls, (this allow to set pulses (necessary for e.g., pitch analysis) and to extract specific information on voice parameters like jitter and shimmer; pulses are indicated in the top panel with vertical dark blue solid lines).

4) Spectrographic analysis (optional)

In addition to the options available in the 'Edit' menu, which would suffice for most common users of PRAAT, we can also use more specific spectrographic displays in PRAAT. This chapter details these options.

a) Close the analysis window and select again the speech object.

b) Choose 'Spectrum' from the main menu.

c) Choose 'To Spectrogram' from the 'Spectrum' menu

5) Intensity analysis (optional)

a) Similar to what is said about the use of spectrographic techniques outside

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the ‘Edit’ window, one can do intensity analyses separately. Again, the ‘Edit’ options are by far the easiest way to go, but the procedures explained below can be used as an alternative if so desired.

b) Select the original speech object.

c) From the main menu, choose the option ‘To Intensity’.

d) Keep the default values for the selection window (unless minimal pitch is expected and measured below 100 Hz) and click ‘OK’

6) Pitch analysis

a) Select the sound object.

b) Go to ‘Periodicity’ in the main menu.

c) Choose ‘To Harmonicity (cc)’ from the menu and stick to defaults (unless we have good reasons to change it).

d) Select ‘Harmonicity {name}’ object and choose ‘Query’ from menu.

e) Choose ‘Get mean’ from menu and the mean Harmonic to Noise ratio (H/N) is written in the ‘Info’ window.

f) Select again the sound object.

g) Go to ‘Periodicity’ in the main menu.

h) Choose ‘To Pitch (cc)’ from the menu and stick to defaults (unless we have good reasons to change it).

i) If we like we can select the ‘Pitch_{name}’ object and choose ‘Edit’ to view the signal and to select a suitable interval for analysis.

j) Select Pitch object and choose ‘Query’ from menu.

k) Choose ‘Get mean’ from menu and the mean fundamental frequency for the specified interval would be displayed in the ‘Info window’.

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d. The Advantages of Using PRAAT in Pronunciation Ability

The advantage of such an analysis is that it leaves open the possibility of subsequently querying and analyzing (perhaps a large number of) word-initial vowels, in order to determine whether the glottal stop has left an acoustic signature which is not immediately apparent at the labeling stage. Timeless labels can also be useful in rapidly annotating a corpus in which it is important to be able to query according to the context but without the context necessarily being linked to times. In a TOBI-style annotation for example, it might be sufficient to associate there, they are candidates for the fundamental frequency and the thick pink dots are obviously the candidates that were estimated to be the most likely ones.

In PRAAT application it can query pitch values at certain times, as well as statistics over the pitch contour, using the Query-buttons when the pitch object is selected in the objects window. It can be seen that pitch range is usually specified phrase by phrase, and changes in the course of an utterance. It should therefore retrieve the pitch range for all phrases in our utterance separately. Unfortunately, we don't know where phrases end. But it could be approximate them by finding small gaps of silence in the speech signal, and assuming that these are phrase breaks. Then it could be estimating the pitch range for each phrase separately and improve the intellectual skill.

Computer-assisted pronunciation instruction of Computer-assisted pronunciation instruction as an effective means for teaching stresses many advantages which are not usually available in conventional contexts.[60] For example, point out

[60]Ali Farhan AbuSeileek, *Computer-assisted pronunciation instruction as an effective means for teaching stress,* (The JALT CALL Journal 3, no. 1-2, 2007), p. 4.

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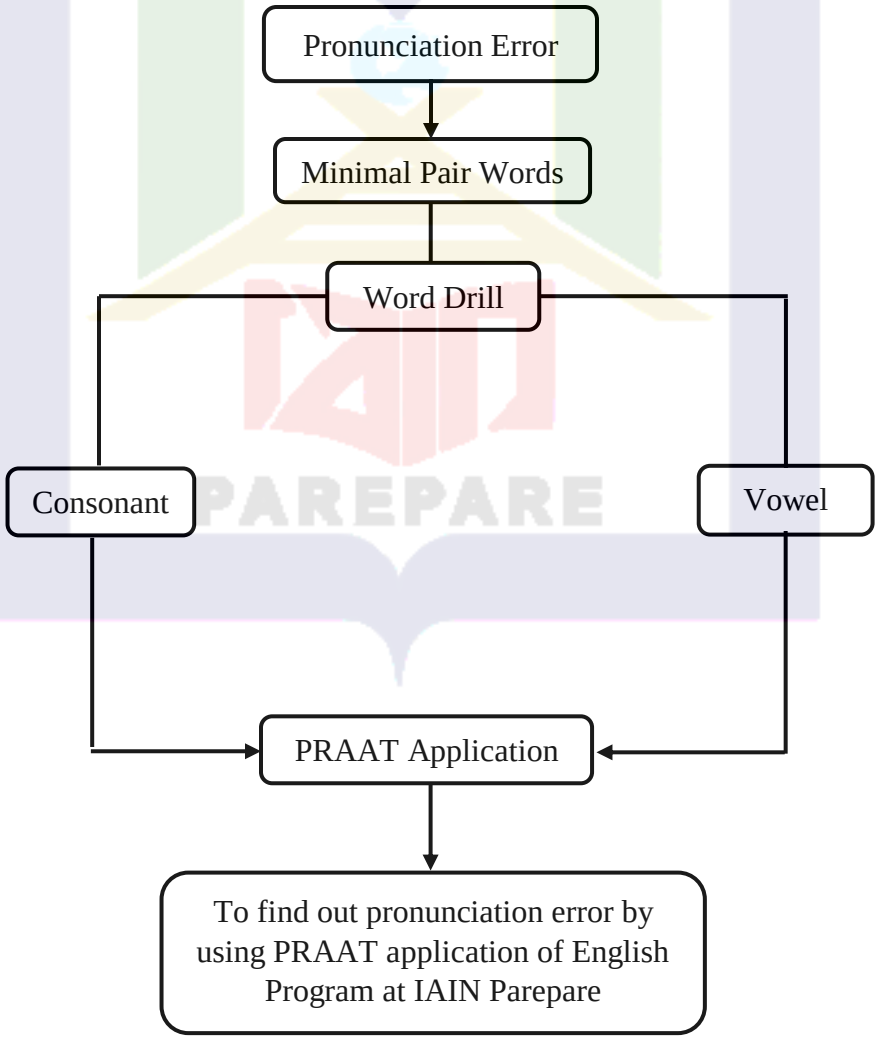
that digitized pronunciation application allows students to access unlimited and realistic second language input through different channels individually and provide individualized feedback automatically and instantaneously. The computer can also offer learners a chance to use many prerecorded materials. Make sure that it took the same suggested range for calculating the pitch in the sound editor window and set the parameters accordingly.

C. Conceptual Framework

The researcher designs the conceptual framework of this research by showing diagram below:



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From the conceptual framework, the research knew about the pronunciation errors of English Program especially in pronouncing minimal pair words, which consisted of word drill in consonant and vowel sounds. The analysis would be carried out using PRAAT application to determine the pronunciation errors by students of English Program.

The sample of this research are the sixth semester and the eight semester students of English program at IAIN Parepare, while the focus of this research is to analyse the students' error in pronouncing consonant and vowel in minimal pair words by using PRAAT application and to identify the causes of students' error in pronouncing minimal pair words.

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CHAPTER III
RESEARCH METHOD

A. The Research Design

The researcher was conducted this research with qualitative research design, especially in the descriptive method. The researcher described the speech sounds which have particularly incorrect pronunciation, and design to identified the kinds of vowel and consonant sounds pronounced by students in pronouncing minimal pair words based on their speech. Thus, the researcher described the pronunciation error in minimal pair words that mostly made by students.

B. Location and Duration of the Research

The location was conducted at State Islamic Institute (IAIN) Parepare. This research focuses of English program at IAIN Parepare which the subjects are 20 students. The reason the researcher chooses this place is because the student of English Program has pronunciation class as one of their subjects, which mean most of the students has knowledge about how to pronounce each sound well. The researcher was conducted 1 month for doing this research.

C. Focus of the Research

This research focuses on phonology in segmental features especially in consonant and vowel minimal pair words. This research concern identified the students' pronunciation error in pronouncing minimal pair words by using PRAAT application and to investigate the causes of students' errors in pronouncing minimal pair words. The researcher focus to the students from English program at IAIN Parepare and take 20 students as a subject of the research.

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Besides, the type of sample technique that used in this research is purposive sample or a non-probability sample where this sample was selected based on the characteristics of a population and the objective of the study. The reasons this research used purposive technique sampling was because the researcher want to focus on particular characteristics of the population that are of interest, which allows them to answer the research questions. In this case, the sample's particular characteristics should be having the same experienced, which is already passed pronunciation class. In pronunciation class it is taught how to produce certain sounds properly therefore the sample should be the one that already finish this subject.

D. Types and Data Sources

In this research, the researcher divided the sources into two items. They are primary and secondary data.

1. Primary Data

The primary source in this research was pronunciation test of English program at IAIN Parepare which the subjects are 20 students where the students are selected randomly. The selected students were the respondents who have finish the pronunciation class where the respondentts were ask to doing some pronunciation test.

2. Secondary Data

The secondary source in this research was interview via online, which the researcher taken 20 students who answer the interview, and secondary data can be obtained from various sources such as books, newspapers, documents, internet, journals, and other data that can be used as supplementary data.

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E. Instrument of the Research

The instruments that have been used in this research are the pronunciation test and interview.

1. Pronunciation Test

In this research, the main data is the students' words in pronunciation test contain minimal pair words. This is done to find out the pronunciation errors in English consonants and vowel sound of students. The researcher choose 20 students of English program at IAIN Parepare.

2. Interview

Interview have been used to help the researcher got more in depth information and collect the data about the kind of factors that cause students' errors in pronouncing minimal pair words. Also it was used to complete the data relating to this research. The subject of interview are the students of English program at IAIN Parepare. The amount of students who would be interview 30 students.

F. Procedure of the Collecting Data

Collecting the data means gathering the information which aims to answer the relevant questions through unstructured or semi-structured observation in the document and visual materials. There are few steps to follow in the data collection:

1. The researcher made a list of minimal pair words to be recorded by the participants.
2. The researcher conducted interview with the participant, the purpose is to know the situation that might causes in pronunciation error by students of English program at IAIN Parepare.

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3. Then, the researcher asked the participants from students of English program at IAIN Parepare to read and pronounce the words that have been determining by self and then records their sounds.
4. The researcher asked the participants to send their recordings via WhatsApp application.
5. The researcher saved that recording from the participants in the smartphone and then move into the laptop.
6. After saving in a laptop, researcher analyzed the data.

G. Technique of Data Analysis

Data analysis referred to systematical system in a process of the research and arranges the data sources and the other material that have been collected to enable of the finding. There are some steps in applying the error analysis the data. The following steps based on the procedure:

1. Identifying the Error

   There are some steps for identifying the errors:

   a. The researcher downloaded PRAAT application from www.praat.org then save it into laptop.
   b. The researcher saved all of the data into laptop.
   c. The researcher opened PRAAT application to analyze the data
   d. The researcher opened the application, the application is in two windows.
   e. The researcher chosen the sound for analyzing.
   f. The researcher recorded the sound with praat application.
   g. The researcher back to windows part application with one object for analyze.

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h. After that, the researcher recorded the sound is segment into words and transcribe.

i. The researcher blocked all of the sound in object display, then click to analyze the segmentation and transcription.

j. Then, after knowing the segmentation of transcription, firstly the researcher made the table to write the phonetic based on the transcription.

k. The researcher used Cambridge Advance Learner's Dictionary 3rd Edition to guide of correct phonetic transcription.

2. Classifying the Errors

Classifying the errors in this stage, the researcher identified the pronunciation errors which are possibly that found in the pronunciation made by students of English program in minimal pair words. There are based on consonants and vowels instance. These are /θ/ /ð/ /t/ /d/ /s/ /z/ /f/ /v/ /ʒ/ /k/ /g/ /ʔ/ /ʧ/ /dʒ/ consonants and /əʊ/ /eɪ/ /eə/ /ɪə/ /ɪ/ /e/ /iː/ /ɑː/ /ʌ/ /æ/ /ɔː/ /ɜː/ vowels.

3. Tabulating the Errors

Then, the researcher counted the pronunciation error by students. For instance, specify to count the frequency of occurrence from the error pronunciation by students on segmental features such as consonant sounds that voice and voiceless, while vowel sounds include monophthong and diphthong. In this case, the researcher rate the form of percentage to know the total of the error consonants and vowels. To find the percentage from the total of error pronunciation, the formula that use as follow:

$$P = \frac{f}{N} \text{ X } 100\%$$

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Where,

P : Percentage

f : Total of errors

N : Total number of the participants

4. Drawing the conclusion

For the last steps, there was drawing the conclusion from the previous analysis. The researcher made a valid conclusion from the analysis that consists of description the result of the study. After the researcher did all the phases in data processing, then the collected data analysed through a descriptive qualitative analysis where the researcher link it up in written form, it is mean to know the students' error in pronouncing minimal pair words.

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CHAPTER IV
FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis, and discussion. The result of the data was presented in the findings (description of the research) and in the end of this chapter, the researcher discusses the findings of the data and data analysis technique.

A. Findings

1. Description of the Research

The description of the data presented in this section includes the result of the analysis data. In order to find out the answer to the research question in the first chapter, the researcher used a pronunciation test to know the minimal pair that is mostly made by students. Furthermore, the researcher also did some interviews with the students that already done pronunciation test to answer the second research question.

The result of the data was according to the students' ability in pronunciation. In the pronunciation test, the researcher gave 35 words that include minimal pair words. After the test given, the researcher calculated the minimal pair errors that mostly made from the result of the test which has been recorded.

2. Findings through Pronunciation Test

This part explains about the result of pronunciation errors made by English students in IAIN Parepare. In this research, there were 20 participants from the eight and sixth semester, each semester was composed of 10 students. After the researcher categorized the errors specifically. The most occurring mistakes are found in /f/ and /v/ consonant sound pronunciation. Phonetic transcriptions of *"safe"* and *"save"* are

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/f/ and /v/ belong to phonetic voice and voiceless where /f/ is one of the voiceless letters. Voiceless are letters that come out of the mouth, not the throat and when we hold our throat, there is no vibration when pronouncing the letters. Meanwhile /v/ is one of the voice letters where the voice is the letters that come out of the throat and if we hold the throat, it will feel a vibration when pronouncing the letters. The students pronounce minimal pair words *"safe"* and *"save"* with voiceless sound. Here, mostly the students could not distinguish the pronunciation of those at least minimal pair words in consonant voices and voiceless.

On the other hand, the smallest pronunciation errors in consonant sounds are /h/ and /ʔ/. Many students know how to pronounce these consonants. The words chosen by the researchers were *"hair"* and *"air"*. They are quite straightforward and know the many differences. The phonetic transcriptions of these words are /heər/ and /eər/.

Further on vowel sounds, the most mistakes occur on /ɔ:/ and /əʊ/ vowel sound. There were minimal pair words between diphthong and monophthong vowel sounds. Those vowels were chosen by the researcher as *"caught"* and *"coat"* for the representative respectively. Phonetic transcriptions of those words were /kɔ:t/ and /kəʊt/. Here, many students mispronounced the word "caught" with phonemes /aʊ/ and /oʊ/, while in "coat" the students pronounced the word using phonemes /o/. Moreover, the smallest mistakes on vowel sounds were made when pronouncing sound /ɪ/ and /e/ as minimal pairs *"chick"* and *"cheque"*. The phonetics transcription of those words are /tʃɪk/ and /tʃek/, with the same monophthong vowel sounds. Here, those words are easy to distinguish from one another.

From the explanation and the figure before, the most mistakes in the consonant sound are /f/ and /v/ in word *"safe"* and *"save"*. Meanwhile, in the vowel sound are

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/ɔ:/ and /əʊ/ in word *"caught"* and *"coat*. Consonants and vowels are counted in each part based on pronunciation errors of English students from the eighth and sixth semesters at IAIN Parepare.

a. Error in Consonants

Reflecting the inter language competence of students in pronouncing English consonant. The researcher conducted this research about errors in consonants for the sixth and eight semester of English Program students in IAIN Parepare. There are 14 consonant sounds in 8 minimal pair words, these are /θ/ /ð/ /t/ /d/ /s/ /z/ /f/ /v/ /ʒ/ /k/ /g/ /ʔ/ /tʃ/ /dʒ/ chosen to analyze the errors in consonant of the students. The result by the sixth and the eight semesters of English students in IAIN Parepare, that shown the total in *table 4.1*:

Table 4.1 Percentage of Error Pronunciation in Consonants

Incorrect Consonants	Total Error	Percentage
k / g	18	90 %
z / ð	18	90 %
s / z	18	90 %
h / ʔ	11	55 %
s / θ	14	70 %
t ʃ / dʒ	18	90 %
f / v	19	95 %
t / d	16	80 %

The explanation of the table above, the students who mispronounced are sixteen words of consonant sounds for testing by English Program students. The researcher got 90%, 90%, 90%, 55%, 70%, 90%, 95%, and 80%. From that table, the students found difficulties in pronouncing consonant /f/ and /v/, the percentage of the population that made this error until 95%. Therefore, those are cumulative result of

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consonant pronunciation errors by the sixth and the eight semesters of English students at IAIN Parepare.

1) Consonant [k/g]

Table 4.2 Percentage of Error Consonant [k/g]

Consonants	Semester	Total Error	Percentage
k / g	The Sixth Semester	8	80 %
	The Eight Semester	10	100 %

All of the participants, 18 students pronounce the consonant sound /k/ - /g/ in the word *"back"* and *"bag"* incorrectly. There are 8 students from the sixth semester, and 10 students from the eight semester who make pronunciation error according to the correct transcription and analysing by PRAAT application. The students who made pronunciation error in /k/ - /g/ consonant sounds by the sixth semester there are 8 students, they are: Respondent 1, Respondent 2, Respondent 4, Respondent 5, Respondent 7, Respondent 8, Respondent 9, Respondent 10. Whereas, 10 students from the eight semesters.

16 students have the same mistakes when the students pronounce *"back"* transcript as [bek] and *"bag"* transcript as [bek]. So, the students do not know how to distinguish to the pronunciation of minimal pair words which is the same pronunciation. Even though, /k/ is voiceless sounds and /g/ is voiced sounds and they could not pronounce *"back"* and *"bag"*. They are pronouncing in vowel /e/ not /æ/. Further, 2 students have mispronounced /k/ - /g/ consonant. They are Respondent 3 from the sixth semester and Respondent 7 from the eight semesters. They are doing correct pronunciation in consonant sounds /k/ - /g/, however, they have

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mispronounced in vowel sounds in that word. The correct transcription of “back” is [bæk], however they have pronounced [bek] and in the word *“bag”* they have pronounced as transcribed [beg]. They are pronouncing least in vowel sound but in the consonant sound, they are correct. English program students that found difficulties in pronouncing consonant k/g in which the eight semester students carried most mistakes for the percentage of 100%.

2) Consonant [z / ð]

Table 4.3 Percentage of Error Consonant [z / ð]

Consonants	Semester	Total Error	Percentage
z / ð	The Sixth Semester	10	100 %
	The Eight Semester	8	80 %

All of the participants, 18 students pronounce the consonants sound /z/ - /ð/ in the word *“breeze”* and *“breathe”* incorrectly. There are 10 students from the sixth semester, and 8 students from the eight semester who made pronunciation error. 10 students from the sixth semester had pronunciation errors in /z/ - /ð/. Whereas, 8 students from the eight semesters, they are: Respondent 2, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation error.

The phonemes transcription *“breeze”* is [bri:z] and *“breathe”* is [bri:ð]. In this case, 13 students have the same mistakes in pronouncing *“breeze”* transcript as [brɪz], they use phonemes ɪ in the pronunciation of the word *"breeze"*. meanwhile, 5 students have mistaken in pronouncing *"breathe"* transcript as [breð], they use phonemes e in the pronunciation of the word *"breathe"*. English program students

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that found difficulties in pronouncing consonant z/ð in which the sixth semester students carried most mistakes for the percentage of 100%.

3) Consonant [s/z]

Table 4.4 Percentage of Error Consonant [s/z]

Consonants	Semester	Total Error	Percentage
s / z	The Sixth Semester	9	90 %
	The Eight Semester	9	90 %

From 20 participants, 18 students are pronounced the consonant sound /s/ -/z/ in word *"ice"* and *"eyes"* incorrectly. There are 9 students from the sixth semester, and 9 students from the eight semester who made pronunciation error according to the correct transcription. The students who made pronunciation errors from the sixth semester were 9 students, they were: Respondent 1, Respondent 2, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9. Then, 9 students from the eight semesters, they were: Respondent 1, Respondent 2, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 10 who made pronunciation errors.

All of the students of English Program in IAIN Parepare have same mistakes in pronouncing *"Ice – Eyes*". Based on phonetic transcription *"ice"* is transcript as [aɪs]. *"Ice"* has a voiceless consonant sound, while in phonetic transcription of *"eyes"* there is [aɪz], a voiced consonant sound is employed as is transcribed as [aɪz]. Therefore, the two minimal pair words have different consonants sounds. All of the students of English Program in IAIN Parepare have same mistakes in pronouncing "Ice – Eyes". Based on phonetic transcription *"ice"* is transcript as [aɪs]. *"Ice"* has a

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voiceless consonant sound, while in phonetic transcription of *"eyes"* there is [aɪz], a voiced consonant sound is employed as is transcribed as [aɪz]. Therefore, the two minimal pair words have different consonants sounds.

18 students from English Program have same mistake, they could not differentiate voiced and voiceless consonant sounds. All of the students are mispronounced *"eyes"* with a voiceless sound as they consider *"ice"* and *"eyes"* has the same voiceless sound, while the words actually have different consonant sounds. 13 students had the transcription of student mispronunciation of *"eyes"* is [aɪs] and there were also 5 students who had pronunciation errors with the transcription of student mispronunciation of *"eyes"* is [eɪs]. The result of the table above, English program students were found difficulties in pronouncing consonant s/z in which carry most mistakes for the percentage of 90%.

4) Consonant [h/ʔ]

Table 4.5 Percentage of Error Consonant [h/ʔ]

Consonants	Semester	Total Error	Percentage
h / ʔ	The Sixth Semester	6	60 %
	The Eight Semester	5	50 %

From 20 participants, 11 students are pronounced the consonant sound /h/ - /ʔ/ in word *"hair"* and *"air"* incorrectly. There are 6 students from the sixth semester, and 5 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 6 students, they were: Respondent 1, Respondent 3, Respondent 6, Respondent 7, Respondent 8, Respondent 10. Then, 5 students from the eight semesters, they were: Respondent 3,

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Respondent 4, Respondent 5, Respondent 8, Respondent 10, Respondent 8 who made pronunciation errors.

Based on phonetic transcription *"hair"* is transcribed as [heər], while phonetic transcription of *"air"* as [eər]. in this case, in the word *"hair",* 9 students had pronunciation errors with the transcription of student mispronunciation of *"hair"* is [heir]. While the other 2 students had pronunciation errors with the transcription of student mispronunciation of *"hair"* is [her], and *"air"* is [er]. English program students were found difficulties in pronouncing consonant h / ʔ in which carry most mistakes for the percentage of 60%.

5) Consonant [s / θ]

Table 4.6 Percentage of Error Consonant [s / θ]

Consonants	Semester	Total Error	Percentage
s / θ	The Sixth Semester	6	60 %
	The Eight Semester	8	80 %

From 20 participants, 14 students are pronounced the consonant sound /s/ - /θ/ in word *"pass"* and *"path"* incorrectly. There are 6 students from the sixth semester, and 8 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 6 students, they were: Respondent 2, Respondent 4, Respondent 6, Respondent 7, Respondent 8, Respondent 10. Then, 8 students from the eight semesters, they were: Respondent 1, Respondent 2, Respondent 4, Respondent 5, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

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Based on phonetic transcription *"pass"* is transcribed as [pæs], while phonetic transcription of *"path"* is transcribed as [pæθ]. In this case, in the word *"pass"*, 7 students had pronunciation errors with the transcription of student mispronunciation of *"pass"* is [pes]. There are 3 students pronouncing the phonemes æ is too long, the pronunciation of æ should not be lengthened, 1 student had pronunciation errors with the transcription of student mispronunciation of *"path"* is [pat]. And 1 student pronounce *"path"* with a pop, even though the word is not popped. While the other 2 students had pronunciation errors with the transcription of student mispronunciation of *"pass"* is [pas], and *"path"* is [pas]. English program students were found difficulties in pronouncing consonant s / θ in which carry most mistakes for the percentage of 80%.

6) Consonant [tʃ / dʒ]

Table 4.7 Percentage of Error Consonant [tʃ / dʒ]

Consonants	Semester	Total Error	Percentage
tʃ / dʒ	The Sixth Semester	9	90 %
	The Eight Semester	8	80 %

From 20 participants, 18 students are pronounced the consonant sound /tʃ/ - /dʒ/ in word *"riches"* and *"ridges"* incorrectly. There are 9 students from the sixth semester, and 8 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 9 students, they were: Respondent 1, Respondent 2, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9. Then, 8 students from the eight semesters, they were: Respondent 1, Respondent 2, Respondent 3, Respondent

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5, Respondent 6, Respondent 7, Respondent 9, Respondent 10 who made pronunciation errors.

The correct phonetic transcription of the word *"riches"* is [rɪtʃs]. There are 13 students who make pronunciation error *"riches".* The students had pronunciation errors with the transcription of student mispronunciation of *"riches"* is [rɪtʃes]. 1 student had pronunciation errors with the transcription of student mispronunciation of *"riches"* is [rɪdʒes] and 2 students had pronunciation errors with the transcription of student mispronunciation of *"riches"* is [rɪtʃ], 1 student had pronunciation errors with the transcription of student mispronunciation of *"riches"* is [risis] and *"ridges"* is [rɪdʒes]. while, 1 student had pronunciation errors with the transcription of student mispronunciation of *"riches"* is [raitʃ] and *"ridges"* is [rɪdʒes]. The students still get difficulties in distinguishing of how to pronounce those two words. English program students were found difficulties in pronouncing consonant tʃ /dʒ in which carry most mistakes for the percentage of 90%.

7) Consonant [f/v]

Table 4.8 Percentage of Error Consonant [f/v]

Consonants	Semester	Total Error	Percentage
f / v	The Sixth Semester	9	90 %
	The Eight Semester	10	100 %

From 20 participants, 19 students are pronounced the consonant sound /f/ - /v/ in word *"safe"* and *"save"* incorrectly. There are 9 students from the sixth semester, and 10 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 9 students, they were:

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Respondent 1, Respondent 2, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 10. Then, all students from the eight semesters who made pronunciation errors.

The phonemes transcription *"safe"* is [seɪf] and *"save"* is [seɪv]. 19 students have same mistakes, they could not differentiate between voiced and voiceless sounds and it also happens in their vowel pronunciation. All of the students mispronounce *"save"* as they consider *"safe"* and *"save"* have the same sound, while the minimal pair words actually have different sounds. The transcription of student's mispronouncing of *"safe"* as [sef] and *"save"* as [sef] without distinguishing the sound of voice and voiceless at the end of the sound. They did not pronounce phonemes eɪ in either word. English program students were found difficulties in pronouncing consonant f/v in which carry most mistakes for the percentage of 100%.

8) Consonant [t/d]

Table 4.9 Percentage of Error Consonant [t/d]

Consonants	Semester	Total Error	Percentage
t / d	The Sixth Semester	8	80 %
	The Eight Semester	7	70 %

From 20 participants, 15 students are pronounced the consonant sound /t/ - /d/ in word *"write"* and *"ride"* incorrectly. There are 8 students from the sixth semester, and 7 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 8 students, they were: Respondent 1, Respondent 2, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 10. Then, from the eight semesters were 7

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students, they were: Respondent 2, Respondent 3, Respondent 5, Respondent 6, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

The phonemes transcription *"write"* is [raɪt] and *"ride"* is [raɪd]. The students who make pronunciation error have the same mistakes also in pronouncing *"right - ride"*. In phonetic transcription *"right"* as [raɪt] has a voiceless sound, while in phonetic transcription of *"ride"* a voiced consonant sound employs as [raɪd]. Therefore, the minimal pair words have different consonant sounds.

15 students from the sixth and eight semesters have the same mistake, they could not differentiate voiced and voiceless consonant sounds. All of the students mispronounce *"right"* and *"ride"* has the same voiceless consonant sounds. The transcription of students' mispronunciation of *"ride"* is [raɪt] and *"write"* is [raɪd]. English program students were found difficulties in pronouncing consonant t/d in which carry most mistakes for the percentage of 80%.

b. Error in Vowels

Many people who learn English have difficulties to put their tongues when people pronouncing the vowels. The cause of pronunciation errors in vowel because there is no physical contact between tongue and the mouth when producing vowel sounds. Vowels are usually found in the centre of syllables. The researcher chose eight minimal pairs that include vowel sounds. The result of English Program students in IAIN Parepare, the total and percentage of Error pronunciation in vowels which shown in *table 4.10*:

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Table 4.10 Percentage of Error Pronunciation in Vowels

Incorrect Vowels	Total Error	Percentage
ɪ / e	9	45 %
ɔː / əʊ	18	90 %
e / eɪ	13	65 %
iː / ɪ	13	65 %
æ / ʌ	16	80 %
ɪə / eə	17	85 %
e / æ	17	85 %
ɔː / ɜː	13	65 %

Explanation of the table above, researcher gives eight minimal pairs on vowel sounds. The total is sixth teen words of vowel sounds were pronounced by students of English Program in IAIN Parepare. The researcher got 45%, 90%, 65%, 65%, 80%, 85%, 85%, and 65%. From that table, the students find difficulties in pronouncing vowel /ɔ:/ and /əʊ/, the precentage of the population that made this error until 90%. Thus, that table above is the cumulative result of vowel pronunciation errors by students of English Program in IAIN Parepare.

1) Vowel [ɪ/e]

Table 4.11 Percentage of Error Vowel [ɪ/e]

Vowels	Semester	Total Error	Percentage
ɪ/ e	The Sixth Semester	5	50 %
	The Eight Semester	4	40 %

From all of the participants, 9 students who mispronounced vowel /ɪ/ - /e/ in the word *"chick"* and *"cheque"*. There are 5 students from the sixth semester, and 4 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 5 students, they were:

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Respondent 1, Respondent 3, Respondent 5, Respondent 8, Respondent 10. Then, from the eight semesters were 4 students, they were: Respondent 4, Respondent 5, Respondent 8, and Respondent 10 who made pronunciation errors.

Vowel /ɪ/ and /e/ are the same short vowel monophthong. However, many students pronounce *"chick"* transcript as [tʃaɪk], they pronounce /ɪ/ vowel monophthong have changed into /aɪ/ vowel diphthong. Furthermore, there are students have pronunciation error in *"cheque"* transcript as [tʃɪk], They are mispronouncing in the vowel /ɪ/. Then, 2 students made pronunciation error in *"chick"* as [tʃek] and *"cheque"* as [tʃɪk]. there are also pronounce *"chick"* transcript as [kɪk]. From the result of vowel sounds above, the correct transcription of "chick" and *"cheque"* are [tʃɪk] and [tʃek]. That minimal pair words had short vowel monophthong, however, there is find some students who made pronunciation error is changing into diphthong vowel. The sixth semester student of English program that found difficulties in pronouncing consonant ɪ/e in which carried most mistakes for the percentage of 50%.

2) Vowel [ɔ:/əʊ]

Table 4.12 Percentage of Error Vowel [ɔ:/əʊ]

Vowels	Semester	Total Error	Percentage
ɔ:/əʊ	The Sixth Semester	8	80 %
	The Eight Semester	10	100 %

From all of the participants, 18 students are pronounced the consonant sound /ɔ:/ - /əʊ/ in word *"caught"* and *"coat"* incorrectly. There are 8 students from the sixth semester, and 10 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 8

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students, they were: Respondent 1, Respondent 2, Respondent 4, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10. Then, all students from the eight semesters who made pronunciation errors. The correct transcription of the words *"caught"* and *"coat"* are [kɔ:t] – [kəʊt]. There are 5 students who made mistakes in both minimal pair of words. They pronounce the word *"caught"* and *"coat"* which is transcript as [kot], in that case they emphasize less on vowel /ɔ:/ and /əʊ/ in their pronunciation and replace with vowel /o/.

Furthermore, there are 11 students who experience errors in both of these minimal pair words. They pronounce the word *"caught"* transcript as [kaʊt], they pronounce it using vowel diphthong /aʊ/, while pronunciation in the word *"caught"* transcript as [koac], 1 student pronounce the word using vowel /oa/ and pronounce the word using consonant /c/ which should be pronounced vowel /ɔ:/ and no need to pronounce the consonant sound. 1 more student mispronounces in reciting the words *"caught"* transcript as [kok]. It can be concluded that some students who experience pronunciation error cannot understand how to pronounce between vowel monophthong /oʊ/ and vowel diphthong /ɑ:/. The students of English program that found difficulties in pronouncing consonant ɔ:/əʊ in which carried most mistakes for the percentage of 100%.

3) Vowel [e/eɪ]

Table 4.13 Percentage of Error Vowel [e/eɪ]

Vowels	Semester	Total Error	Percentage
e/eɪ	The Sixth Semester	5	50 %
	The Eight Semester	8	80 %

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From 20 participants, 13 students are pronounced the consonant sound /e/ - /eɪ/ in word *"edge"* and *"age"* incorrectly. There are 5 students from the sixth semester, and 8 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 5 students, they were: Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 10. Then, 8 students from the eight semesters, they were: Respondent 1, Respondent 2, Respondent 4, Respondent 5, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

11 students of English Program have same mistakes in pronouncing *"edge"* and *"age"* minimal pair words. The students who make pronunciation error in the word *"age"* as [edʒ], they pronounced by /e/ vowel monophthong, so they mispronounced in that vowel. 1 student pronounce the word *"edge"* transcript as [eɪdʒ], they pronounce it using vowel diphthong /eɪ/ While 1 more student pronounces the word *"age"* transcript as [eg], they pronounce it using vowel monophthong /e/. The students of English program that found difficulties in pronouncing consonant e/eɪ in which carried most mistakes for the percentage of 80%.

4) Vowel [ɪ: /ɪ]

Table 4.14 Percentage of Error Vowel [ɪ: /ɪ]

Vowels	Semester	Total Error	Percentage
ɪ: / ɪ	The Sixth Semester	5	50 %
	The Eight Semester	8	80 %

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From 20 participants, 13 students are pronounced the vowel sound /ɪ:/ - /ɪ/ in word “feel” and “fill” incorrectly. There are 5 students from the sixth semester, and 8 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 5 students, they were: Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 10. Then, 8 students from the eight semesters, they were: Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

In this case, minimal pair words “feel” and “fill” consists of 2 vowels monophthong but different in pronounce, “feel” has long vowel monophthong and “fill” has short vowel monophthong. Moreover, the differences between those words are based on short and long its vowel monophthong. Some students who got the same mistake in pronouncing the word “feel” and “fill”, there were 13 students. They mispronounced in vowel /ɪ/, which is short vowel sound. They pronounce word “feel” as [fɪl]. Otherwise, the word “feel” should be has long vowel monophthong, but some of students pronounce it in short vowel monophthong. The students cannot distinguish the pronunciation of the short vowel and the long vowel sounds. English program students were found difficulties in pronouncing consonant ɪ: / ɪ in which carry most mistakes for the percentage of 80%.

5) Vowel [æ/ʌ]

Table 4.15 Percentage of Error Vowel [æ/ʌ]

Vowels	Semester	Total Error	Percentage
æ/ʌ	The Sixth Semester	6	60 %
	The Eight Semester	10	100 %

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From 20 participants, 16 students are pronounced the vowel sound /æ/ - /ʌ/ in word *"hat"* and *"hut"* incorrectly. There are 6 students from the sixth semester, and 10 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 6 students, they were: Respondent 2, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8. Then, all students from the eight semesters who made pronunciation errors.

15 students of English Program have same mistakes in pronouncing *"hat"*. The students who make pronunciation error in the word *"hat"* as [het], they pronounced by /e/ vowel monophthong. Actually, *"hat"* has /æ/ vowel monophthong, so they mispronounced in that vowel. 1 student had pronunciation errors with the transcription of student mispronunciation of *"hat"* is [hat] and *"hut"* is [hut]. Thus, the student pronounces the two words based on its spelling. The students could not distinguish the pronunciation of vowel sounds. English program students were found difficulties in pronouncing consonant æ/ʌ in which carry most mistakes for the percentage of 100%.

6) Vowel [ɪə/eə]

Table 4.16 Percentage of Error Vowel [ɪə/eə]

Vowels	Semester	Total Error	Percentage
ɪə/eə	The Sixth Semester	8	80 %
	The Eight Semester	9	90 %

From 20 participants, 17 students are pronounced the vowel sound /ɪə/ - /eə/ in word *"hear"* and *"hair"* incorrectly. There are 8 students from the sixth semester, and 9 students from the eight semester who made pronunciation error. The students

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who made pronunciation errors from the sixth semester were 8 students, they were: Respondent 1, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10. Then, 9 students from the eight semesters, they were: Respondent 1, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

In this case, minimal pair words *"hear"* and *"hair"* consists of 2 vowels diphthong but different in pronounce. Some students who got the same mistake in pronouncing the word *"hear"* there were 9 students. They mispronounced in vowel /eɪ/. They pronounce word *"hear"* as [heɪr]. Then, 6 students had pronunciation errors with the transcription of student mispronunciation of *"hear"* is [hɪr], they pronounce in vowel monophthong. 2 students had pronunciation errors with the transcription of student mispronunciation of *"hair"* is [haɪr]. Thus, the student pronounces the word based on its spelling. English program students were found difficulties in pronouncing consonant ɪə/eə in which carry most mistakes for the percentage of 90%.

7) Vowel [e/æ]

Table 4.17 Percentage of Error Vowel [e/æ]

Vowels	Semester	Total Error	Percentage
e/æ	The Sixth Semester	8	80 %
	The Eight Semester	9	90 %

From 20 participants, 17 students are pronounced the vowel sound /e/ - /æ/ in word *"men"* and *"man"* incorrectly. There are 8 students from the sixth semester, and 9 students from the eight semester who made pronunciation error. The students

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who made pronunciation errors from the sixth semester were 8 students, they were: Respondent 2, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10. Then, 9 students from the eight semesters, they were: Respondent 1, Respondent 2, Respondent 3, Respondent 5, Respondent 6, Respondent 7, Respondent 8, Respondent 9, Respondent 10 who made pronunciation errors.

In this case, minimal pair words *"men"* and *"man"* consists of 2 vowels short monophthong but different in pronounce, 16 students who got the same mistake in pronouncing the word *"men"* and *"man"*. They mispronounced in vowel /æ/, which is short vowel sound. They pronounce word *"men"* and *"man"* as [men], they didn't pronounce the word *"man"* using the vowel /æ/. Then, 1 student had pronunciation errors with the transcription of student mispronunciation of *"men"* is [maɪn] and *"man"* is [mon]. English program students were found difficulties in pronouncing consonant e/æ in which carry most mistakes for the percentage of 90%.

8) Vowel [ɔ:/ɜ:]

Table 4.18 Percentage of Error Vowel [ɔ:/ɜ:]

Vowels	Semester	Total Error	Percentage
ɔ: / ɜ:	The Sixth Semester	7	70 %
	The Eight Semester	6	60 %

From 20 participants, 13 students are pronounced the vowel sound /ɔ:/ - /ɜ:/ in word *"torn"* and *"turn"* incorrectly. There are 6 students from the sixth semester, and 7 students from the eight semester who made pronunciation error. The students who made pronunciation errors from the sixth semester were 6 students, they were:

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Respondent 1, Respondent 4, Respondent 5, Respondent 8, Respondent 9, Respondent 10. Then, 7 students from the eight semesters, they were: Respondent 2, Respondent 3, Respondent 4, Respondent 6, Respondent 7, Respondent 8, Respondent 10 who made pronunciation errors.

In this case, minimal pair words *"torn"* and *"turn"* consists of 2 vowels short monophthong but different in pronounce, 6 students who got the same mistake in pronouncing the word *"torn"*. They mispronounced in vowel /ɔ:/, which is short vowel sound. They pronounce word *"torn"* as [torn], they didn't pronounce the word *"torn"* using the vowel /ɔ:/. Then, 7 students had pronunciation errors with the transcription of student mispronunciation of *"turn"* is [turn]. Thus, the student pronounces the word based on its spelling. English program students were found difficulties in pronouncing consonant ɔ:/ɜ: in which carry most mistakes for the percentage of 70%.

3. Findings of the Interview

In the interview session, all the Respondents have various answer but there was one question where the answer off all students was similar, this question was number fourth. In that question, many students agreed that pronunciation was one of the difficult subjects. Some of them stated that it was because pronunciation there were so many words that almost sound the same but have a different meaning. While the other said, it was hard to differentiate and pronounce similar sounds. In other sides, the students also admitted it's difficult to pronounce the contrast between the vocal either the consonant sounds in English. Furthermore, to know the factors that influenced the students' error in pronouncing minimal pair, each answer of them would be declared detail on the table below:

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Table 4.19 Interview Result Item 1 till 3

No	Respondents	Interview Question		
		Question Item 1	**Question Item 2**	**Question Item 3**
		Since when did you start to learn English?	**Have you taken an English course? If yes, for how long?**	**Do you have any study group? What's the strategy in the group?**
1	Respondent 1	Elementary School	Yes, for about 1 year	No
2	Respondent 2	Play Group	Yes, for about 4 months	No
3	Respondent 3	Elementary School	Yes, for about 1 month	No
4	Respondent 4	Junior High School	Yes, about 6 months	No
5	Respondent 5	Elementary School	Yes, for about 1 year	No
6	Respondent 6	Elementary School	Yes, for about 1 year	Yes, but rarely help
7	Respondent 7	Elementary School	Yes, for about 3 months	Yes, the strategy used is that everyone in the group must use English, don't be shy about asking questions, don't be angry when criticized, be consistent and can speak Indonesian if they really don't know.
8	Respondent 8	Junior High School	No	No
9	Respondent 9	Elementary School	Yes, for about 6 months	No
10	Respondent 10	Elementary School	No	Yes, teaching and learning
11	Respondent 11	Elementary School	Yes, for about 6 months	No
12	Respondent 12	Elementary School	Yes, for 1 year	Yes

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No	Respondents	Interview Question		
		Question Item 1	**Question Item 2**	**Question Item 3**
		Since when did you start to learn English?	**Have you taken an English course? If yes, for how long?**	**Do you have any study group? What's the strategy in the group?**
13	Respondent 13	Elementary School	No	No
14	Respondent 14	Elementary School	Yes, for about 1 year	No
15	Respondent 15	Elementary School	Yes, for several months	Yes
16	Respondent 16	Elementary School	Yes, for about 3 months	No
17	Respondent 17	Junior High School	Yes, for about 2 months	Yes, by sharing their knowledge to each other's
18	Respondent 18	Junior High School	Yes, for about more than 1 year	No
19	Respondent 19	Elementary School	No	No
20	Respondent 20	Elementary School	No	No

In Table 4.19 includes of three-item of interview questions; the first is about the duration of study English, the second is an English course attended and the third is about what strategy the students use in their study group. Depending on the students' pronunciation results, show that the three aspects above did not give an impact on their pronunciation. The reason can be seen at the students who got the high score mostly admitted that they didn't attend an English course and didn't have any study group to improve their pronunciation while the students who claim to have taken an English course still made a lot of errors in their pronunciation test. Even though, students have studied English for several years or more, they still couldn't do pronunciation properly, the accuracy of student pronunciation is still low.

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Table 4.20 Interview Result Item 4 till 5

No.	Respondents	Interview Question	
		Question Item 4	Question Item 5
		What do you think about pronunciation subject?	Do you have any interest in learning pronunciation? Why?
1	Respondent 1	Pronunciation can practice proper pronunciation in our own English study	Yes, in order to add knowledge and train my own pronunciation
2	Respondent 2	I like it	Yes, because it's exciting
3	Respondent 3	Pronunciation learning is very good and it's a skill that must be possessed besides reading and writing	I'm interested because when we want to talk to foreigners, the pronunciation must be good.
4	Respondent 4	Interesting	Yes, because that is one of the keys to be able to speak well
5	Respondent 5	Really helps us in correcting words that we don't know how to read	I'm very interested because it's really helps
6	Respondent 6	Difficult but very helpful in pronouncing words	Very interested
7	Respondent 7	Pronunciation is good and important to learn	Difficult because when we get a word whose pronunciation is very similar, it causes misunderstanding because it means different things like the word "bitch" and "beach"
8	Respondent 8	The lessons teachers how to say a word with correct pronunciation	Yes, because with pronunciation, I can train me when speak
9	Respondent 9	Difficult	Yes, because pronunciation interest to learn
10	Respondent 10	Verry good, because we can know how to pronounce properly and correctly	Interest, because if our pronunciation is good, then we will look cool
11	Respondent 11	Have to practice more	Yes, I like it

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No	Respondents	Interview Question	
		Question Item 4	**Question Item 5**
		What do you think about pronunciation subject?	**Do you have any interest in learning pronunciation? Why?**
12	Respondent 12	Very necessary for daily needs	Interest
13	Respondent 13	Pronunciation very important to learn	Interest
14	Respondent 14	Quite difficult	Yes, because I'm not fluent in English pronunciation
15	Respondent 15	Difficult	Interest
16	Respondent 16	Difficult because my pronunciation had a different meaning than should have	Interest
17	Respondent 17	Difficult to learn because everyone has a different speaking accent	Yes. I'm interested
18	Respondent 18	Pronunciation is a little bit hard especially when find some unfamiliar words and the stressing aspect	Yes, interest in learn pronunciation
19	Respondent 19	Want to sounds like a native speaker is motivation to loved pronunciation subject.	Yes, because if we have a good speaking skill, include clear pronunciation will consider us to capable as an English teacher. I'm interest in studied pronunciation.
20	Respondent 20	Pronunciation is a bit difficult	Yes, interest because after all learning pronunciation is very necessary

Based on this table, the researcher found that most students are interested in learning pronunciation and consider pronunciation very important to learn, because when learning to do pronunciation correctly, English will become easier to understand. If a non-native speaker has bad pronunciation, non-native speaker wouldn't be able to communicate properly. However, there are also many students

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who think that English is a difficult subject to learn related to pronunciation, due to differences in pronunciation styles, accents, and also the sound system between Indonesian and English.

Table 4.21 Interview Result Item 6 till 7

No.	Respondent	Interview Question	
		Question Item 6	**Question Item 7**
		What kind of media that use in order to improve your pronunciation?	**How often do you practice your pronunciation in a week? Expect (in the class**
1	Respondent 1	Electronic Media	Uncertainly
2	Respondent 2	Music	Two times in a week
3	Respondent 3	Film, tongue twister, video	Once in a week
4	Respondent 4	Film	Two times a week
5	Respondent 5	Song	Rarely
6	Respondent 6	Song, YouTube	Rarely
7	Respondent 7	YouTube	Uncertainly
8	Respondent 8	Song	Rarely
9	Respondent 9	Youtube, watching movie	Every day
10	Respondent 10	Song and Video	Sometimes
11	Respondent 11	Video	One time
12	Respondent 12	YouTube	One time
13	Respondent 13	YouTube and Article	Three times in a week
14	Respondent 14	Song and Book	Two times in a week
15	Respondent 15	Audio books	Rarely
16	Respondent 16	Western movies or video	Uncertainly
17	Respondent 17	Some videos on YouTube	Uncertainly
18	Respondent 18	watching videos and listening to the music	Twice a week
19	Respondent 19	Watching English movies or listening to the music	Uncertainly
20	Respondent 20	Dictionary, English books	Uncertainly

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Furthermore, in Table 4.21 the researcher also found that students who had conducted interviews only mentioned monotonous media to improve their pronunciation such as listening to western music or watching movies, YouTube, and reading English books. Even though there are many other media or ways that can intensively improve the pronunciation, such as learning from, phonetic transcription or what is also known as the International Phonetic Alphabet (IPA), watching some video podcast pronunciation, recording yourself to see how the moon and your lips move, pay more attention to the position of your tongue, etc. As stated by Corder error is important of three things; first for teachers, the second error is very necessary for the students themselves, and the third is what strategies or procedures students use in their language discovery.[61]

The researcher also found that most of the students admitted that they did not practice pronunciation continuously, students rarely practiced pronunciation and they only practiced pronunciation learning in the pronunciation class. Therefore, in order to have better pronunciation in the future, it is hoped that students can try more strategies to improve their pronunciation skills, besides that students also have to practice their pronunciation more and build a good personality towards the language which also seems to be able to provide positive things.

[61]S. P. Corder, *The Significance of Learners' Errors* (Edinburgh: International Review of Applied Linguistics. 5, 1967), p. 167.

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Table 4.22 Interview Result Item 8 till 9

No.	Respondent	Interview Question	
		Question Item 8	**Question Item 9**
		How often do you use mother tongue in daily conversation?	**How often do you use English in daily conversation?**
1	Respondent 1	Rarely	Sometimes
2	Respondent 2	Almost every time	Almost every time
3	Respondent 3	Every day	Once a day
4	Respondent 4	Every day	Very rarely
5	Respondent 5	Every time	Often
6	Respondent 6	Every day	Rarely
7	Respondent 7	Every often	It depends on who I'm talking to
8	Respondent 8	Every day	Sometimes, if have friends who can be partners in speaking English
9	Respondent 9	Every day	Often
10	Respondent 10	Very often	Often
11	Respondent 11	Very often	Sometimes, when working on assignment
12	Respondent 12	Often	Sometimes with friend
13	Respondent 13	Often	One time
14	Respondent 14	Every day	Sometimes
15	Respondent 15	Every day	Rarely
16	Respondent 16	Every day	Rarely
17	Respondent 17	Very often	Sometimes
18	Respondent 18	Very often	Sometimes
19	Respondent 19	Rarely	Often
20	Respondent 20	Almost every time	Very rarely

From the result of interview above, the researcher found that students prefer and use their mother tongue more than English in daily conversation. As explained in chapter II, Corder states that this can cause pronunciation errors because there are

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differences between the system and language features of the student's mother tongue and the target language.[62] For example, students are still reading some words according to their written form which can clearly be seen as a negative effect. from the student's mother tongue, because we know that Indonesian or the local language students can read based on the spelling while in English, they couldn't.

Additionally, the rarely practicing of English pronunciation could also raise an error in pronouncing a sound, it could be happening because when students didn't practice or learn English pronunciation more often, they would be made wrong interference and interpretation of their target language. According to Richards and Schmidt this type of error called Intralingual Error, where the learner tends to use their linguistic knowledge of L1 on some linguistic features in the target language.[63]

B. Discussion

The description of the explanation below was from the result of students' pronunciation tests, interview sessions, and researcher analysis. The data that has been collected already presented and processed in the previous findings which also will be discussed in the further section. Therefore, to answer the research question in chapter one, the researcher provided the discussion as follow:

1. The Description of the Mostly Minimal Pair Error Made by the Students

Based on the results of the study, it is known that the sound of consonants and vowels has a lot of errors in the minimal pair words made by students. Based on the

[62]P. Corder, *Error Analysis and Interlanguage,* (Edinburgh: Oxford University Press, 1982), p. 5.

[63]J. C. Richards & Schmidt R., *Dictionary of Language Teaching and Applied Linguistic; 3rd Ed* (London: Longman, 2002), p. 267.

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results of the pronunciation test, it was found that sounds the first place in the consonant sound as the most common mistakes in students' pronunciation are the sounds /f/ and /v/ in the words *"safe"* and *"save"*. The total of students who pronounced these sounds incorrectly was 19 students, where most students are not distinguishing the sound of voice and voiceless at the end of the sound. While the minimal pair words actually have different sounds. Meanwhile, the second most mistakes made by students were followed by the sounds /k/ and /g/, /z/ and /ð/, /s/ and /z/, /tʃ/ and /dʒ/. where as many as 18 students made mistakes on the 4 pairs of consonant sounds.

In the sound /k/ and /g/, students could not distinguish the two sounds at the end of sound and they are pronouncing in vowel /e/ not /æ/. Then for the /z/ and /ð/ sound, most students pronounced the sound /ɪ:/ in the word *"breeze"*. As for the sound /s/ and /z/, most students have errors in word *"eyes"*, they pronounce the sound /s/ at the end of the word the same as when pronouncing the word *"ice"*, they should pronounce it using the /z/ sound. In the /tʃ/ and /dʒ/ sound, students have an error in the /tʃ/ sound, they pronounce the word *"riches"* as [risis].

In the vowel sound, based on the results of the pronunciation test, it was found that the sound that was in the first place as the most frequently error in students' pronunciation was the sound /ɔ:/ and /əʊ/ in the word *"caught"* and *"coat"*. The total of students who pronounced these sounds incorrectly was 18 students, where most students pronounced the word *"caught"* transcript as [kaʊt], they using vowel diphthong /aʊ/. Meanwhile, the second place as the most error made by the students was followed by /ɪə/ and /eə/, /e/ and /æ/ sound. Where as many as 17 students made mistakes on the 2 pairs of vowel sounds. In the /ɪə/ and /eə/ sound, most students

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pronounce the word "hear" in vowel /eɪ/, they pronounce the word "hear" as [heɪr]. they cannot tell the difference between diphthong /eɪ/ and /ɪə/. Then in the /e/ and /æ/ sound, most students pronounced the words "men" and "man" in vowel /e/, they didn't pronounce the word "man" using the vowel /æ/.

This kind of error could be happening because of the lack of students' knowledge in understanding the rules of pronouncing sounds and students' daily activities affected their English pronunciation skill.[64] Therefore, the students still got confused and made some errors when pronounced the sound that didn't exist in their mother tongue.

2. Explanation about the Causes of Errors Made by the Students in Pronouncing Minimal Pair Words

After analysed the result of the interview session, the researcher got information about the causes of errors made by students of English program in pronouncing minimal pair words. Several factors of the most pronunciation errors made by the students were diagnosed into several categories:

a. Interlingual Error

As stated in chapter II, interlingual error was error caused by the interference of the learners' mother tongue or native language.[65] There was a strong correlation between the learners' native language and target language which causes them intertwined with one another. In other words, comparing the language system that exists in English foreign language learner's mother tongue and apply them in the

[64] Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition*, p. 173.

[65] J. C. Richards & Schmidt R., *Dictionary of Language Teaching and Applied Linguistics: 3rd Ed* (London: Longman, 2002), p. 267.

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foreign language which has been learning already becomes a common fact. As a result, interference of this matter would bring up a new problem. Wrong interference and interpretation of English foreign language learner's raised new problems like an error in pronouncing a sound. Of course, it comes from the lack of understanding the foreign language.

The evidence could be seen at the most errors found in the pronunciation test, where the errors have mostly happened in the sounds that do not exist in either Indonesian or their regional language. The voiceless /θ/ sound does not exist in Indonesian or Buginese, therefore some students changed the consonant /θ/ into plosive /t/ and /d/. Others the voiceless sound /ʃ/ didn't not exist in students' native language, some students changed the Plato-alveolar voiceless /ʃ/ into alveolar voiceless /s/ and even into voiceless /ch/ in the word Champagne.

Next, the sound /ʒ/ didn't not exist in students' native language; as a result, some students change it into voiceless /s/. For the last, the students also made an error in vowel and consonant /ɔ:/, /ɜ:/, and /z/ sounds because of the sounds /ɔ:/ and /ɜ:/ didn't not exist in students' native language. Otherwise even when the /z/ sound did exist in Indonesian but it rarely used in either Indonesian or Buginese. From this result, it can be seen that the absence of certain sounds in students' native language was being replaced with similar sounds. In other words, an error occurs because of the differences between learner' native language with target language.

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b. Intralingual Error

Intralingual Errors means a problem in learning the second language which is influenced by unsuccessfully in learning a foreign language.[66] Intralingual itself has several factors that cause the error, from this research, the researcher found the causes of students' pronunciation error in the intralingual category as follow:

1) Over Generalization

Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.[67] Based on the data, errors occur caused by the students read English words as in written form. For example, the students pronouncing the word "hat" /hæt/ as /hat/, "hut" /hʌt/ as /hut/, and pronouncing "hair" /heər/ as /hair/. As we know in Indonesian all words were read by its written form and the students apply the same rules in their native language to the target language.

2) Incomplete Application of Rules

Incomplete application of rules is an error that occurs represents the degree of development of the rules required to produce an acceptable utterance, for example like the occurrence of added and omission error.[68] Based on students' pronunciation tests, the researcher found that some students made an omission error like pronounce the word "path" /pæθ/ as /pat/, in other words, they consider doing an error of omission with omitting /θ/ sound. The researcher also found some students doing an

[66]Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition*, p. 173.

[67]Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition*, p. 173.

[68] S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University press, 1981), p. 36.

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additional error in the word "caught" /kɔ:t/, they produce as /koach/ instead. From that example, it can be seen the students adding the /ch/ sound from the word "caught" where it should not be added.

c. Students' personality towards pronunciation

From the interview session, the researcher also found that the student who are Respondent 9 had the fewest errors and fairly good level of pronunciation accuracy in pronunciation test (the detail can be seen at table 4. 21) admitted that he ais quite often to speak English with their friends or practice their pronunciation by using a media like an App, watching movies to increasing their skill while the students who are Respondent 6, 7, 8, 10, 15, 19 got the lower score (the detail can be seen at table 4.21) admitted that they didn't have any specific time to study pronunciation and occasionally to use English in their daily conversation.

As stated by Miller, non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control. In this respect, Miller believes that changing and not changing speech patterns is affected by how much responsibility the student takes, how much the student practices outside of class, and how ready the student is.[69] Therefore the researcher takes the conclusion that the duration of their learning and practice time effect their pronunciation skill, in other words, the more often their study or practice time the better their pronunciation would be. Although were were still several aspects which might be the effect of their skill,

[69] Masgoret A. & Gardner R., Attitudes, *Motivation and Second Language Learning: A Meta Analysis of Studies Conducted by Gardner and Associates* (Language Learning Research Club: University of Michigan, 2003) p. 167

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such as situation and process including students learning environment, curriculum, educators, facilities, etc. furthermore, this cannot always be the determining aspect.

d. Pronunciation viewed as one of difficult subject

On the findings of the interview above, the researcher already mentioned that almost all the respondents involved on this study stated that pronunciation is one of difficult subjects. As stated by Aliaga, English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation.[70] Besides, understandable pronunciation is one of the basic requirements of learners' competence because with good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.[71]

According to Abbas and Mohammad on their research, there are several factors that effecting pronunciation to become one of the most difficult parts for a language learner, such as; the interference of English language foreign accent; stress, intonation, and rhythm; different sounds and features; students' motivation and exposure towards the subject; the attitude of students to the target language, and many more.[72] However, many English language foreign teachers still are not aware of the importance of pronunciation. Mostly teachers only pay enough attention to grammar and vocabulary in learning a foreign language or only help learners to become skill full in listening and reading. As the result, this becomes one of the

[70]Aliaga, *The Role of Phonetic Training in L2 Speech Learning: Proceedings of the Phonetics Teaching and Learning Conference* (PTLC2007) (London: University College, 2007)

[71] Abbas Gilakjani P., *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction* (International Journal of Humanities and Social Science, 2 (3), 2012), p. 119-128.

[72] Abbas Gilakjani P. & Mohammad Reza A., *Why is Pronunciation so Difficult to Learn?* (Malaysia: Universiti Sains Malaysia, 2011)

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major reasons for students‟ pronunciation errors because they didn't have enough knowledge about this skill.

In the same way students' perfective on the subject is also suspicious to be one of their lacks in pronunciation. Their thought of pronunciation to be one of difficult subject indirectly could limitations their ability, because they program their brain to think so. Therefore, the students have to monitor their self-talk, if the students keep think and go around to telling people that pronunciation is so difficult for them or their pronunciation is so horrible etc, it will surely inhibit the development of their pronunciation, as a consequence they couldn't improve their self-more.

In conclusion, both teachers and students have important role in developing student's pronunciation skill. The English language foreign teachers expected to give more attention on this subject because expert guidance is extremely needed in this case. Likewise, the students also have to be more confident with their ability and most importantly they should take care with their self-talk because the way they think could affects their ability.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two sections namely the conclusion and suggestion of the research. The conclusion is based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

A. Conclusion

Based on the analysis that has been described in this paper, the researcher gave a conclusion as follows:

1. The analysis data, the researcher found that students of English program at IAIN Parepare are still having some errors and trouble in their pronunciation. Based on the findings and discussion, the most minimal pair word errors in consonant sound made by the students are /f/ and /v/ sounds, from the analysis it shows about 95% of error was made in the similar sounds. The second most mistakes made by students were followed by the sounds /k/ and /g/, /z/ and /ð/, /s/ and /z/, /tʃ/ and /dʒ/, from the analysis it shows about 90% of error was made in this similar sounds. Then smallest students' pronunciation in the sound /h/ and /ʔ/ with percentage result of 55%. Meanwhile, the most minimal pair word errors in vowel sound made by the students are /ɔ:/ and /əʊ/ sounds, from the analysis it shows about 90% of error was made in the similar sounds. The second most mistakes made by students were followed by /ɪə/ and /eə/, /e/ and /æ/ sound, from the analysis it shows about 85% of error was made in this similar sounds. Then smallest students' pronunciation in the sound /ɪ/ and /e/ with percentage result of 45%.

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2. The causes of error in pronouncing minimal pair words by students of English programs are divided into two categories; the first is an interlingual error or the error of students' native language reference and the second is intralingual transfer. Interlingual error happened because of the negative transfer from the source language to the target language. The lack of knowledge and absence of certain sounds in students' native language also found to be the cause of students' errors in pronouncing minimal pair words. Besides that, the fact about pronunciation which knows as one of the difficult aspects concluded to being one of the factors. Additionally, the duration of study time and practice of English also showed can interference students' pronunciation skill as well regardless of several factors that can also influenced it.

B. Suggestion

The researcher would like to give some suggestion which is hopefully for the next researcher, teacher, and Junior High School students.

1. English Program students must be self-awareness to pronounce English consonant and vowel sounds, especially the students who want to more deeply learn English. Aplenty of authentic conversation practice expected can improve their pronunciation skill and if possible, they should accompany by an expert or at least a friend who is good in pronunciation to understand and correct their mistake.
2. The lecturer give motivation, attention, guidance and a good technique to students of English Program in pronouncing English words that consist of English consonant and vowel sounds, because they are really needed by the students to learn the way to pronounce the English sounds properly, especially

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the sounds that do not exist in students' native language such as fricatives sounds.

3. This research there is no perfect enough to overcome the problems of students made error in pronouncing minimal pair words consist of English consonant and vowel sounds. The researcher expects for the next researcher can more completing this research and previous research.

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APPENDICES

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APPENDIX I. RESEARCH INSTRUMENT

INSTRUMEN PENELITIAN

A. Pronunciation Test

1. Read the following pairs of words!

Consonant Phonemes		
1.	Ice	Eyes
2.	Write	Ride
3.	Safe	Save
4.	Hair	Air
5.	Back	Bag
6.	Breeze	Breathe
7.	Pass	Path
8.	Riches	Ridges

Vowel Phonemes		
1.	Feel	Fill
2.	Chick	Cheque
3.	Caught	Coat
4.	Hear	Hair
5.	Edge	Age
6.	Hat	Hut
7.	Men	Man
8.	Torn	Turn

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B. Interview Guidelines

1. Since when did you start to learn English?
2. Did you ever take an English course? If yes, how long you take your English course?
3. Did you have any study group to help you in learning English? If yes, what kind of strategy do you use in your group?
4. What do you think about pronunciation subject?
5. Do you have any interest in learning pronunciation? Why?
6. Did pronunciation subject difficult to learn? If yes, what kinds of difficulty do you ever faced?
7. What kind of media that you use in order to improve your pronunciation?
8. How often do you practice your pronunciation in a week? (except in the class)
9. Do you always use your mother tongue in your daily conversation?
10. Do you often use English when talk with your friends? How often?

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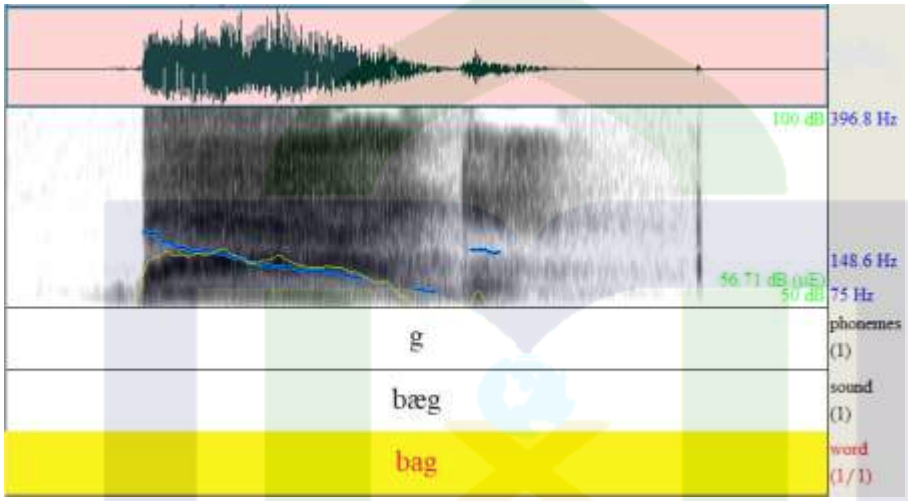
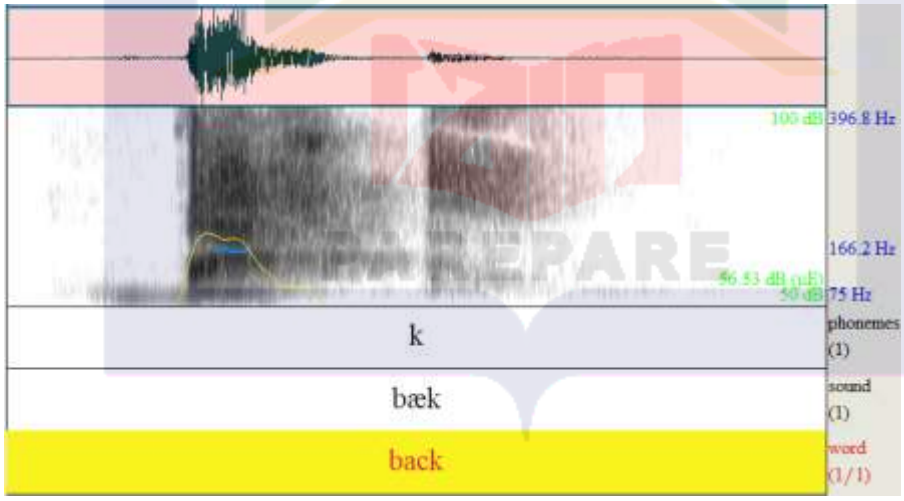
APPENDIX II. KEY ANSWER OF THE PRONUNCIATION TEST BY NATIVE SPEAKER

Consonant Sound k/g





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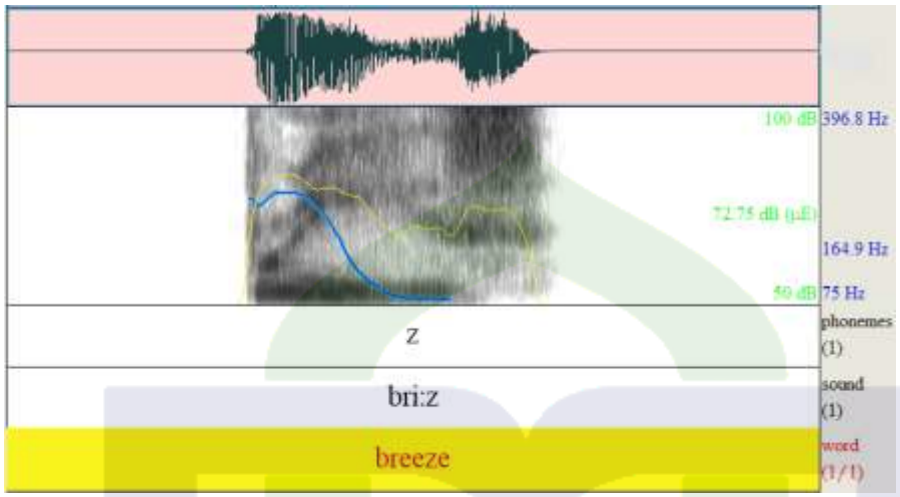
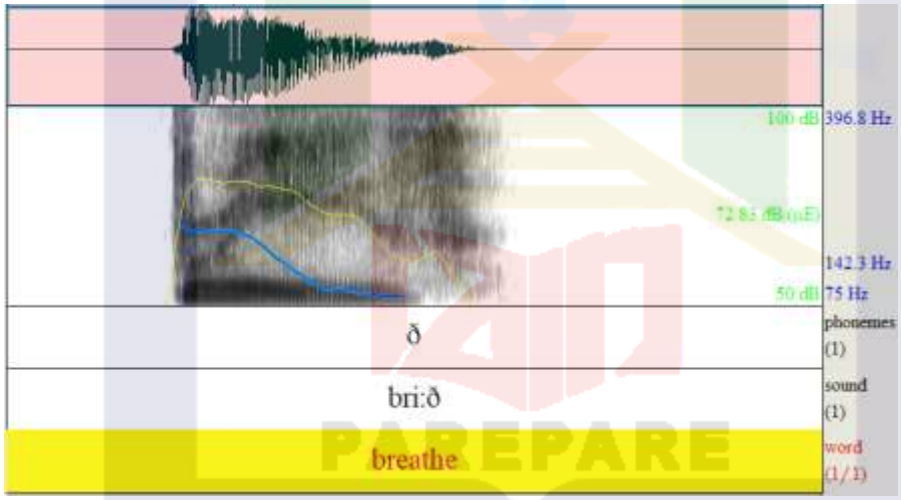
Consonant Sound z / ð





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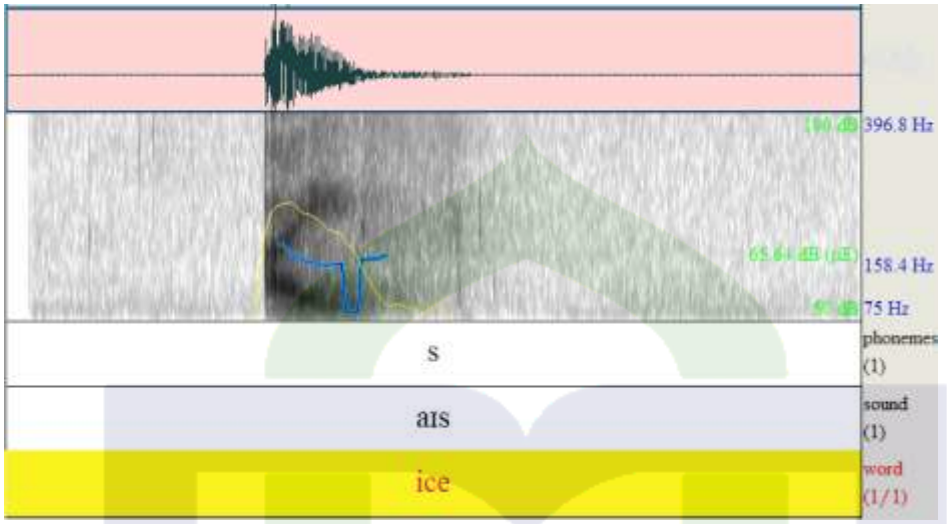
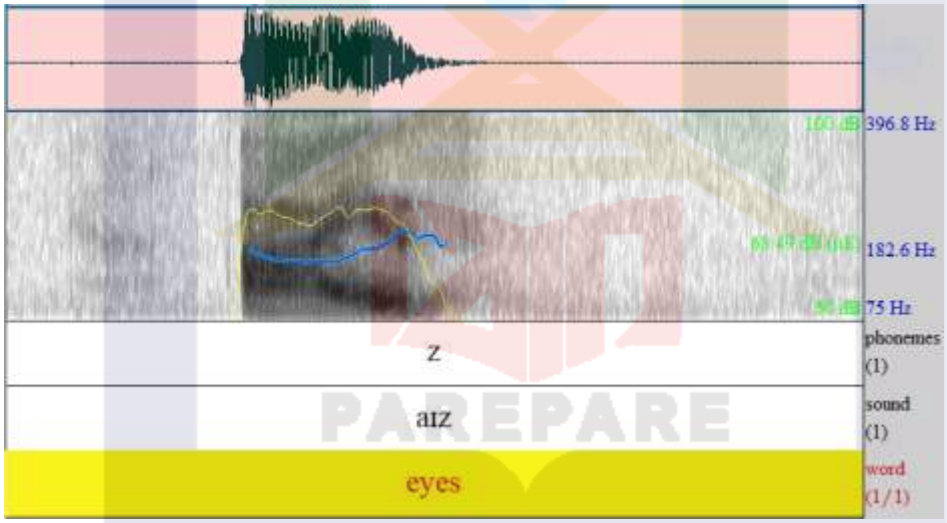
Consonant s / z





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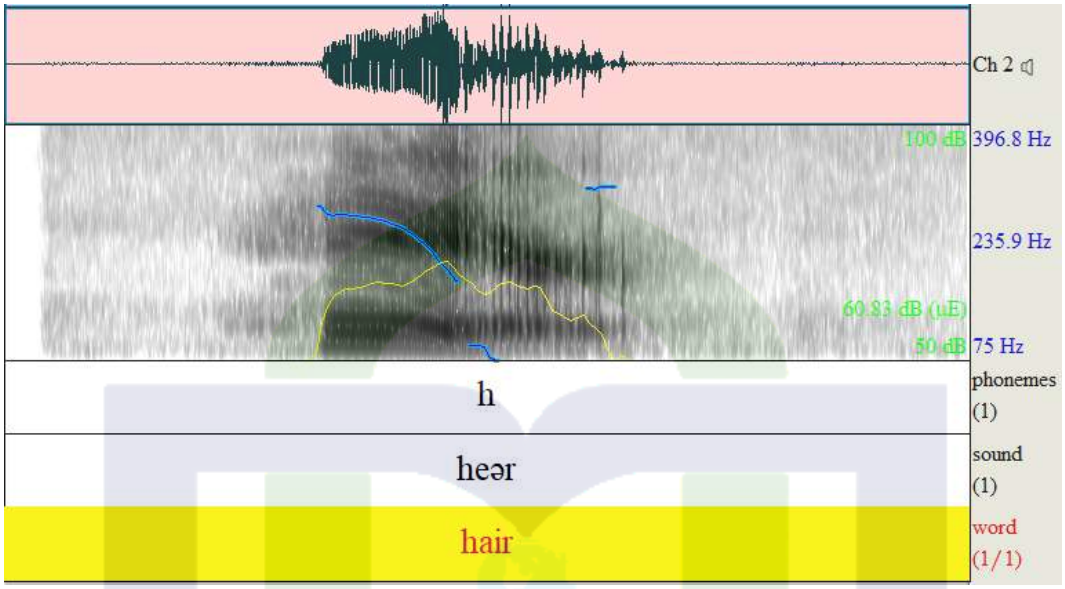
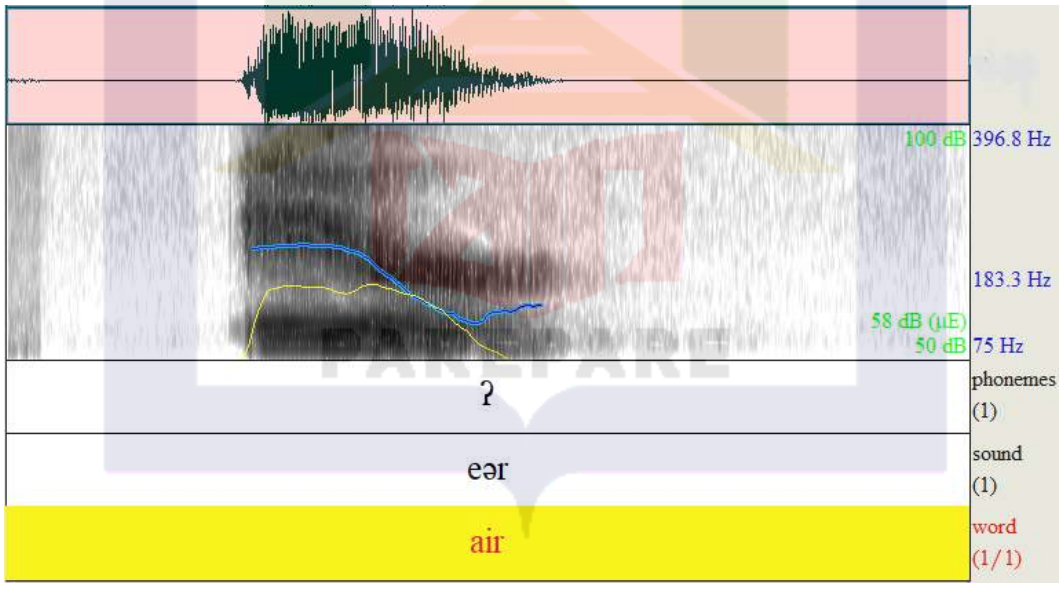
Consonant h / ʔ





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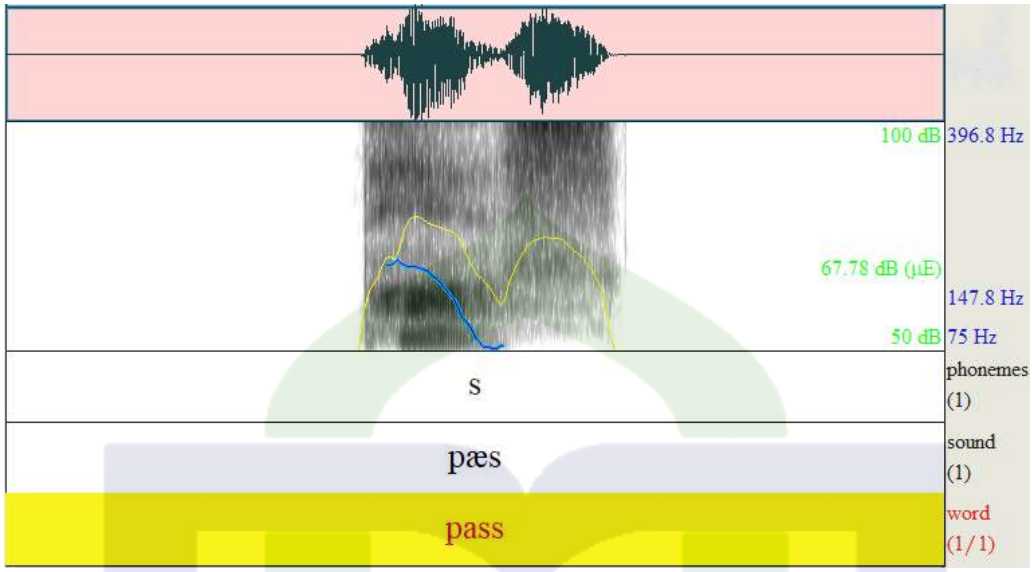
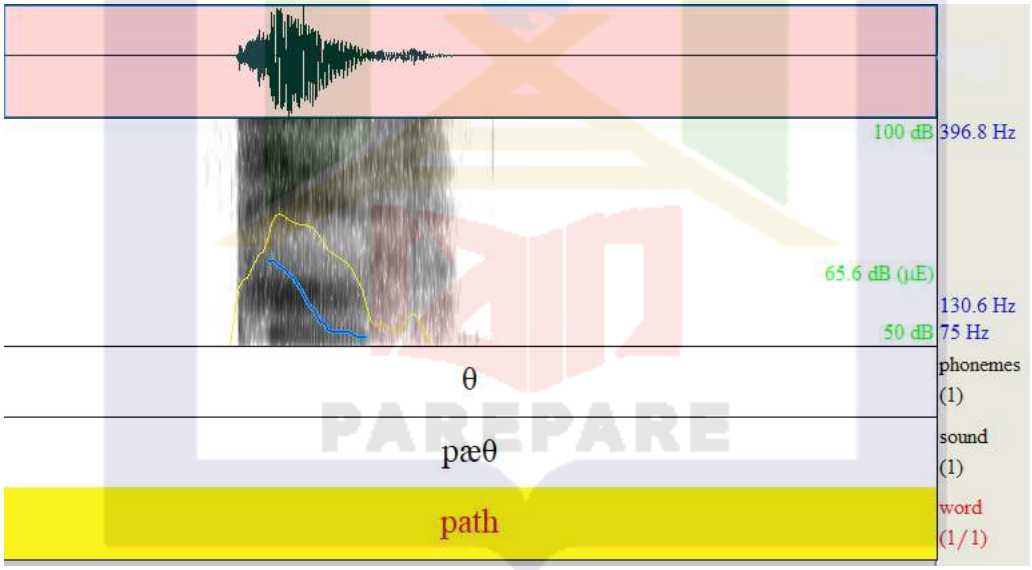
Consonant s / θ





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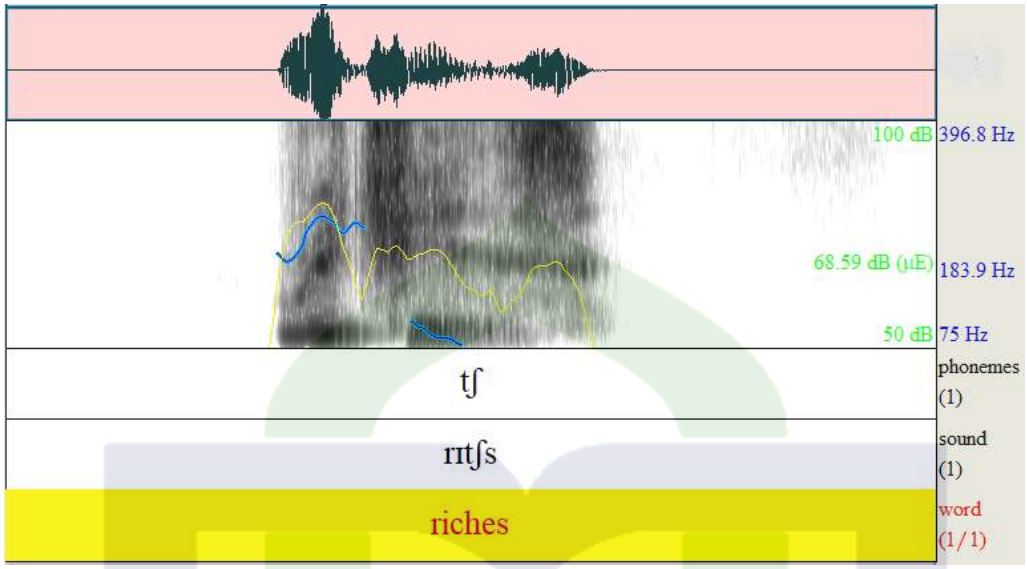
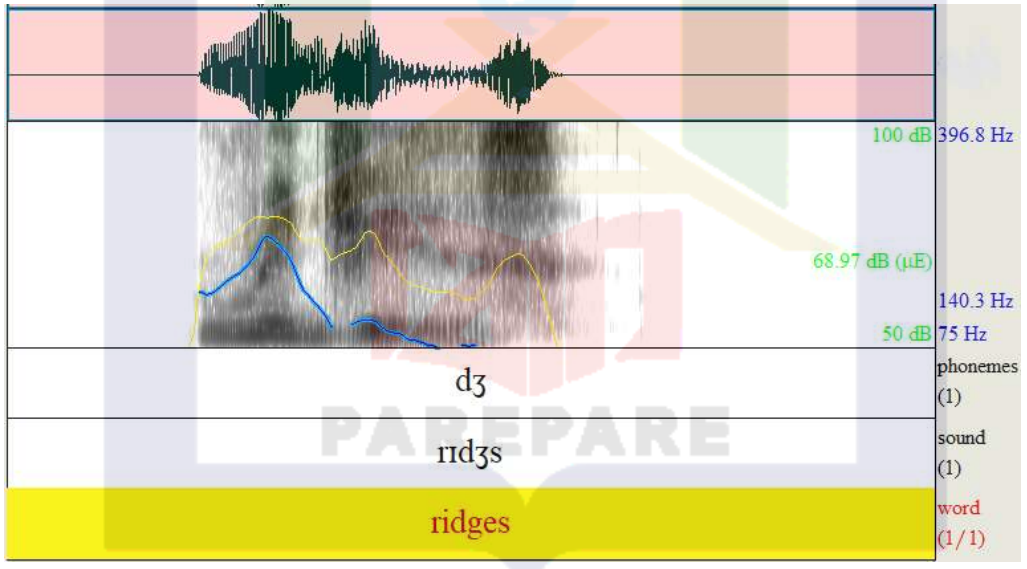
Consonant t ʃ / d ʒ





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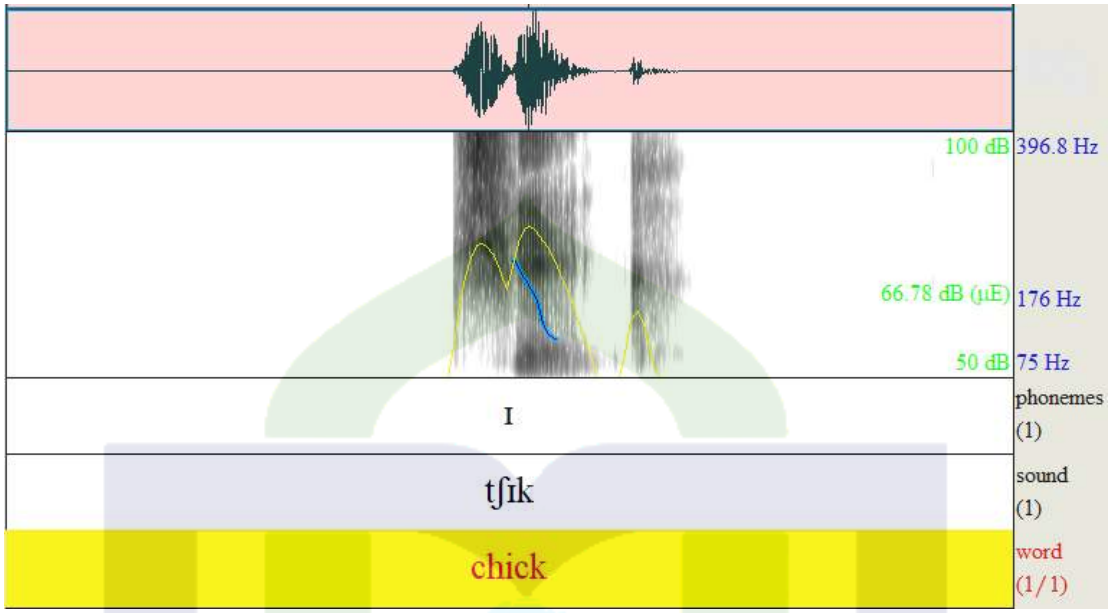
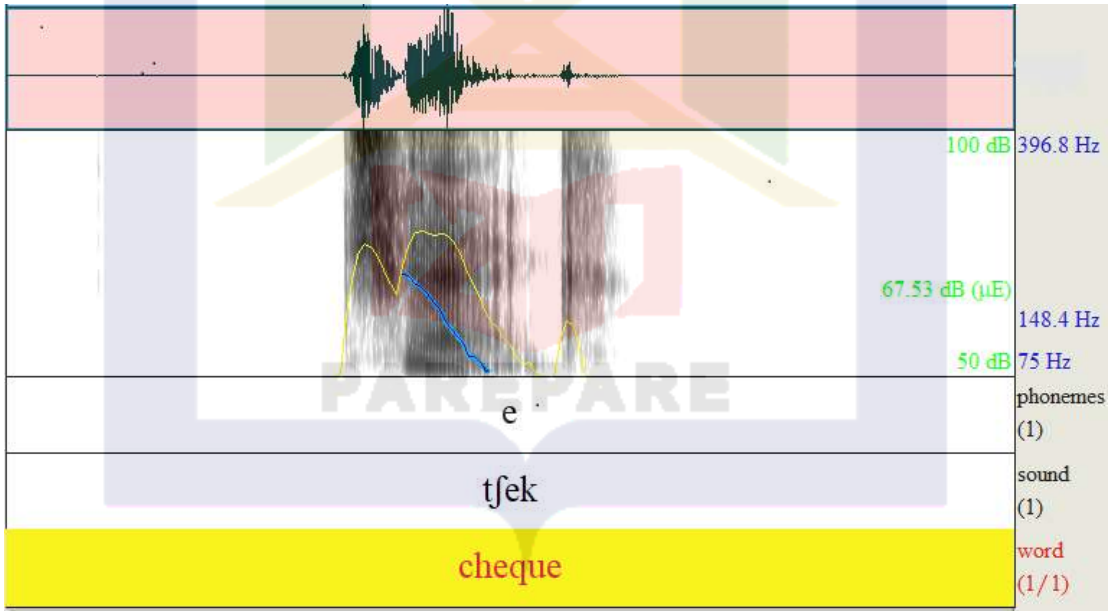
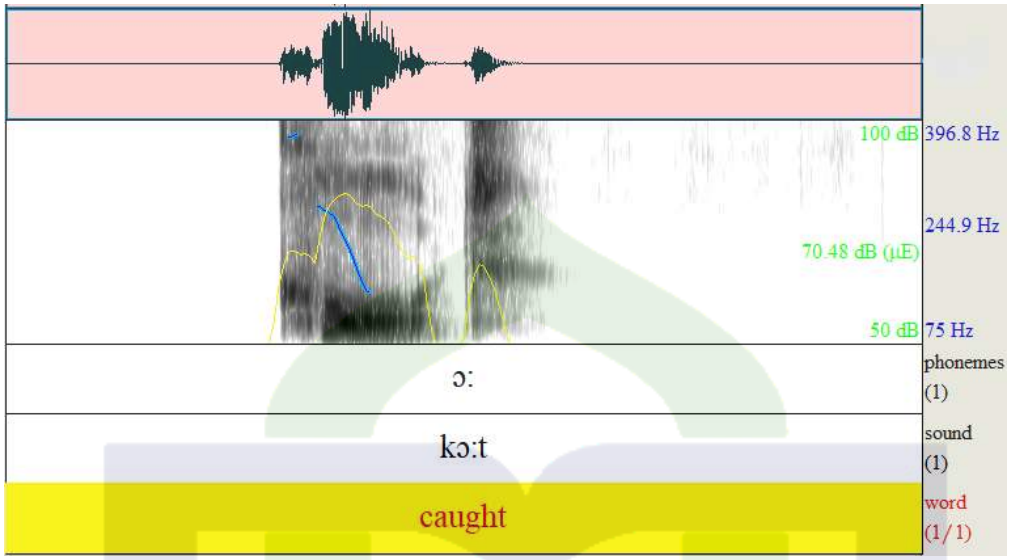
Vowel ɪ / e

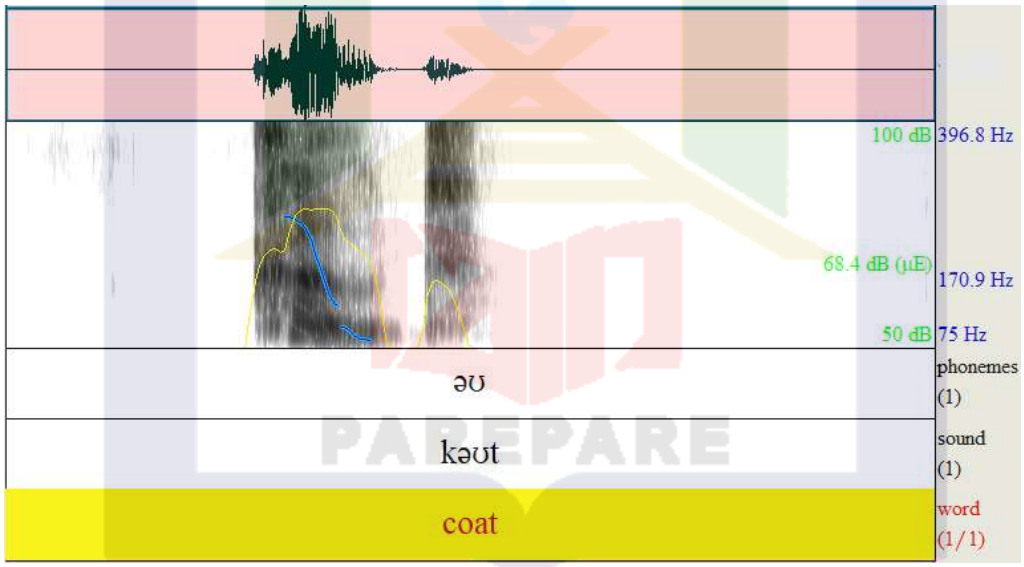




CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Vowel ɔː / əʊ





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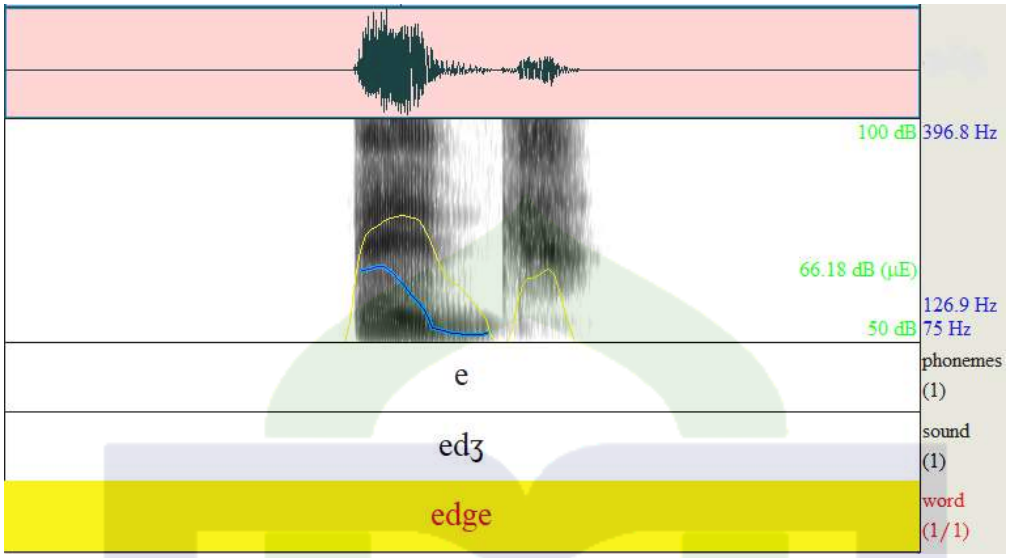
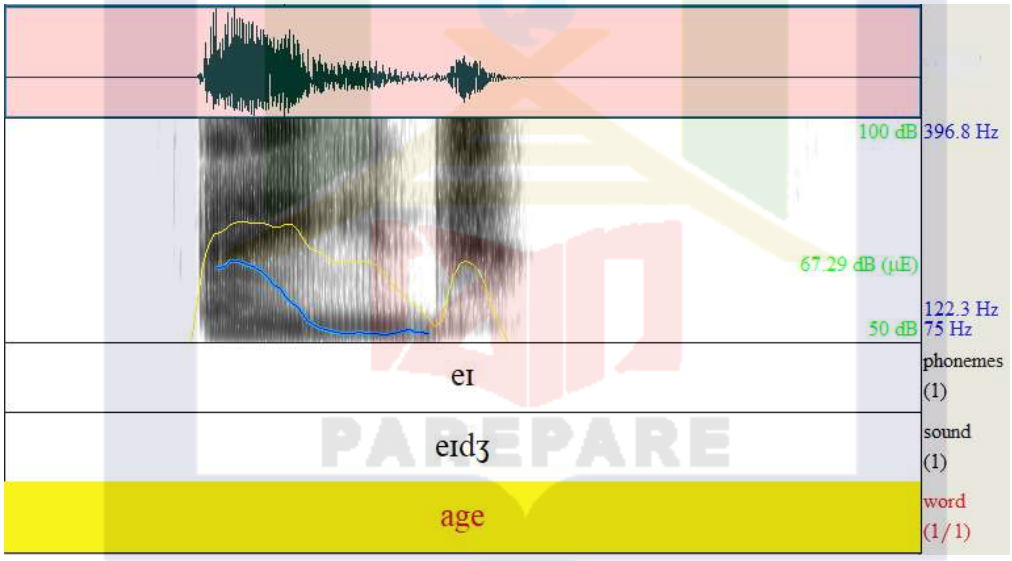
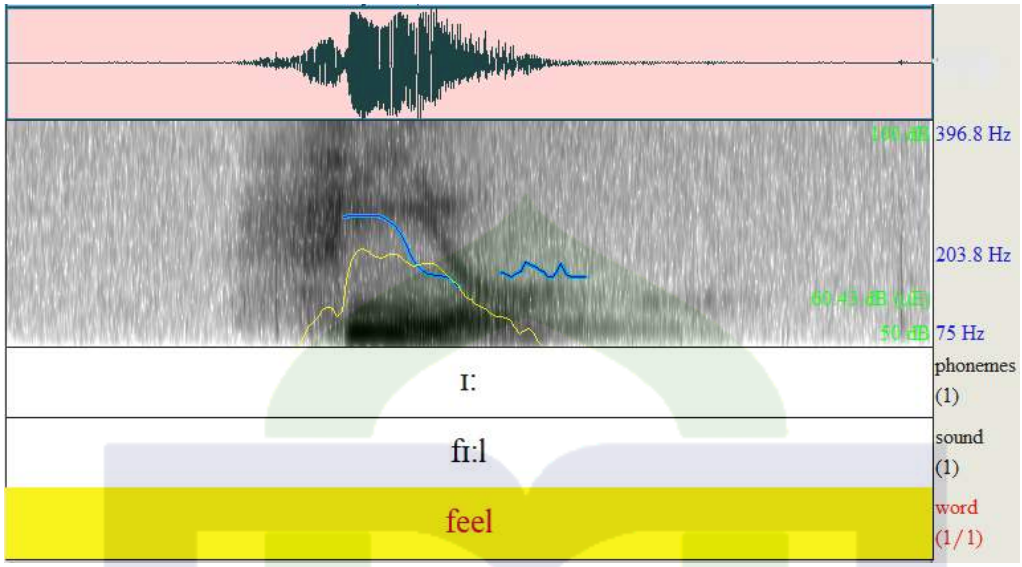
Vowel e / eɪ

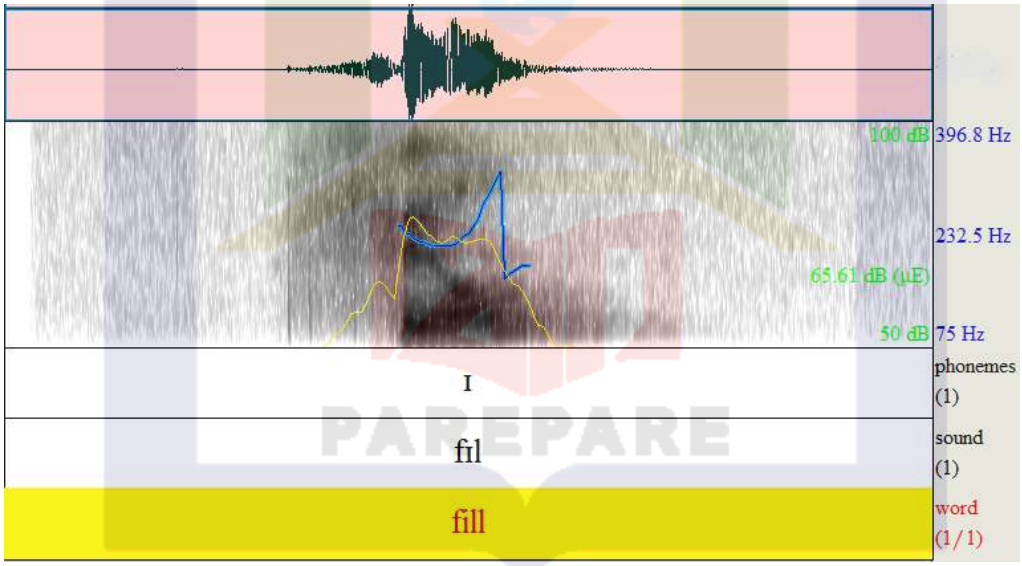




CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Vowel ɪː / ɪ





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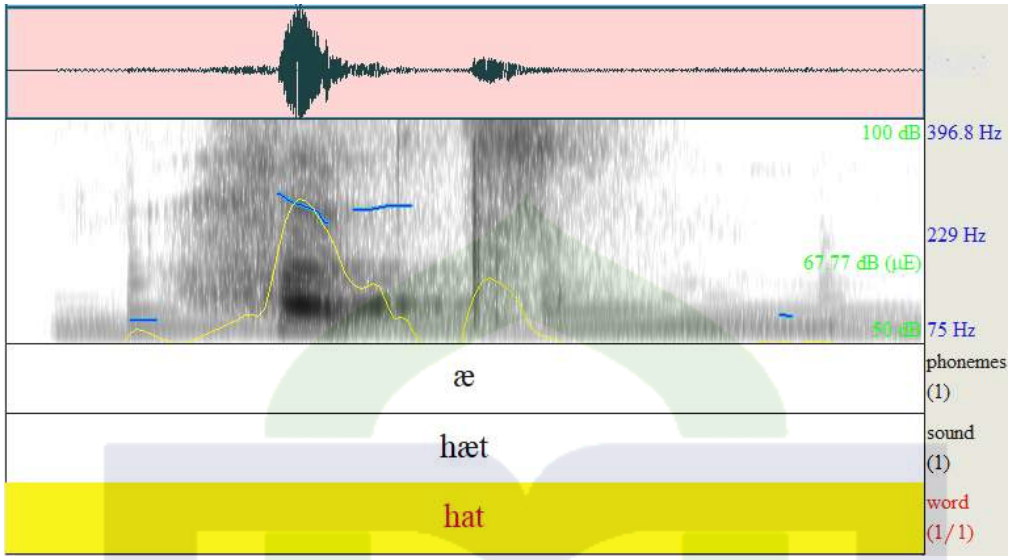
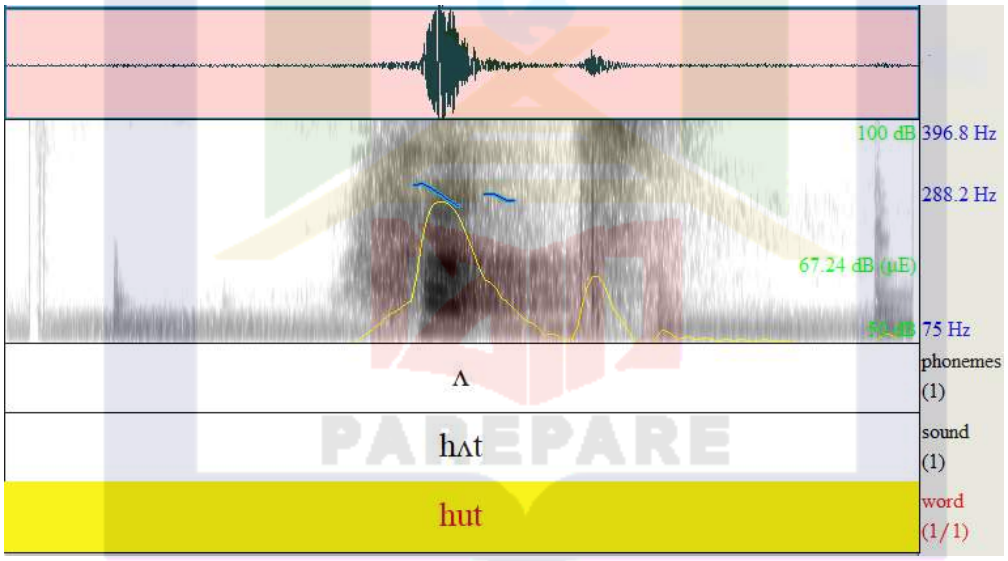
Vowel æ / ʌ





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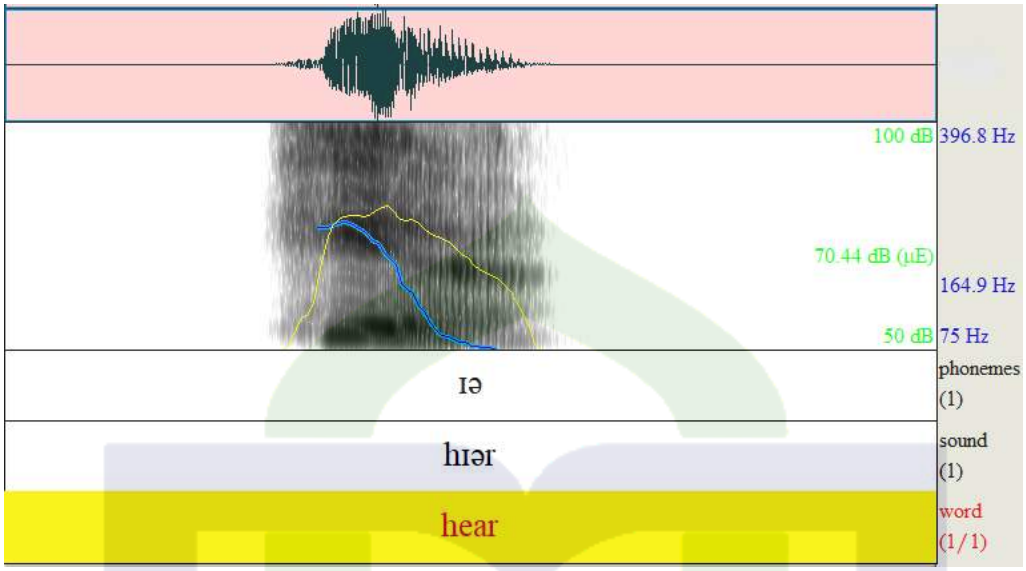
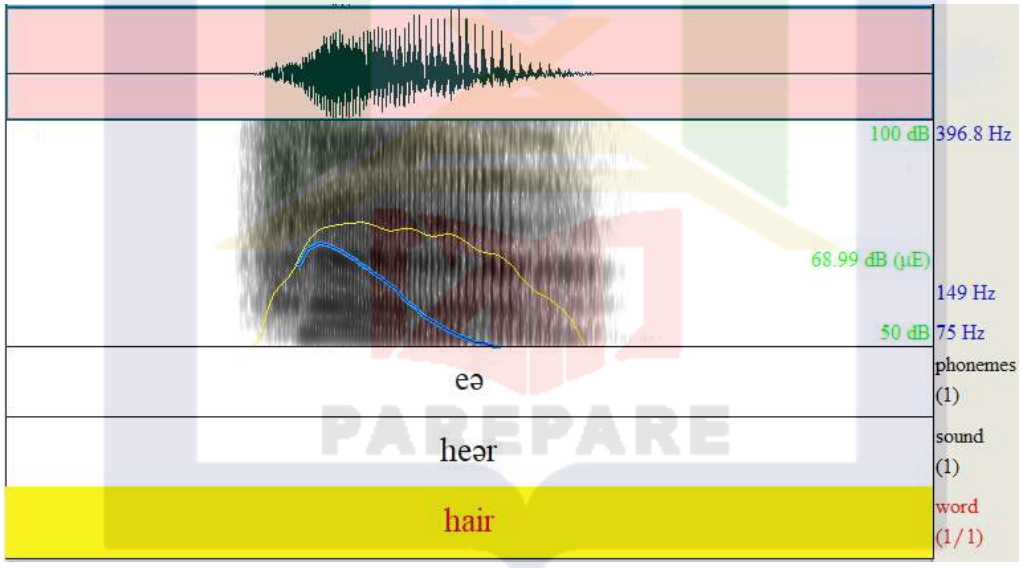
Vowel ɪə / eə





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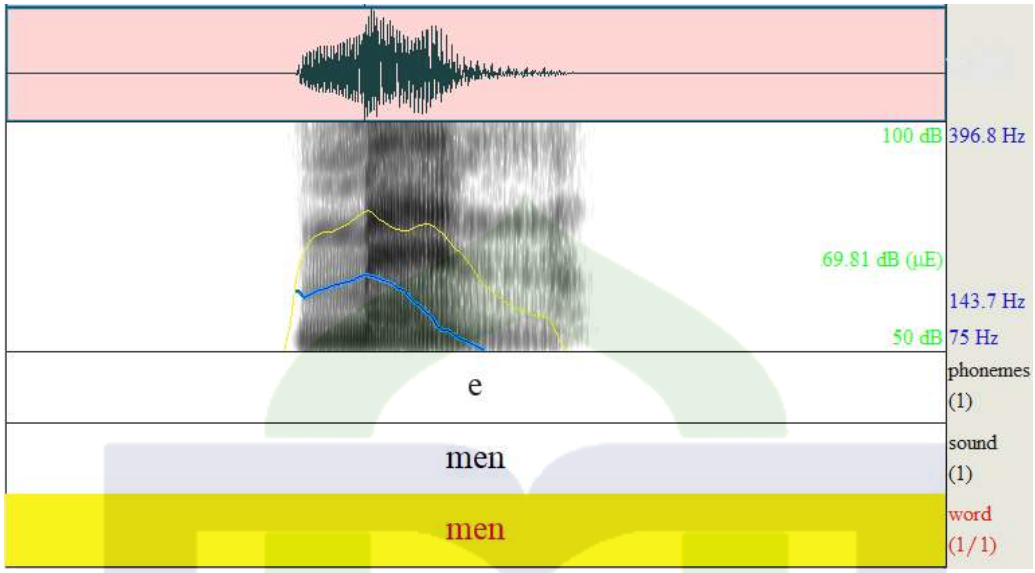
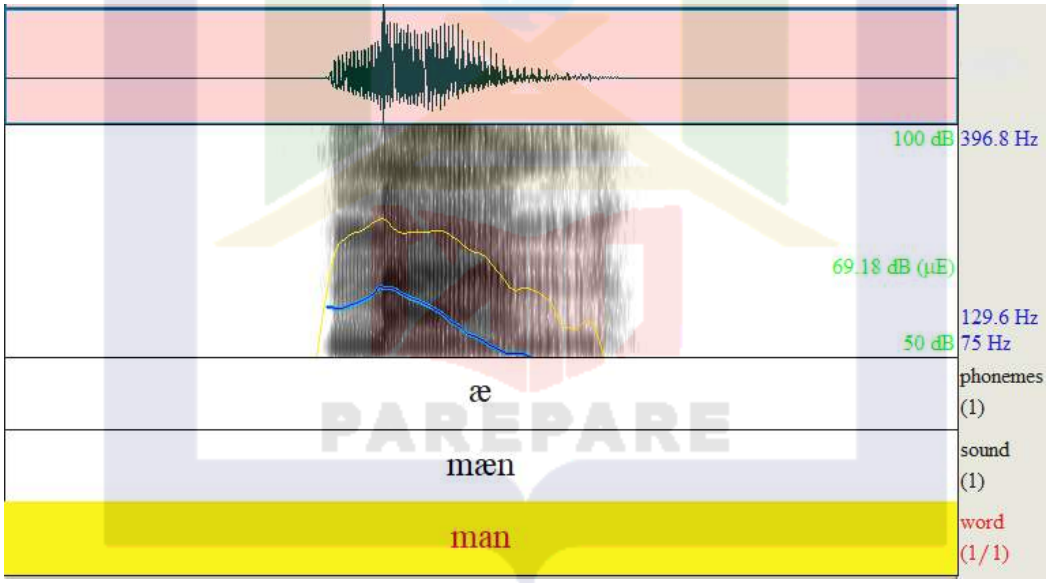
Vowel e / æ





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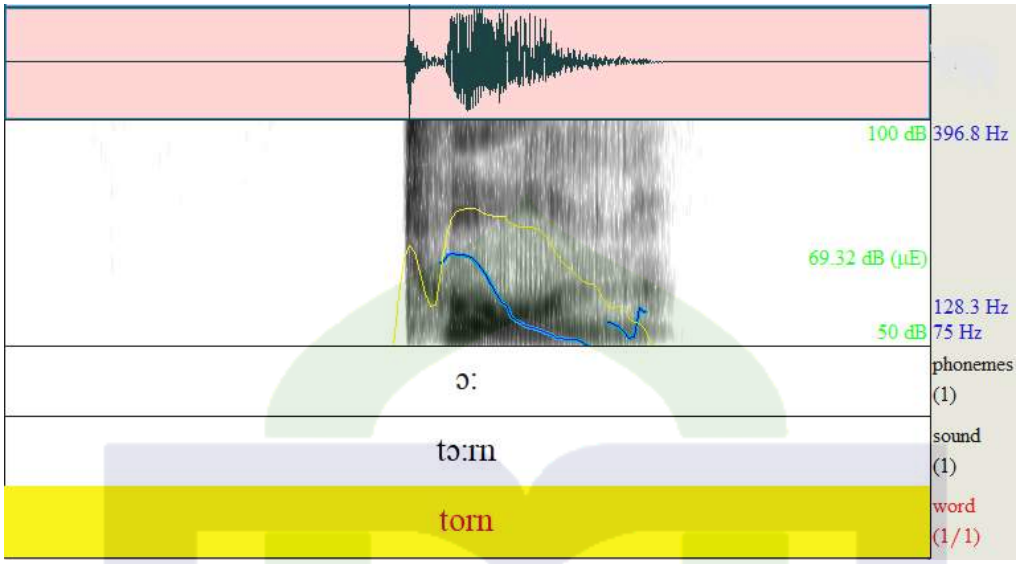
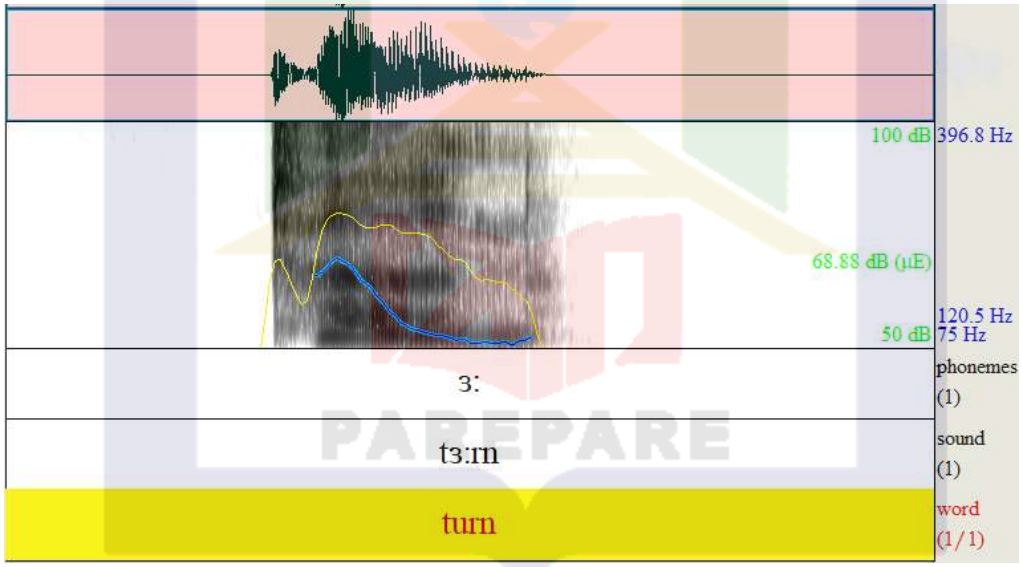
Vowel ɔː / ɜː





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APPENDIX III. 1 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 1-6)

No	List of Word	Kinds of Sounds	Respondents					
			1	2	3	4	5	6
1	Ice / Eyes	Consonant	ais/ais	ais/ais	ais/ais	ais/ais	ais/ais	ais/eis
2	Write / Ride		raid/raid	raid/raid	√	raid/raid	raid/raid	raid/raid
3	Safe / Save		seif/seif	seif/sev	sef/seiv	sef/seiv	sef/sev	seif/seif
4	Hair / Air		heir/eir	√	hair/eir	√	√	heir/eir
5	Back / Bag		bek/beg	√	bæk/beg	bek/beg	bek/beg	bek/beg
6	Breeze / Breathe		briz/brez	breathe using pop sound	briz/brið	brez/breð	briz/brið	briz/breð
7	Pass / Path		√	pæs/pæt	√	Pes/ peθ	√	pæs/pæs
8	Riches / Ridges		rices/ridʒes	rices/ridʒes	rices/ridʒes	√	rices/ridʒes	rices/ridʒes
9	Feel / Fill	Vowel	√	Phonetic “i:” is too long	fɪl/fɪl	fɪl/fel	fɪl/fɪl	√
10	Chick / Cheque		Kɪk/ʧɪk	√	ʧek/ʧek	√	ʧek/ʧek	√
11	Caught / Coat		kaut/kot	kat/kot	√	kat/kot	√	kaut/kot
12	Hear / Hair		Heir/eir	√	√	Hir/eir	Hir/heir	Hi:r/eir
13	Edge / Age		√	√	√	eidʒ/eidʒ	eidʒ/eig	eidʒ/eidʒ
14	Hat / Hut		√	Het/hʌt	√	Het/hʌt	hʌt t/hʌt	Het/hʌt
15	Men / Man		√	Men/men	√	Men/men	Men/men	Men/men
16	Torn / Turn		√	tɜ:rn/tɜ:rn	tɔrn/tɜrn	tɔ:rn/turn	√	tɔ:rn/turn

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APPENDIX III. 2 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 7-12)

No	List of Word	Kinds of Sounds	Respondents					
			7	8	9	10	11	12
1	Ice / Eyes	Consonant	ais//ais	ais//ais	√	ais//ais	ais/eis	ais/eis
2	Write / Ride		rit/raid	raid/raid	√	No popping sound	√	No popping sound
3	Safe / Save		seif/sev	sef/seiv	√	sef/sev	seif/seif	sef/sev
4	Hair / Air		heir/eir	heir/eir	√	her/er	√	√
5	Back / Bag		bek/beg	bek/beg	√	bek/beg	bek/beg	bek/beg
6	Breeze / Breathe		briz/brið	briz/brið	briz/breð	briz/brið	√	briz/breð
7	Pass / Path		pes/pes	pes/pes	√	pæs/pæt	Phonetic “a” is too long	pes/pes
8	Riches / Ridges		rices/ridʒes	rices/ridʒes	rices/ridʒes	rices/ridʒes	ridʒes/ rices	ricis/ridʒes
9	Feel / Fill	Vowel	√	√	√	fɪːl/fɪːl	√	√
10	Chick / Cheque		√	tʃik/tʃik	√	tʃek/tʃek	√	√
11	Caught / Coat		kaut/kaut	kaut/kaut	kaut/kaut	kat/kak	kot/kot	kaut/kot
12	Hear / Hair		hɪr/heir	Hi:r/heir	Hi:r/heir	Hi:r/heir	Heir/heir	√
13	Edge / Age		eidʒ/eig	√	√	eidʒ/eig	edʒ/edʒ	idʒ/eidʒ
14	Hat / Hut		Hʌt/hut	Het/hʌt	√	√	Het/hʌt	Het/hʌt
15	Men / Man		Men/men	Men/men	Men/men	Men/men	Men/men	Men/men
16	Torn / Turn		tɔ:rn/turn	tɔ:rn/turn	√	torn/torn	torn/torn	√

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APPENDIX III. 3 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 13-18)

No	List of Word	Kinds of Sounds	Respondents					
			13	14	15	16	17	18
1	Ice / Eyes	Consonant	ais/ais	ais/eis	ais/eis	ais/ais	ais/eis	ais//ais
2	Write / Ride		raid/raid	√	raid/raid	raid/raid	√	raid/raid
3	Safe / Save		seif/seif	sef/sev	sef/sev	seif/seif	sef/sev	seif/seif
4	Hair / Air		heir/eir	heir/eir	her/er	√	√	heir/eir
5	Back / Bag		bek/beg	bek/beg	bek/beg	bek/beg	bek/bag	bek/beg
6	Breeze / Breathe		√	briz/brið	brez/breð	briz/brið	bri:z/breð	briz/brið
7	Pass / Path		√	Phonetic “a” is too long	pes/pes	√	pes/pes	Phonetic “a” is too long
8	Riches / Ridges		rich/ridʒes	rich/rich	raich/raich	rices/ridʒes	ricis/ridʒes	rich/rich
9	Feel / Fill	Vowel	fɪl/fɪl	fɪl/fɪl	fɪl/fɪl	fɪl/fɪl	fɪl/fel	fɪl/fɪl
10	Chick / Cheque		√	tʃɪk/tʃɪk	tʃaɪk/tʃɪk	√	√	tʃɪk/tʃɪk
11	Caught / Coat		kaut/kot	koach/kok	koach/kok	kat/kot	kaut/kat	kaut/kat
12	Hear / Hair		Hir/heir	hɪr/hei:r	Hir/hair	Hir/heir	Hir/hair	Hir/heir
13	Edge / Age		√	ɪdʒ/idʒ	edʒ/edʒ	√	edʒ/edʒ	eidʒ/eidʒ
14	Hat / Hut		Het/hʌt	Het/hʌt	Het/hʌt	Het/hʌt	Het/hʌt	Het/hʌt
15	Men / Man		Men/men	√	Men/men	Men/men	Main/mon	Men/men
16	Torn / Turn		√	tɜ:rn/tɜ:rn	torn/turn	√	√	tɔ:rn/turn

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APPENDIX III. 3 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 19-20)

No	List of Word	Kinds of Sounds	Respondents	
			19	20
1	Ice / Eyes	Consonant	ais/ais	√
2	Write / Ride		raid/raid	raid/raid
3	Safe / Save		sef/sev	seif/seif
4	Hair / Air		√	heir/eir
5	Back / Bag		bek/beg	bek/beg
6	Breeze / Breathe		briːz/brið	briz/brið
7	Pass / Path		pes/pes	pes/pes
8	Riches / Ridges		risis/ridʒes	√
9	Feel / Fill	Vowel	fɪl̩/pɪl̩	pɪːl̩/fɪl̩
10	Chick / Cheque		tʃɪk/tʃɪk	√
11	Caught / Coat		kok/kot	kaut/kot
12	Hear / Hair		Hir/heir	Hir/heir
13	Edge / Age		edʒ/eg	idʒ/eidʒ
14	Hat / Hut		Het/hʌt	Het/hʌt
15	Men / Man		Men/men	Men/men
16	Torn / Turn		tɔːrn/tarn	tɔːrn/turn

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91131, ☎ : 0421 - 21307, Fax 24404
PO Box 909 Parepare 91100, website : , email: mail@iainpare.ac.id

Nomor : B.750/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Fitra Amaliah
Tempat/Tgl. Lahir	: Pinrang, 11 September 1998
NIM	: 16.1300.068
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Bela-Belawa, Kel. Polewali, Kec. Suppa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Analysing Students' Error In Pronouncing Minimal Pair Words By Using Praat Application Of English Program At IAIN Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PAREPARE

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PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faxsimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 221/IP/DPM-PTSP/4/2021

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA	: **FITRA AMALIAH**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **PENDIDIKAN BAHASA INGGRIS**
ALAMAT	: **BELA-BELAWA DESA POLEWALI KEC. SUPPA KAB.PINRANG**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: **ANALYSING STUDENT'S ERROR IN PRONOUNCING MINIMAL PAIR WORDS BY USING PRAAT APPLICATION OF ENGLISH PROGRAM AT IAIN PAREPARE**
LOKASI PENELITIAN	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
LAMA PENELITIAN	: **05 April 2021 s.d 05 Mei 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **06 April 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
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- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
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APPENDIX VII. CURRICULUM VITAE

Fitra Amaliah was born in Pinrang, South Sulawesi on September 11th, 1998. She is the second child in her family; she has two sisters from the marriage of her parents H. Sahabuddin and Hj. Nurhayati.

She began her study in elementary school at SDN 107 Bela-Belawa and graduated in 2010. Then she registered in SMPN 1 SUPPA the same year to continuing her study for three years and graduated in 2013. After she graduated from junior high school, she continues her study in the same year at SMAN 4 PINRANG and graduated in 2016.

In 2016, she continued her study at State Islamic Institute (IAIN) Parepare to take her undergraduate program in English Program of Tarbiyah Faculty about four years. She graduated her study in IAIN Parepare by writing skripsi entitle;

"Analysing Students' Error in Pronouncing Minimal Pair Words by Using Praat Application of English Program at IAIN Parepare"

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