



**IMPROVING STUDENTS' PRONUNCIATION ABILITY
THROUGH MINIMAL PAIRS DRILL TECHNIQUE
AT GRADE VIII MTsN SIPIROK**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfilment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I.) in English*

BY:
SAPIANAPSAH
Reg. Number: 10.340.0073

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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ENGLISH EDUCATION DEPARTMENT

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**FACULTY OF TARBIAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014

Term : Thesis
a.n. Sopianapsah
Item : 7 (seven) exemplars

Padangsidimpuan, June 19th, 2014
To :
Dean of Tarbiyah and Pedagogy Faculty
In –
Padangsidimpuan


Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Sopianapsah, entitle "*Improving Students' Pronunciation Ability through Minimal Pairs Drill Technique at Grade VIII MTsN Sipirok*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hoped she could be to define her thesis in munaqosyah. That's all and thank you for the attention.

Wassalamu'alaikumWr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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The Title of Thesis : **IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH MINIMAL PAIRS DRILL TECHNIQUE AT GRADE VIII MTsN SIPIROK.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, June 19th, 2014

Declaration maker



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**DEWAN PENGUJI
SIDANG MUNAQASYAH SKRIPSI**

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JUDUL SKRIPSI : **IMPROVING STUDENTS' PRONUNCIATION
ABILITY THROUGH MINIMAL PAIRS DRILL
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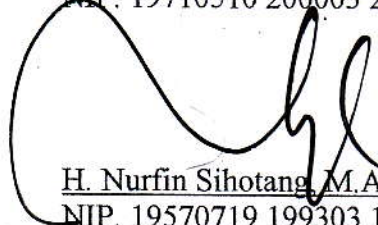
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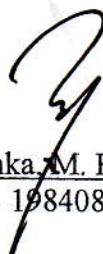
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Predikat : Cumlaude



**MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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LEGALIZATION

The Thesis with Title : IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH MINIMAL PAIRS DRILL TECHNIQUE AT GRADE VIII MTsN SIPIROK

Written : SAPIANAPSAH

Reg. No. : 10 340 0073

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic Education Scholar (S.Pd.I)

Padangsidimpuan, 8 Oktober 2014



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL. who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan.
2. Ikhwanuddin Harahap, M. Ag., as the first advisor who has given suggestions and helps in writing this thesis.
3. Hamka, M.Hum., as the second advisor who has helped, supported and suggested me to finish this thesis. May God bless him.
4. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., the Dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Education and Pedagogy Department.
6. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.
7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum) and the staffs for their cooperative and permission to use their books.

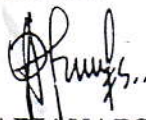
8. My beloved parent, (Alm. Pantis Siregar and Masroni) who taught me how to be patient to face this life and always give their pray, motivation, and moral encouragement to finish my study.
9. My beloved friends who was patience and care to support me.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, June 19th, 2014

Researcher



SAPIHANAPSAH
10 340 0073

Name : **SAPIANAPSAH**
Reg. No : **10 340 0073**
Faculty : **Tarbiyah**
Program Study : **Tadris Bahasa Inggris (TBI-2)**
Title of Thesis : **IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH MINIMAL PAIRS DRILL TECHNIQUE AT GRADE VIII MTsN SIPIROK**

ABSTRACT

This research discussed about students' problem in English pronunciation ability at grade VIII MTsN Sipirok. The problems of the research are the students' has low ability in pronounce the English words, students' score in speaking ability was low because their pronunciation was not good enough, and uninterested teaching strategy. As the result, the students were difficult in pronunciation ability. The purposes of this research was to know the improvement of students' pronunciation ability through minimal pairs drill technique at grade VIII MTsN Sipirok,

The method of this research was conducted by Classroom Action Research (CAR) with quantitative approach. Classroom Action Research method was used to test and to see the improvement of students' pronunciation ability through minimal pairs drill technique at grade VIII in MTsN Sipirok. The resource of the data was taken in class VIII-2, there were 26 students of grade VIII MTsN Sipirok. Collecting the data was done BY instrument test for the students about minimal pair words. To analysis the data, the researcher used formulation of average score on students' pronunciation.

Based on the result of the research, researcher showed the description of the data was found that, the mean score of post-test 2 higher than post-test 1 ($90.16 > 81.39$) and the score of post-test 1 was bigger than pre-test ($81.39 > 60.15$). It means that the action was accepted. It was concluded that there was the improvement of students' pronunciation ability through minimal pairs drill technique at grade VIII in MTsN Sipirok. Finally, the researcher suggested using minimal pairs drill technique was effective to improve the students' pronunciation ability.

CURRICULUM VITAE

A. Identity

Name : SAPIANAPSAH
Nim : 10 340 0073
Place and Birthday : Sipirok, 16 September 1991
Sex : Female
Religion : Islamic
Address : Pasar Sipirok, Kec. Sipirok, Tapanuli Selatan

B. Parent

1. Father's name : Alm. Pantis Siregar
2. Mother's name : Masroni

C. Educational background

1. Graduated from Primary School Muhammadiyah 1998-2004.
2. Graduated from SMP N.1 Sipirok in 2004-2007.
3. Graduated from SMA N. 11 Banda Aceh in 2007-2010.
4. Be University student in IAIN Padangsidempuan.

APPENDIX 1

LESSON PLAN

School : MTsN Sipirok

Subject : English

Class/Semester : VIII/II

Aspect/Skill : Speaking

Theme : -

Kind of text : Transactional/Interpersonal

Time Allocation : 2 x 40 minutes

A. Standard Competency : Reveal meaning in transactional and interpersonal conversations short verbal simple to interact with the surrounding environment.

B. Basic Competency : Reveal meaning in transactional and interpersonal conversation short by using a variety of simple spoken language accurately, fluently, and thank to interact with the immediate environment that involves speech act: telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.

C. Indicator : 1. Respond properly to the speech act; tell someone to do something, agreeing to do something,

refuses to do something, praise someone or something.

2. Perform various speech acts in the oral discourse of interpersonal / transactional.

D. Learning Objectives :

At the end of the lesson, students can respond in the meaning,

1. Respond properly to the speech act; tell someone to do something, agreeing to do something, refuses to do something, praise someone or something.
2. Perform various speech acts in the oral discourse of interpersonal and transactional.

E. Character of students expected

1. Trustworthiness
2. Respect
3. Diligence

F. Learning Method: Minimal Pairs Drill Technique

G. Learning Material

1. Asking, accepting, and refusing to do something:
 - a. Asking someone to do something:

Neutral : - Would you like to sit down?
- Why don't you sit down?
- Will you sit down, please?
- I'd like you to sit down, please.

Informal : Sit down, please.

Formal : - Would you be so kind as to sit down?

- Would you mind sitting down?

- Please, do sit down.

b. Accepting to do something:

Neutral : - Yes, (of course)

- Of course

Informal : - Sure

- Yeah

- OK.

- Problem

Formal : - I see no objection

- Certainly

c. Refusing to do something:

Neutral : - I'm sorry, I can't.

- I'm afraid, I can't.

Informal : - No way.

- Sorry.

- No, I can't.

- I'm sorry.

Formal : - I'm afraid it's not possible.....

- I'm so sorry, but....

2. To praise someone or something

How + adjective + S +auxiliary

Your hair is very beautiful → How beautiful your hair is!

This dress is very nice. → How nice this dress is!

These shoes are trendy → How trendy these shoes are!

To answer the praising:

Thank you.

To accepting the praising:

How beautiful your hair is! → It is.

How trendy these shoes are! → They are.

H. Learning Activity

1. Introduction activities

- a) Greeting

- b) Apperception:

- Frequently asked questions about the expression of telling someone to do something, agree to do something, refuse to do something, praise, someone or something.

- c) Motivation

- Explaining the importance of the material to be studied in the following competencies that must be mastered.

2. Core Activities

a) Exploration

In exploration activities:

- Engaging learners seeking extensive information about the topic / theme of the material to be learned from various sources about telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.
- Students complete the dialogue is based on an image by using phrases that are being studied.
- Acting out a dialogue between friends in front of the class.
- Understanding phrases contained in the dialogue.
- Responding to expressions contained in the dialogue between the traveler and boys, foreigners and girls, and between brother and sister.

b) Elaboration

In elaboration activities:

- Students practice the pronunciation of the vocabulary in conversations with correct pronunciation
- Students are introduced to phonemic chart and read the words on the chart together.

c) Confirmation

- Student exercises "minimal pairs".

3. Closing Activities

- Concluding the learning materials.
- Asking the students' understanding of the material being studied.
- Assign students to create a dialogue.

I. Learning Resources

- Soengeng, H.S., *Effective English for Grade VIII of Secondary Schools*, 2012, Solo: PT. Tiga Serangkai Pustaka Mandiri.
- Phonetic Chart
- Dictionary

J. Indicators and Assessment

No	INDICATORS	TEST	
		ORAL	TEXT
1.	Reveal expressions have someone do something, agreeing to do something, refuses to do something, praise someone or something.	√	√
2.	Responding to expressions of telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.	√	
3.	Making a brief dialogue	√	√

Instrument: Attached

K. Guidelines for Assessment and Rubric Assessment

1. Each correct answer was given = 10
2. Maximal value = 100
3. Total = Correct Answer x 10

No	Commentary	Score
1.	Correct pronunciation, intonation precise and smooth	>80
2.	Correct pronunciation, proper intonation and substandard	70-79
3.	Correct pronunciation, intonation is less precise and less smoothly	65-69
4.	Less correct pronunciation, intonation is less precise and less smoothly	60-64
5.	All are less precise	<59

Sipirok, March 2014

Approved by,
Teachers Tutor

Student of IAIN

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LESSON PLAN

School : MTsN Sipirok

Subject : English

Class/Semester : VIII/II

Aspect/Skill : Listening

Theme : -

Time Allocation : 2 x 40 minutes

A. Standard Competency : To understand the meaning in a simple transactional and interpersonal conversation to interact with the surroundings environment.

B. Basic Competency : Respond to a different meaning of the word sense but similar sound.

C. Indicator : 1. Identify the sounds of minimal pairs words.
2. Identify the different of words with similar meaning but different sound.

D. Learning Objectives :

At the end of the lesson, students can:

1. Identify the sounds of minimal pair words.
2. Identify the different of words with similar meaning but different sound.

E. Character of students expected

1. Trustworthines
2. Respect
3. Diligence

F. Learning Method: Minimal Pairs Drill Technique

G. Learning Material

Minimal pair words

- a. Minimal pairs refer to pairs of words which have different meanings and which differ in pronunciation the basis in only one segment.

- b. Example;

- Sound [i:] = -Sheep

- Leak

- Cheeks

- Peel

- Leave

- Sound [e] = - X

- Pen

- Men

- Send

- Gem

- Sound [ɪə] = Ear

- Beer

Sound [i] = - Ship

- Lick

- Chicks

- Pill

- Live

Sound [æ] = - Axe

- Pan

- Man

- Sand

- Jam

Sound [eə] =- Air

- Bear

- Pier

- Pear

- Hear

- Hair

- Cheers

- Chairs

H. Learning Activities

1. Introduction Activities

a. Greeting

b. Apperception:

- Frequently asked questions about minimal pair words.

c. Motivation

- Explaining the importance of the material to be studied in the following competencies that must be mastered.

2. Core Activities

a. Exploration

In exploration activities:

- The teacher explains the minimal pair words along with the examples.
- The teacher explains the International Phonetic Alphabet.
- The teacher pronounces the words and the students repeat the text clearly and correctly.

b. Elaboration

In elaboration activities:

- Students practice the pronunciation of some of minimal pair words.
- Classify students based on word sound.

c. Confirmation

- Students ordered to find the new minimal pair words.

3. Closing Activities

- Conclude the learning material.
- Asking the students' understanding of the material being studied.
- Asking the students' difficulties

I. Learning resources

- Soegeng, H.S., *Effective English for Grade VIII of Secondary Schools*, 2012, Solo: PT. Tiga Serangkai Pustaka Mandiri.
- Phonetic Chart
- Dictionary

J. Indicators and Assessment

No	INDICATORS	TEST	
		ORAL	TEXT
1.	Saying words correctly and accurately	√	-
2.	Students said the words based on sound	√	-

Instrument: Attached

K. Guidelines for Assessment and Rubric Assessment

1. Each correct answer was given = 10
2. Maximal Value = 100
3. Total = Correct Answer x 10

No	Commentary	Score
1.	Correct pronunciation and choice of words correctly	10
2.	Less correct pronunciation and choice of words correctly	5
3.	All is not correct.	0

Sipirok, March 2014

Approved by,

Teachers Tutor

Student of IAIN

Suryani Pohan, S.Pd.

Sapianapsah

A.n. Ka. MTsN Sipirok

WKM Kurikulum,

AHMAD IKHSAN, S.Pd.
NIP. 19680713 200501 1 007

Attached:

PRACTICE

Pronounce the words correctly!

- | | |
|----------|-------|
| 1. Cup | Carp |
| 2. Hut | Heart |
| 3. Cod | Cord |
| 4. Lock | Look |
| 5. Box | Books |
| 6. Full | Fool |
| 7. Bed | Bird |
| 8. Torn | Turn |
| 9. Edge | Age |
| 10. Wet | Wait |
| 11. Work | Woke |
| 12. Beer | Bear |
| 13. Hear | Hair |
| 14. Cart | Card |
| 15. Back | Bag |

LESSON PLAN

School : MTsN Sipirok

Subject : English

Class/Semester : VIII/II

Aspect/Skill : Listening

Theme : -

Time Allocation : 2 x 40 minutes

A. Standard Competency : To understand the meaning in a simple transactional and interpersonal conversation to interact with the surroundings environment.

B. Basic Competency : Respond to a different meaning of the word sense but similar sound.

C. Indicators : 1. Identify the sounds of minimal pairs words.
2. Identify the different of words with similar meaning but different sound.

D. Learning Objectives :

At the end of the lesson, students can:

2. Identify the sounds of minimal pair words.
2. Identify the different of words with similar meaning but different sound.

E. Character of students expected

1. Trustworthiness
2. Respect
3. Diligence

F. Learning Method: Minimal Pairs Drill Technique

G. Learning Material

1. International Phonetic Alphabet

International Phonetic Alphabet is a system of phonetic notation devised by linguists to accurately and uniquely represent each of the wide variety of sounds (phones or phonemes) used in spoken human language.

2. Minimal pair words are a set of two words that are exactly the same except for one sound. For example, sat and sad, ship and sheep, etc

3. Examples:

- | | |
|--------|------|
| a. [ɪ] | [s] |
| She | C |
| Shoe | Sue |
| Ship | Sip |
| Show | Saw |
| Push | Puss |
| b. [ʌ] | [æ] |
| Cup | Cap |
| Hut | Hat |

	Truck	Track
	Bun	Ban
	Bug	Bag
c.	[i:]	[i]
	Sheep	Ship
	Leak	Lick
	Cheeks	Chicks
	Pell	Pill
	Bean	Bin
d.	[æ]	[e]
	Axe	X
	Pan	Pen
	Man	Men
	Sand	Send
	Jam	Gem

H. Learning Activities

1. Introduction Activities

a. Greeting

b. Apperception:

- Frequently asked questions about minimal pair words.
- Asked the students about International Phonetic Chart

c. Motivation

- Explaining the importance of the material to be studied in the following competencies that must be mastered.

2. Core Activities

a. Exploration

In exploration activities:

- The teacher explains about minimal pair words and International Phonetic Alphabet.
- Students are given some minimal pair words.
- The teacher pronounces the words and the students imitate her.
- Students pronounce the words clearly and correctly.

b. Elaboration

In elaboration activities:

- Students practice the pronunciation of some of the minimal pair words
- Classify students based on words sound.
- Students are given exercise "minimal pairs"

c. Confirmation

- Students ordered to practice their pronunciation in front of the class one by one

- Students gave list of sentence. And they work with their partner.
Student A says the sentence and student B chooses one word that student A means.

3. Closing Activities

- Conclude the learning material.
- Asking the students' understanding of the material being studied.
- Asking student difficulties.

I. Learning Resources

- Soengeng, H.S., *Effective English for Grade VIII of Secondary Schools*, 2012, Solo: PT. Tiga Serangkai Pustaka Mandiri.
- Phonetic Chart
- Dictionary

J. Indicators and Assessment

No	INDICATORS	TEST LISTEN AND ORAL
1.	□	√
2.	□	√
3.	i:	√
4.	æ	√

Instrument: Attached

K. Guidelines for Assessment and Rubric Assessment

1. Each correct answer was given =10
2. Maximal value = 100
3. Total = correct answer x 10

No	Commentary	Score
1.	Correct pronunciation and choice of words correctly	10
2.	Less correct pronunciation and choice of words correctly	5
3.	All is not correct	0

Sapirok, March, 2014

Approved by,

Teacher Tutor

Student of IAIN

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Nim. 10 340 0073

A.n. Ka. MTsN Sapirok

WKM Kurikulum,

AHMAD IKHSAN, S.Pd.
NIP. 19680713 200501 1 007

Attached:

PRACTICE I

List the words based on the phonemic chart below!

/□/	/□/	/i:/	/æ/

PRACTICE II

Work this worksheet with your partner.

STUDENT A	STUDENT B
<p>I. Read sentences 1-5 that your partner;</p> <ol style="list-style-type: none">1. He's going to leave.2. Look out for that ship in the sea.3. Can I borrow a pen?4. I have passed the final test.5. The men will come soon.	<p>I. Read sentences 1-5 that your partner reads.</p> <ol style="list-style-type: none">1. He's going to _____<ol style="list-style-type: none">a) leaveb) live2. Look out for that _____ in the sea.<ol style="list-style-type: none">a) shipb) sheep

	<p>3. Can I borrow a _____?</p> <p>a) pan</p> <p>b) pen</p> <p>4. I have passed the final _____.</p> <p>a) test</p> <p>b) taste</p> <p>5. The _____ will come soon.</p> <p>a) men</p> <p>b) man</p>
<p>II. Circle the word that your partner reads</p> <p>6. I'd like to see that _____</p> <p>a) Chick</p> <p>b) Check</p> <p>7. _____ arrived in Medan.</p> <p>a) Day</p> <p>b) They</p> <p>8. She's lost her _____.</p> <p>a) hearing</p> <p>b) earing</p> <p>9. It's a big _____</p>	<p>II. Circle that word that your partner reads.</p> <p>6. I'd like to see that chick.</p> <p>7. They arrived in Medan.</p> <p>8. She's lost her hearing.</p> <p>9. It's a big tree.</p> <p>10. That's my lock.</p>

a) tree	
b) three	
10. That's my _____	
a) luck	
b) lock	

KEY ANSWER

PRACTICE I and II: Possible Answers.

LESSON PLAN

School : MTsN Sapirok

Subject : English

Class/Semester : VIII/II

Aspect/Skill : Listening

Theme : -

Time Allocation : 2 x 40 minutes

A. Standard Competency : To understand the meaning in a simple transactional and interpersonal conversation to interact with the surrounding environment.

B. Basic Competency : Respond to a different meaning of the word sense but similar sound.

C. Indicator : 1. Identify the sounds of minimal pairs words.
2. Identify the different of words with similar meaning but different sound.

D. Learning Objectives :

At the end of the lesson, students can:

3. Identify the sounds of minimal pair words.
2. Identify the different of words with similar meaning but different sound.

E. Character of students expected

1. Trustworthines
2. Respect
3. Diligence

F. Learning Method: Minimal Pairs Drill Technique

G. Learning Material

Minimal pair words

a. Minimal pairs refer to pairs of words which have different meanings and which differ in pronunciation the basis in only one segment.

b. Example;

1. Sound [ʌ]

Hut

Cup

2. Sound [u]

Look

Full

3. Sound [ɔ:]

All

Corn

4. Sound [iə]

Tear

Pier

Sound [ɜ:]

Heart

Carp

Sound [u:]

Luke

Fool

Sound [ɔi]

Oil

Coin

Sound [i:]

Tee

Pea

5. Sound [f]

Save

View

Sound [v]

Safe

Few

H. Learning Activities

1. Introduction Activities

a. Greeting

b. Apperception:

- Frequently asked questions about minimal pair words.

c. Motivation

- Explaining the importance of the material to be studied in the following competencies that must be mastered.

2. Core Activities

a. Exploration

In exploration activities:

- The teacher explains the minimal pair words along with the examples.
- The teacher explains the International Phonetic Alphabet.
- The teacher pronounces the words and the students repeat the text clearly and correctly.

b. Elaboration

In elaboration activities:

- Teacher orders the students to find out the minimal pair words with sounds above.
- Students practice the pronunciation of some of minimal pair words.
- Classify students based on word sound.

c. Confirmation

- Students order to find the new minimal pair words.

4. Closing Activities

- Conclude the learning material.
- Asking the students' understanding of the material being studied.
- Asking the students' difficulties

I. Learning resources

- Soengeng, H.S., *Effective English for Grade VIII of Secondary Schools*, 2012, Solo: PT. Tiga Serangkai Pustaka Mandiri.
- Phonetic Chart
- Dictionary

J. Indicators and Assessment

No	INDICATORS	TEST	
		ORAL	TEXT
1.	Saying words correctly and accurately	√	-

2.	Students said the words based on sound	√	-
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Instrument: Attached

K. Guidelines for Assessment and Rubric Assessment

1. Each correct answer was given = 10
2. Maximal Value = 100
3. Total = Correct Answer x 10

No	Commentary	Score
1.	Correct pronunciation and choice of words correctly	10
2.	Less correct pronunciation and choice of words correctly	5
3.	All is not correct.	0

Sipirok, March 2014

Approved by,

Teachers Tutor

Student of IAIN

Suryani Pohan, S.Pd.

Sapianapsah

A.n. Ka. MTsN Sipirok

WKM Kurikulum,

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Attached:

PRACTICE

List the words based on the phonemic chart below!

/ɪ:/	/u:/	/i/	/iə/
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX 2

Pronunciation Test (Pre test)

Name :
Class :
Date :

Directions:

Pronounce the following words correctly!

- | | | | | | | | |
|-------------|--------------------------|---------|--------------------------|-----------|--------------------------|-------|--------------------------|
| 1. Ship | <input type="checkbox"/> | Sheep | <input type="checkbox"/> | 21. Shop | <input type="checkbox"/> | Chop | <input type="checkbox"/> |
| 2. Ben | <input type="checkbox"/> | Bin | <input type="checkbox"/> | 22. Use | <input type="checkbox"/> | Juice | <input type="checkbox"/> |
| 3. Track | <input type="checkbox"/> | Truck | <input type="checkbox"/> | 23. Three | <input type="checkbox"/> | Tree | <input type="checkbox"/> |
| 4. Body | <input type="checkbox"/> | Baddie | <input type="checkbox"/> | 24. They | <input type="checkbox"/> | Day | <input type="checkbox"/> |
| 5. Cup | <input type="checkbox"/> | Carp | <input type="checkbox"/> | 25. Age | <input type="checkbox"/> | H | <input type="checkbox"/> |
| 6. Could | <input type="checkbox"/> | Cod | <input type="checkbox"/> | | | | |
| 7. Am | <input type="checkbox"/> | M | <input type="checkbox"/> | | | | |
| 8. Leave | <input type="checkbox"/> | Live | <input type="checkbox"/> | | | | |
| 9. Heart | <input type="checkbox"/> | Hut | <input type="checkbox"/> | | | | |
| 10. Short | <input type="checkbox"/> | Shot | <input type="checkbox"/> | | | | |
| 11. Turn | <input type="checkbox"/> | Ten | <input type="checkbox"/> | | | | |
| 12. Foolish | <input type="checkbox"/> | Fullish | <input type="checkbox"/> | | | | |
| 13. Beard | <input type="checkbox"/> | Bead | <input type="checkbox"/> | | | | |
| 14. Air | <input type="checkbox"/> | Ear | <input type="checkbox"/> | | | | |
| 15. Moored | <input type="checkbox"/> | More | <input type="checkbox"/> | | | | |
| 16. Taste | <input type="checkbox"/> | Test | <input type="checkbox"/> | | | | |
| 17. Kite | <input type="checkbox"/> | Card | <input type="checkbox"/> | | | | |
| 18. Oil | <input type="checkbox"/> | All | <input type="checkbox"/> | | | | |
| 19. Woke | <input type="checkbox"/> | Work | <input type="checkbox"/> | | | | |
| 20. Grouse | <input type="checkbox"/> | Grass | <input type="checkbox"/> | | | | |

Score:

APPENDIX 3

Pronunciation Test (Post Test after Cycle I)

Name :
Class :
Date :

Directions:

Pronounce the following words correctly!

- | | | | | | | | |
|------------|--------------------------|--------|--------------------------|------------|--------------------------|-------|--------------------------|
| 1. Pill | <input type="checkbox"/> | Pell | <input type="checkbox"/> | 21. Cash | <input type="checkbox"/> | Catch | <input type="checkbox"/> |
| 2. Desk | <input type="checkbox"/> | Disk | <input type="checkbox"/> | 22. Yolk | <input type="checkbox"/> | Joke | <input type="checkbox"/> |
| 3. Bad | <input type="checkbox"/> | Bed | <input type="checkbox"/> | 23. Thanks | <input type="checkbox"/> | Tanks | <input type="checkbox"/> |
| 4. Don | <input type="checkbox"/> | Down | <input type="checkbox"/> | 24. Either | <input type="checkbox"/> | Ida | <input type="checkbox"/> |
| 5. Bug | <input type="checkbox"/> | Bag | <input type="checkbox"/> | 25. Large | <input type="checkbox"/> | Larch | <input type="checkbox"/> |
| 6. Look | <input type="checkbox"/> | Lock | <input type="checkbox"/> | | | | |
| 7. As | <input type="checkbox"/> | S | <input type="checkbox"/> | | | | |
| 8. Cheap | <input type="checkbox"/> | Chip | <input type="checkbox"/> | | | | |
| 9. Cart | <input type="checkbox"/> | Cut | <input type="checkbox"/> | | | | |
| 10. Water | <input type="checkbox"/> | What a | <input type="checkbox"/> | | | | |
| 11. Worker | <input type="checkbox"/> | Walker | <input type="checkbox"/> | | | | |
| 12. Pool | <input type="checkbox"/> | Pull | <input type="checkbox"/> | | | | |
| 13. Tear | <input type="checkbox"/> | Tea | <input type="checkbox"/> | | | | |
| 14. Hear | <input type="checkbox"/> | Hair | <input type="checkbox"/> | | | | |
| 15. Tour | <input type="checkbox"/> | Tower | <input type="checkbox"/> | | | | |
| 16. Wait | <input type="checkbox"/> | Wet | <input type="checkbox"/> | | | | |
| 17. Bike | <input type="checkbox"/> | Bark | <input type="checkbox"/> | | | | |
| 18. Coin | <input type="checkbox"/> | Corn | <input type="checkbox"/> | | | | |
| 19. Bowl | <input type="checkbox"/> | Ball | <input type="checkbox"/> | | | | |
| 20. Town | <input type="checkbox"/> | Tarn | <input type="checkbox"/> | | | | |

Score:

APPENDIX 4

Pronunciation Test (Post Test after Cycle II)

Name :

Class :

Date :

Directions:

Pronounce the following words correctly!

- | | | | | | | | |
|------------|--------------------------|---------|--------------------------|-----------|--------------------------|-------|--------------------------|
| 1. Chicks | <input type="checkbox"/> | Cheeks | <input type="checkbox"/> | 21. Wash | <input type="checkbox"/> | Watch | <input type="checkbox"/> |
| 2. Set | <input type="checkbox"/> | Sit | <input type="checkbox"/> | 22. Yes | <input type="checkbox"/> | Jess | <input type="checkbox"/> |
| 3. Pan | <input type="checkbox"/> | Pen | <input type="checkbox"/> | 23. Thin | <input type="checkbox"/> | Tin | <input type="checkbox"/> |
| 4. Block | <input type="checkbox"/> | Black | <input type="checkbox"/> | 24. There | <input type="checkbox"/> | Dare | <input type="checkbox"/> |
| 5. Hut | <input type="checkbox"/> | Hat | <input type="checkbox"/> | 25. Jeep | <input type="checkbox"/> | Cheap | <input type="checkbox"/> |
| 6. Books | <input type="checkbox"/> | Box | <input type="checkbox"/> | | | | |
| 7. A book | <input type="checkbox"/> | E-book | <input type="checkbox"/> | | | | |
| 8. Bean | <input type="checkbox"/> | Bin | <input type="checkbox"/> | | | | |
| 9. Park | <input type="checkbox"/> | Pack | <input type="checkbox"/> | | | | |
| 10. Short | <input type="checkbox"/> | Shot | <input type="checkbox"/> | | | | |
| 11. Bird | <input type="checkbox"/> | Bed | <input type="checkbox"/> | | | | |
| 12. Fool | <input type="checkbox"/> | Full | <input type="checkbox"/> | | | | |
| 13. Here | <input type="checkbox"/> | Hair | <input type="checkbox"/> | | | | |
| 14. Pear | <input type="checkbox"/> | Pier | <input type="checkbox"/> | | | | |
| 15. Tour | <input type="checkbox"/> | Tower | <input type="checkbox"/> | | | | |
| 16. Paper | <input type="checkbox"/> | Pepper | <input type="checkbox"/> | | | | |
| 17. Dining | <input type="checkbox"/> | Darning | <input type="checkbox"/> | | | | |
| 18. Toy | <input type="checkbox"/> | Tore | <input type="checkbox"/> | | | | |
| 19. Bone | <input type="checkbox"/> | Burn | <input type="checkbox"/> | | | | |
| 20. Cow | <input type="checkbox"/> | Car | <input type="checkbox"/> | | | | |

Score:

APPENDIX IV

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name				
		AL	AS	AND	AL	AIS
1	Ship [ʃɪp] – Sheep [ʃi:p]	√	√	√	√	√
2	Ben [Ben] – Bin [bin]	√	√	√	√	√
3	Track [træk] – Truck [trʌk]	Traiks - Traiks	Trak – Truk	Trak – Truk	√	√
4	Body [bɒdi] – Baddie [bæddi]	√	Bodi – Baddi	Bodi – Baddi	√	Bodi – Baddi
5	Cup [kʌp] – Carp [kɑ:p]	√	√	Cup - Car	√	√
6	Could [kəd] – Cod [kɒd]	Kod – Kod	Koul – Cod	Koul – Cod	Kul – Kod	Kod - Kod
7	Am [əm] – M [em]	√	Am – Em	√	√	√
8	Leave [li:v] – Live [liv]	√	√	√	√	Laif – Laif
9	Heart [hɑ:t] – Hut [hʌt]	√	Hear – Hut	Hear – Hut	Hert – Hut	Hert – Hut
10	Short [ɔ:t] – Shot [ɒt]	√	√	√	√	√
11	Turn [tɜ:n] – Ten [ten]	Trun – Ten	Trun – Ten	Trun – Ten	√	Turn – Tens
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	Polis - Fulis	√	√	√	Fols – Fuls
13	Beard [biəd] – Bead [bi:d]	√	Bear – Bead	Bear – Bead	√	√
14	Air [eə(r)] – Ear [iə(r)]	Air – Ir	Eir – Ear	Eir – Ear	√	Eir – Eir
15	Moored [mɔ:(r)d] – More [mɔ(r)]	√	Morid – Mor	√	Morid – Mor	√
16	Taste [teɪst] – Test [test]	√	Taste – Test	Taste – Test	√	√
17	Kite [kɑɪt] – Card [kɑ:d]	√	Kit – Car	Kit – Car	Kit – Kart	Keit – Kat
18	Oil [ɔɪl] – All [ɔ:l]	Oil – Al	Oil – El	Oil – El	√	Oil – Al
19	Woke [wɒk] – Work [wɜ:k]	√	Woke – Work	Woke – Work	√	√
20	Grouse [graʊs] – Grass [grɑ:s]	Grous – Gras	Grouse – Gras	Grouse – Gras	Gres – Gras	Grous – Gras
21	Shop [ɒp] – Chop [tʌp]	√	Sop – Cop	Sop – Cop	√	√
22	Use [ju:z] – Juice [dʒu:s]	Us - Juis	Us – Juise	Us – Juise	√	√
23	Three [θri] – Tree [tri:]	√	√	√	Dere – Tre	√
24	They [ðei] – Day [dei]	√	Ðei – Dai	Ðei – Dai	√	√
25	Age [eid] – H [eit]	√	√	Ak – Ha	Eik – Ha	Eig – Ha
SCORE		17 x 4 = 68	8 x 4 = 32	8 x 4 = 32	18 x 4 = 72	14 x 4 = 56

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name				
		DJH	EH	FN	IR	IA
1	Ship [ʃɪp] – Sheep [ʃi:p]	Sip – Sep	√	√	√	√
2	Ben [Ben] – Bin [bin]	Bin – Ben	√	Bin – Ben	√	√
3	Track [træk] – Truck [trʌk]	Trak – Truk	Trak – Truk	Trak – Truk	Trang – Trung	√
4	Body [bɒdi] – Baddie [bæddi]	Badi – Bedi	√	Badi – Bedi	Bad – Bedi	Bodi – Bodi
5	Cup [kʌp] – Carp [kɑ:p]	√	[kʌp] – Karp	√	Cap – Car	Karp – Karp
6	Could [kʊd] – Cod [kɒd]	√	Koul – Kod	√	√	Kloud – Kod
7	Am [əm] – M [em]	I am – Am	Am – M	√	Iem – M	√
8	Leave [li:v] – Live [liv]	√	√	√	√	Lev – Laif
9	Heart [hɑ:t] – Hut [hʌt]	√	Hart – Hut	√	Hat – Het	√
10	Short [ɔ:t] – Shot [ɒt]	√	√	√	√	√
11	Turn [tɜ:n] – Ten [ten]	√	Trun – Ten	√	Trun – Ten	Trun – Ten
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	√	Falish – Fulish	Folis – Filis	Pul – Pulus	Folis – Folis
13	Beard [biəd] – Bead [bi:d]	√	√	Brid – Bead	Beard – Bad	√
14	Air [eə(r)] – Ear [iə(r)]	√	Air – Er	Er – Ir	Air – Ar	Eir – Eir
15	Moored [mɔ:(r)d] – More [mɔ(r)]	√	Mored – Mor	Morid – Mor	√	√
16	Taste [teist] – Test [test]	√	Test – Tis	√	√	√
17	Kite [kait] – Card [kɑ:d]	Kit – Kart	√	Keit – Kar	Kit – Car	Kit – Kar
18	Oil [ɔil] – All [ɔ:l]	√	√	√	Ol – All	Oil – El
19	Woke [wɒk] – Work [wɜ:k]	√	√	√	Wik – Work	√
20	Grouse [graʊs] – Grass [grɑ:s]	√	Gros – Gras	Gros – Gras	Grus – Gras	√
21	Shop [ʃɒp] – Chop [tʃɒp]	√	√	√	[ʃɒp] – Kup	√
22	Use [ju:z] – Juice [dʒu:s]	√	√	As – Jus	As – Saic	Es – Jeis
23	Three [θri] – Tree [tri:]	√	√	√	√	Tri – Tiri
24	They [ðei] – Day [dei]	√	√	√	Dai – Dai	√
25	Age [eidʒ] – H [eitʃ]	√	Ak – Ha	Aic – Hei	Ak - Ha	Ak - Ha
SCORE		19 x 4 = 76	13 x 4 = 52	14 x 4 = 56	8 x 4 = 32	13 x 4 = 52

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name				
		IS	JS	KH	MA	MR
1	Ship [ʃɪp] – Sheep [ʃi:p]	√	√	√	√	√
2	Ben [Ben] – Bin [bin]	√	√	√	√	√
3	Track [træk] – Truck [trʌk]	√	Traks – Truks	√	Trak – Truk	Trek – Truk
4	Body [bɔ:di] – Baddie [bæddi]	√	Bodi – Bodi	√	√	Bodi – Bodi
5	Cup [kʌp] – Carp [kɑ:p]	√	[kʌp] – Kart	√	√	√
6	Could [kʊd] – Cod [kɒd]	√	Koul – Kod	√	√	√
7	Am [əm] – M [em]	Am – M	Am – M	√	Am – M	√
8	Leave [li:v] – Live [liv]	√	√	√	√	Lip – Lip
9	Heart [hɑ:t] – Hut [hʌt]	√	Hier – Hut	√	√	Hir – Hut
10	Short [ʃɔ:t] – Shot [ʃɒt]	√	√	√	√	√
11	Turn [tɜ:n] – Ten [ten]	Turn – Tin	√	Turn – Ten	√	Tun – Tun
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	√	Folis – Fulis	Falish – Falish	√	√
13	Beard [biəd] – Bead [bi:d]	√	√	√	√	√
14	Air [eə(r)] – Ear [iə(r)]	√	Eir – Ir	√	√	Ir – Ir
15	Moored [mɔ:(r)d] – More [mɔ:(r)]	√	Morid – Mor	Morid – Mor	Morid – Mor	Morid – Mor
16	Taste [teist] – Test [test]	√	Tasti – Test	√	√	√
17	Kite [kait] – Card [kɑ:d]	Kit – Kart	√	√	√	Kit – Ket
18	Oil [ɔil] – All [ɔ:l]	√	Oil – El	√	√	√
19	Woke [wɒk] – Work [wɜ:k]	√	√	√	√	√
20	Grouse [graʊs] – Grass [grɑ:s]	Gras – Gras	Gros – Gras	√	√	√
21	Shop [ʃɒp] – Chop [tʃɒp]	√	√	√	√	Sop – Sop
22	Use [ju:z] – Juice [dʒu:s]	√	As – Jups	Us – Jus	Yus – Yus	Us – Yus
23	Three [θri] – Tree [tri:]	√	√	Dre – Tre	√	√
24	They [ðei] – Day [dei]	√	√	√	√	√
25	Age [eidʒ] – H [eitʃ]	√	Ek – Hai	√	√	√
SCORE		21 x 4 = 84	11 x 4 = 44	20 x 4 = 80	21 x 4 = 84	15 x 4 = 60

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name				
		MM	MH	NS	NA	RH
1	Ship [ʃɪp] – Sheep [ʃi:p]	√	√	√	√	√
2	Ben [Ben] – Bin [bin]	√	√	√	Bin – Ben	√
3	Track [træk] – Truck [trʌk]	Trek – Truk	Trak – Truk	√	Trik – Truk	Trak – Truk
4	Body [bɒdi] – Baddie [bæddi]	Bodi – Bedi	Bodi – Baddi	Bodi – Badi	Bodi – Bedi	Bodi – Baddi
5	Cup [kʌp] – Carp [kɑ:p]	Cup – Carp	Kup – Kar	√	√	Cup - Car
6	Could [kəd] – Cod [kɒd]	√	Koul – Kod	√	√	Koul – Cod
7	Am [əm] – M [em]	√	√	Am – M	√	√
8	Leave [li:v] – Live [liv]	Life – Life	√	Live – Life	√	√
9	Heart [hɑ:t] – Hut [hʌt]	Heart – Hut	Hier – Hut	√	Hear – Hut	Hear – Hut
10	Short [ɔ:t] – Shot [ɒt]	√	√	√	√	√
11	Turn [tɜ:n] – Ten [ten]	√	Trun – Tem	√	√	Trun – Ten
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	√	Folis – Fulis	√	√	√
13	Beard [biəd] – Bead [bi:d]	√	Bir – Bid	√	√	Bear – Bead
14	Air [eə(r)] – Ear [iə(r)]	Eir – Eir	Eir – Ear	√	Air – Eir	Eir – Ear
15	Moored [mɔ:(r)d] – More [mɔ(r)]	√	Morid – More	√	Mored – Mor	√
16	Taste [teist] – Test [test]	√	Taste – test	√	Tiste – Test	Taste – Test
17	Kite [kait] – Card [kɑ:d]	Keit – Cer	Kit – Car	√	Kit – Kart	Kit – Car
18	Oil [ɔil] – All [ɔ:l]	Oil – El	Oil – Al	√	√	Oil – El
19	Woke [wɒk] – Work [wɜ:k]	√	√	√	√	Woke – Work
20	Grouse [graʊs] – Grass [grɑ:s]	√	Grous – Gras	√	√	Grouse – Gras
21	Shop [ʃɒp] – Chop [tʃɒp]	√	Sop – Cop	[ʃɒp] – Kop	√	Sop – Cop
22	Use [ju:z] – Juice [dʒu:s]	As – Jus	Us – Jus	Yus – Juis	Us – Jus	Us – Juise
23	Three [θri] – Tree [tri:]	There – There	Dre – Tre	√	√	√
24	They [ðei] – Day [dei]	√	√	√	[ðei] - Dai	Ðei – Dai
25	Age [eidʒ] – H [eitʃ]	√	√	√	Ag – Ha	Ak – Ha
SCORE		15 x 4 = 60	8 x 4 = 32	20 x 4 = 80	14 x 4 = 56	8 x 4 = 32

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name				
		RZ	SYR	SS	TM	TH
1	Ship [ʃɪp] – Sheep [ʃi:p]	√	√	√	√	√
2	Ben [Ben] – Bin [bin]	√	√	√	√	Bin – Ben
3	Track [træk] – Truck [trʌk]	Trek – Truk	Trek – Truk	Trek – Truk	Trek – Truk	Trak – Truk
4	Body [bɒdi] – Baddie [bæddi]	Bodi – Badi	Bodi – Bodi	Bodi – Badi	Bodi – Bedi	√
5	Cup [kʌp] – Carp [kɑ:p]	√	√	√	√	√
6	Could [kəd] – Cod [kɒd]	√	√	√	√	√
7	Am [əm] – M [em]	Am – M	√	Am – M	√	Am – M
8	Leave [li:v] – Live [liv]	√	Life – Liv	√	√	Live – Lif
9	Heart [hɑ:t] – Hut [hʌt]	√	√	Hear – Hut	√	√
10	Short [ɔ:t] – Shot [ɒt]	√	√	√	√	√
11	Turn [tɜ:n] – Ten [ten]	√	Trun – Tin	√	√	√
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	√	√	√	√	√
13	Beard [biəd] – Bead [bi:d]	√	√	√	√	√
14	Air [eə(r)] – Ear [iə(r)]	√	Eir – Eir	√	√	Eir – Air
15	Moored [mɔ:(r)d] – More [mɔ(r)]	Mored – Mor	Murid – Mor	√	Mored – Mor	√
16	Taste [teist] – Test [test]	√	√	√	√	√
17	Kite [kait] – Card [kɑ:d]	Kit – Kart	Kit – Kart	Kit – Kart	√	√
18	Oil [ɔil] – All [ɔ:l]	√	Oil – Al	Oil – El	√	√
19	Woke [wɒk] – Work [wɜ:k]	Woke – Work	√	√	√	√
20	Grouse [graʊs] – Grass [grɑ:s]	√	√	√	√	√
21	Shop [ʃɒp] – Chop [tʃɒp]	[ʃɒp] – Kop	√	[ʃɒp] – Sup	√	√
22	Use [ju:z] – Juice [dʒu:s]	As – Jus	As – Jus	As – Juis	√	Yus – Jus
23	Three [θri] – Tree [tri:]	√	√	√	There – Tri	√
24	They [ðei] – Day [dei]	√	[ðei] - dai	√	√	√
25	Age [eidʒ] – H [eitʃ]	Ak – Ha	Ieg - Eih	Ag – Ha	√	√
SCORE		16 x 4 = 64	15 x 4 = 60	16 x 4 = 64	20 x 4 = 80	20 x 4 = 80

The Description of the Students' Pronunciation in the Pre-test

No	Minimal Pair Words	Students' Name
		YS
1	Ship [ʃɪp] – Sheep [ʃi:p]	√
2	Ben [Ben] – Bin [bin]	√
3	Track [træk] – Truck [trʌk]	Trak – Truk
4	Body [bɒdi] – Baddie [bæddi]	√
5	Cup [kʌp] – Carp [kɑ:p]	√
6	Could [kəd] – Cod [kɒd]	√
7	Am [əm] – M [em]	Am – M
8	Leave [li:v] – Live [liv]	Liv – Life
9	Heart [hɑ:t] – Hut [hʌt]	Hear – Hut
10	Short [ʃɔ:t] – Shot [ʃɒt]	√
11	Turn [tɜ:n] – Ten [ten]	√
12	Foolish [fu:liʃ] – Fullish [fuliʃ]	√
13	Beard [biəd] – Bead [bi:d]	√
14	Air [eə(r)] – Ear [iə(r)]	Air – Eir
15	Moored [mɔ:(r)d] – More [mɔ:(r)]	√
16	Taste [teɪst] – Test [test]	√
17	Kite [kɑɪt] – Card [kɑ:d]	√
18	Oil [ɔɪl] – All [ɔ:l]	√
19	Woke [wɒk] – Work [wɜ:k]	√
20	Grouse [graʊs] – Grass [grɑ:s]	√
21	Shop [ʃɒp] – Chop [tʃɒp]	√
22	Use [ju:z] – Juice [dʒu:s]	Yus – Jus
23	Three [θri] – Tree [tri:]	√
24	They [ðei] – Day [dei]	√
25	Age [eidʒ] – H [eitʃ]	√
SCORE		19 X 4 = 76

APPENDIX V

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name				
		AL	AS	AND	AL	AIS
1	Pill [pil] – Pell [pel]	√	√	√	√	√
2	Desk [desk] – Disk [disk]	√	√	√	√	√
3	Bad [bæd] – Bed [bed]	√	√	√	√	√
4	Don [Don] – Down [dɔ:n]	√	√	√	√	√
5	Bug [bɪg] – Bag [bæg]	√	√	Bug – Bag	√	√
6	Look [luk] – Lock [lɒk]	√	√	√	√	Lok – Luk
7	As [ez] – S [es]	√	√	As – Es	√	√
8	Cheap [tʃi:p] – Chip [tʃip]	√	√	√	√	Cif – Cif
9	Cart [kɑ:t] – Cut [kɒt]	Ket - Ket	Cut – Cut	Car – Cut	√	Cart – Cat
10	Water [wɔ:tə(r)] – What a [wɒt ə]	√	Wat – Wat	Water – Wat e	√	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√	√	Worker – Walker	Work – Wode	√
12	Pool [pu:l] – Pull [pul]	√	√	√	√	Ful – Ful
13	Tear [teə(r)] – Tea [ti:]	√	√	Tear – Tea	√	Tiz – Tiz
14	Hear [hiə(r)] – Hair [heə(r)]	√	√	Hir – Heir	√	Hiz – Hiz
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	Tour – Tower	Tie – Tawer	Tur – Tur
16	Wait [weit] – Wet [wet]	√	Wait – Wet	√	√	√
17	Bike [baik] – Bark [bɑ:k]	√	√	Bik – Bark	√	√
18	Coin [kɔin] – Corn [kɔ:n]	√	√	Coin – Corn	√	[kɔin] – Knoin
19	Bowl [bɔ:l] – Ball [bɔ:l]	√	Bel – Bel	Bowl – Bel	√	Bowl – Bel
20	Town [taun] – Tarn [tɑ:n]	√	Trun – Ten	Toun – Tar	√	Toun – Tan
21	Cash [kæʃ] – Catch [kætʃ]	√	√	Cas – Cat	√	√
22	Yolk [jɔuk] – Joke [dʒɔuk]	√	Jek – Jak	Yol – Joke	√	√
23	Thanks [θæŋks] – Tanks [tæŋks]	√	√	√	√	√
24	Either [aiðə(r)] – Ida [Ida]	√	√	√	Ide – Ida	Ide – Ida
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	√	√	√	√	√
SCORE		24 x 4 = 96	19 x 4 = 76	11 x 4 = 44	22 x 4 = 88	14 x 4 = 56

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name				
		DJH	EH	FN	IR	IA
1	Pill [pil] – Pell [pel]	√	√	√	√	√
2	Desk [desk] – Disk [disk]	√	√	√	Des – Dic	√
3	Bad [bæd] – Bed [bed]	√	Bid – Bid	√	Baid – Bed	√
4	Don [Don] – Down [dɔ:n]	√	√	√	Don – Don	√
5	Bug [bʌg] – Bag [bæg]	√	Bag – Bag	√	Baig – Bag	√
6	Look [luk] – Lock [lɒk]	√	Luk – Luk	√	√	√
7	As [ez] – S [es]	√	√	√	Is – Is	√
8	Cheap [tʃi:p] – Chip [tʃip]	√	√	√	√	Sip – Sip
9	Cart [kɑ:t] – Cut [kɒt]	√	√	Kar – Kat	√	Kert – Kat
10	Water [wɑ:tə(r)] – What a [wɒt ə]	√	√	Water – Wat	√	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√	√	√	√	√
12	Pool [pu:l] – Pull [pul]	√	√	Ful – Ful	√	√
13	Tear [teə(r)] – Tea [ti:]	√	Tir – Tir	√	Tir – Ti	Tiz – Ti
14	Hear [hiə(r)] – Hair [heə(r)]	√	Hir – Hir	Har – Har	Har – Hair	Heir – Heir
15	Tour [tuə(r)] – Tower [tauə(r)]	√	Tur – Tur	√	Tour – Tower	Tu – Tower
16	Wait [weit] – Wet [wet]	√	√	Beik – Bark	Wait – Wet	√
17	Bike [baik] – Bark [bɜ:k]	√	√	√	Baik – Bak	√
18	Coin [kɔin] – Corn [kɔ:n]	√	√	√	√	√
19	Bowl [bɔ:l] – Ball [bɔ:l]	√	√	√	√	√
20	Town [taun] – Tarn [tɜ:n]	√	√	√	√	√
21	Cash [kæʃ] – Catch [kætʃ]	√	√	√	√	√
22	Yolk [jɒk] – Joke [dʒɒk]	√	√	√	Yok - Jok	√
23	Thanks [θæŋks] – Tanks [tæŋks]	√	√	√	√	√
24	Either [aɪðə(r)] – Ida [Ida]	√	Ide – Ide	Ide – Ida	√	Id – Ida
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	Lerj - Lerc	√	Large – Lorc	√	√
SCORE		24 x 4 = 96	18 x 4 = 72	19 x 4 = 76	14 x 4 = 56	19 x 4 = 76

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name				
		IS	JS	KH	MA	MR
1	Pill [pil] – Pell [pel]	√	√	√	√	√
2	Desk [desk] – Disk [disk]	√	√	√	√	√
3	Bad [bæd] – Bed [bed]	Bed – Bid	√	√	√	√
4	Don [Don] – Down [dɔ:n]	√	√	√	√	√
5	Bug [bɪg] – Bag [bæg]	√	√	√	√	√
6	Look [luk] – Lock [lɒk]	√	√	√	√	√
7	As [ez] – S [es]	√	√	√	√	√
8	Cheap [tʃi:p] – Chip [tʃip]	√	√	Sip – Sip	Sip – Sip	√
9	Cart [kɑ:t] – Cut [kɒt]	√	Kart – Cat	√	√	√
10	Water [wɑ:tə(r)] – What a [wɒt ə]	√	√	√	√	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√	√	√	√	√
12	Pool [pu:l] – Pull [pul]	√	√	√	√	√
13	Tear [teə(r)] – Tea [ti:]	√	Tir – Ti	√	√	√
14	Hear [hiə(r)] – Hair [heə(r)]	√	Hir – Heir	√	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	√	√
16	Wait [weit] – Wet [wet]	√	√	√	√	√
17	Bike [baik] – Bark [bɑ:k]	√	√	√	√	√
18	Coin [kɔin] – Corn [kɔ:n]	√	√	√	√	√
19	Bowl [bɔ:l] – Ball [bɔ:l]	√	√	√	√	√
20	Town [taun] – Tarn [tɑ:n]	√	√	√	√	√
21	Cash [kæʃ] – Catch [kætʃ]	√	√	√	√	Kas – Kas
22	Yolk [jɒk] – Joke [dʒɒk]	√	√	√	√	√
23	Thanks [θæŋks] – Tanks [tæŋks]	√	√	√	√	√
24	Either [aɪðə(r)] – Ida [Ida]	√	√	√	√	Ide – Ida
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	√	Large – Larc	√	√	Lorge – Lorc
SCORE		24 x 4 = 96	21 x 4 = 84	24 x 4 = 96	24 x 4 = 96	22 x 4 = 88

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name				
		MM	MH	NS	NA	RH
1	Pill [pil] – Pell [pel]	√	√	√	√	√
2	Desk [desk] – Disk [disk]	√	√	√	√	√
3	Bad [bæd] – Bed [bed]	√	√	√	√	√
4	Don [Don] – Down [dɔ:n]	Don – Den	√	√	√	√
5	Bug [bɪg] – Bag [bæg]	√	√	√	Buk – Bek	√
6	Look [luk] – Lock [lɒk]	Luk – Luk	Luk – Luk	√	√	√
7	As [ez] – S [es]	√	√	√	Sip – Sip	√
8	Cheap [tʃi:p] – Chip [tʃip]	√	√	√	√	√
9	Cart [kɑ:t] – Cut [kɒt]	√	√	√	√	√
10	Water [wɔ:tə(r)] – What a [wɒt ə]	√	√	√	√	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√	√	√	√	√
12	Pool [pu:l] – Pull [pul]	Pal – Pul	Pol – Pul	√	√	Pol – Pul
13	Tear [teə(r)] – Tea [ti:]	√	√	√	√	√
14	Hear [hiə(r)] – Hair [heə(r)]	√	Hair – Hir	√	√	Hair – Hir
15	Tour [tuə(r)] – Tower [tauə(r)]	Tor – Tower	√	√	√	√
16	Wait [weit] – Wet [wet]	√	√	√	√	√
17	Bike [baik] – Bark [bɑ:k]	√	Bik - Bark	√	√	Bik - Bark
18	Coin [kɔin] – Corn [kɔ:n]	√	√	√	√	√
19	Bowl [bɔ:l] – Ball [bɔ:l]	√	√	√	√	Boul - Bel
20	Town [taun] – Tarn [tɜ:n]	√	Toun – Tarn	√	√	Toun – Tarn
21	Cash [kæʃ] – Catch [kætʃ]	Kes – Ketc	Cas – Catc	√	√	Cas – Catc
22	Yolk [jɒk] – Joke [dʒɒk]	Juk – Juk	Yok – Jok	√	√	Yok – Jok
23	Thanks [θæŋks] – Tanks [tæŋks]	√	√	√	√	√
24	Either [aiðə(r)] – Ida [Ida]	√	Ide – Ida	√	√	Ide – Ida
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	√	√	Lerch – Lerch	√	√
SCORE		19 x 4 = 76	17 x 4 = 68	24 x 4 = 96	23 x 4 = 92	17 x 4 = 68

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name				
		RZ	SYR	SS	TM	TH
1	Pill [pil] – Pell [pel]	√	√	√	√	√
2	Desk [desk] – Disk [disk]	√	√	√	√	√
3	Bad [bæd] – Bed [bed]	√	Bed – Bid	√	√	√
4	Don [Don] – Down [dɔ:n]	√	√	√	√	√
5	Bug [bʌg] – Bag [bæg]	√	√	√	√	√
6	Look [luk] – Lock [lɒk]	Luk – Luk	Luk – Luk	Luk – Luk	√	√
7	As [ez] – S [es]	√	√	√	√	√
8	Cheap [tʃi:p] – Chip [tʃip]	Sip – Sip	√	Sip – Sip	√	√
9	Cart [kɑ:t] – Cut [kʌt]	√	√	√	√	√
10	Water [wɔ:tə(r)] – What a [wɒt ə]	√	√	√	√	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√	√	√	√	√
12	Pool [pu:l] – Pull [pul]	√	√	√	√	√
13	Tear [teə(r)] – Tea [ti:]	√	Tai – Ti	√	√	√
14	Hear [hiə(r)] – Hair [heə(r)]	√	√	√	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	Tor – Tower	√
16	Wait [weit] – Wet [wet]	√	√	√	√	√
17	Bike [baik] – Bark [bɑ:k]	√	√	√	Beik – Beik	√
18	Coin [kɔin] – Corn [kɔ:n]	√	√	√	√	√
19	Bowl [bɔ:l] – Ball [bɔ:l]	Bal – Bal	Boul – Ball	√	√	√
20	Town [taun] – Tarn [tɔ:n]	√	√	Taun – Trun	√	√
21	Cash [kæʃ] – Catch [kætʃ]	√	√	√	√	√
22	Yolk [jɒk] – Joke [dʒɒk]	√	√	√	√	√
23	Thanks [θæŋks] – Tanks [tæŋks]	√	√	√	√	√
24	Either [aɪðə(r)] – Ida [Ida]	√	Id – Ida	√	√	√
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	√	√	√	√	√
SCORE		22 x 4 = 88	20 x 4 = 80	22 x 4 = 88	23 x 4 = 92	25 x 4 = 100

The Description of the Students' Pronunciation in the Post-test 1

No	Minimal Pair Words	Students' Name
		YS
1	Pill [pil] – Pell [pel]	√
2	Desk [desk] – Disk [disk]	√
3	Bad [bæd] – Bed [bed]	Bed – Bid
4	Don [Don] – Down [dɔ:n]	√
5	Bug [bʌg] – Bag [bæg]	√
6	Look [luk] – Lock [lɒk]	Luk – Luk
7	As [ez] – S [es]	√
8	Cheap [tʃi:p] – Chip [tʃip]	Sip – Sip
9	Cart [kɑ:t] – Cut [kʌt]	√
10	Water [wɔ:tə(r)] – What a [wɒt ə]	√
11	Worker [wɜ:kə(r)] – Walker [wɜ:kə(r)]	√
12	Pool [pu:l] – Pull [pul]	√
13	Tear [teə(r)] – Tea [ti:]	Tir – Ti
14	Hear [hiə(r)] – Hair [heə(r)]	Hir – Hair
15	Tour [tuə(r)] – Tower [tauə(r)]	√
16	Wait [weit] – Wet [wet]	√
17	Bike [baik] – Bark [bɑ:k]	√
18	Coin [kɔin] – Corn [kɔ:n]	√
19	Bowl [bɔ:l] – Ball [bɔ:l]	√
20	Town [taun] – Tarn [tɔ:n]	Toun – Turn
21	Cash [kæʃ] – Catch [kætʃ]	√
22	Yolk [jɔuk] – Joke [dʒɔuk]	√
23	Thanks [θæŋks] – Tanks [tæŋks]	√
24	Either [aiðə(r)] – Ida [Ida]	Ide – Ida
25	Large [lɑ:dʒ] – Larch [lɑ:tʃ]	√
SCORE		18 x 4 = 72

APPENDIX VI

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name				
		AL	AS	AND	AL	AIS
1	Chicks [tʰɪks] – Cheeks [tʰi:ks]	√	√	√	√	√
2	Set [set] – Sit [sit]	√	√	√	√	√
3	Pan [pæn] – Pen [pen]	√	√	√	√	√
4	Block [blɒk] – Black [blæk]	√	√	√	√	√
5	Hut [hʌt] – Hat [hæt]	√	√	√	√	√
6	Books [buks] – Box [bɒks]	Buk – Buk	√	Buks – Boks	Buks – Buks	Buks – Buks
7	A book [ə-buk] – E-book [i-buk]	√	√	E-buk – E-buk	A-buk – E-buk	√
8	Bean [bi::n] – Bin [bin]	√	√	√	√	√
9	Park [pɑ:k] – Pack [pæk]	√	√	√	√	√
10	Short [ʃɔ:t] – Shot [ʃɒt]	√	√	√	√	√
11	Bird [bɜ:d] – Bed [bed]	√	√	Brid – Bed	√	√
12	Fool [fu:l] – Full [ful]	√	√	Fol – Ful	√	√
13	Here [hiə(r)] – Hair [heə(r)]	√	√	Hir – Hair	√	√
14	Pear [peə(r)] – Pier [piə(r)]	√	√	Pear – Pier	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	√	Tour - Tewater
16	Paper [peipə(r)] – Pepper [pepə(r)]	√	Piper – Peper	√	√	√
17	Dining [dainɪŋ] – Darning [da:nɪŋ]	√	√	√	√	√
18	Toy [tɔi] – Tore [tɔ:]	√	√	√	√	√
19	Bone [bəun] – Burn [bɜ:n]	√	√	Bon – Brun	√	√
20	Cow [kau] – Car [ka:(r)]	√	√	√	√	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√	√	√	√	√
22	Yes [Jes] – Jess [jes]	√	√	Yes – Jes	√	√
23	Thin [θɪn] – Tin [tɪn]	√	√	√	√	√
24	There [ðeə(r)] – Dare [deə(r)]	√	√	√	√	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	√	√	√	√	√
SCORE		24 x 4 =96	24 x 4 = 96	17 x 4 =68	23 x 4 =92	23 x 4 = 92

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name				
		DJH	EH	FN	IR	IA
1	Chicks [tʃɪks] – Cheeks [tʃi:ks]	√	√	√	√	√
2	Set [set] – Sit [sit]	√	Set – Set	√	√	√
3	Pan [pæn] – Pen [pen]	√	√	√	Pin – Pin	Pen – Pin
4	Block [blɒk] – Black [blæk]	√	√	√	√	√
5	Hut [hʌt] – Hat [hæt]	√	√	√	Het – Het	Het – Het
6	Books [buks] – Box [bɒks]	Buk – Buk	Buks – Buks	√	Buks – Beks	√
7	A book [ə-buk] – E-book [i-buk]	√	E-buks – E-buks	√	√	√
8	Bean [bi::n] – Bin [bin]	√	√	√	√	√
9	Park [pɑ:k] – Pack [pæk]	√	√	√	Par – Pak	√
10	Short [ɔ:t] – Shot [ɔ:t]	√	√	√	√	√
11	Bird [bɜ:d] – Bed [bed]	√	√	√	Ber – Bed	√
12	Fool [fu:l] – Full [ful]	√	Pul – Pul	√	√	√
13	Here [hiə(r)] – Hair [heə(r)]	√	√	√	√	√
14	Pear [peə(r)] – Pier [piə(r)]	√	√	√	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	Tor – Tower	√
16	Paper [peipə(r)] – Pepper [pepə(r)]	√	√	√	√	√
17	Dining [daiɪŋ] – Darning [da:niŋ]	√	Dining - Darning	√	√	√
18	Toy [tɔi] – Tore [tɔ:]	√	√	√	√	√
19	Bone [bəun] – Burn [bɜ:n]	√	√	√	Bon – Bran	√
20	Cow [kau] – Car [ka:(r)]	√	√	√	√	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√	√	√	√	√
22	Yes [jes] – Jess [jes]	√	√	√	√	√
23	Thin [θin] – Tin [tin]	√	√	√	√	√
24	There [ðeə(r)] – Dare [deə(r)]	√	√	√	√	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	√	√	Sip – Sip	Sip – Sip	√
SCORE		24 x 4 = 96	20 x 4 = 80	24 x 4 = 96	17 x 4 = 68	23 x 4 = 92

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name				
		IS	JS	KH	MA	MR
1	Chicks [tʰɪks] – Cheeks [tʰi:ks]	√	√	√	√	√
2	Set [set] – Sit [sit]	√	√	√	√	Set – Set
3	Pan [pæn] – Pen [pen]	√	√	√	√	√
4	Block [blɒk] – Black [blæk]	√	Blak – [blæk]	√	√	√
5	Hut [hʌt] – Hat [hæt]	√	Het – Het	√	√	√
6	Books [buks] – Box [bɒks]	√	√	√	√	Buks – Buks
7	A book [ə-buk] – E-book [i-buk]	√	√	√	√	√
8	Bean [bi::n] – Bin [bin]	√	√	√	√	√
9	Park [pɑ:k] – Pack [pæk]	√	√	√	√	√
10	Short [ʃɔ:t] – Shot [ʃɒt]	√	√	√	√	√
11	Bird [bɜ:d] – Bed [bed]	√	√	√	√	√
12	Fool [fu:l] – Full [ful]	√	√	√	√	√
13	Here [hiə(r)] – Hair [heə(r)]	√	√	√	√	√
14	Pear [peə(r)] – Pier [piə(r)]	√	Pie – Pae	√	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	√	√
16	Paper [peipə(r)] – Pepper [pepə(r)]	Piper - Peper	√	√	√	√
17	Dining [dainɪŋ] – Darning [da:nɪŋ]	√	√	√	√	√
18	Toy [tɔi] – Tore [tɔ:]	√	√	√	√	√
19	Bone [bəun] – Burn [bɜ:n]	√	√	√	√	√
20	Cow [kau] – Car [ka:(r)]	√	√	√	√	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√	Was – Was	√	√	√
22	Yes [jes] – Jess [jes]	√	√	√	√	√
23	Thin [θɪn] – Tin [tɪn]	√	√	√	√	√
24	There [ðeə(r)] – Dare [deə(r)]	√	√	√	√	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	√	√	Jip - Sip	Jep - Cep	√
SCORE		24 x 4 = 96	21 x 4 = 84	24 x 4 = 96	24 x 4 = 96	23 x 4 = 92

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name				
		MM	MH	NS	NA	RH
1	Chicks [tʃɪks] – Cheeks [tʃi:ks]	[tʃɪks] – Ceks	√	√	√	√
2	Set [set] – Sit [sit]	√	√	√	√	√
3	Pan [pæn] – Pen [pen]	√	√	√	√	√
4	Block [blɒk] – Black [blæk]	√	√	Blok - Blek	√	Blok - Blek
5	Hut [hʌt] – Hat [hæt]	√	√	√	√	√
6	Books [buks] – Box [bɒks]	√	√	√	Buks – Buks	√
7	A book [ə-buk] – E-book [i-buk]	√	√	√	√	√
8	Bean [bi:n] – Bin [bin]	√	√	√	√	√
9	Park [pɑ:k] – Pack [pæk]	√	√	√	√	√
10	Short [ʃɔ:t] – Shot [ʃɒt]	√	√	√	√	√
11	Bird [bɜ:d] – Bed [bed]	√	√	√	√	Brid – Bed
12	Fool [fu:l] – Full [ful]	√	√	√	√	√
13	Here [hiə(r)] – Hair [heə(r)]	Heir – Heir	√	√	√	√
14	Pear [peə(r)] – Pier [piə(r)]	Peir – Pir	√	√	√	Pir – Pier
15	Tour [tuə(r)] – Tower [tauə(r)]	Tor – Tower	√	√	√	√
16	Paper [peɪpə(r)] – Pepper [pepə(r)]	√	√	√	Paper - Peper	√
17	Dining [dainɪŋ] – Darning [da:nɪŋ]	√	√	√	√	√
18	Toy [tɔɪ] – Tore [tɔ:]	√	√	√	√	√
19	Bone [bəʊn] – Burn [bɜ:n]	Bon - Ban	√	√	√	Bon - Brun
20	Cow [kau] – Car [ka:(r)]	√	√	√	√	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√	[wɒʃ] – Wat	√	√	√
22	Yes [jes] – Jess [jes]	√	√	√	√	√
23	Thin [θɪn] – Tin [tɪn]	√	√	√	√	√
24	There [ðeə(r)] – Dare [deə(r)]	√	√	√	√	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	√	Jep – Cep	√	√	√
SCORE		20 x 4 = 80	23 x 4 = 92	24 x 4 = 96	23 x 4 = 92	21 x 4 = 84

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name				
		RZ	SYR	SS	TM	TH
1	Chicks [tʃɪks] – Cheeks [tʃi:ks]	√	√	√	√	√
2	Set [set] – Sit [sit]	√	√	√	√	√
3	Pan [pæn] – Pen [pen]	√	√	√	√	√
4	Block [blɒk] – Black [blæk]	√	√	√	√	√
5	Hut [hʌt] – Hat [hæt]	√	√	Het – Het	√	√
6	Books [buks] – Box [bɒks]	√	√	√	Boks – Buk	√
7	A book [ə-buk] – E-book [i-buk]	√	√	E-bok – I-bok	√	√
8	Bean [bi:n] – Bin [bin]	√	√	√	√	√
9	Park [pɑ:k] – Pack [pæk]	√	√	√	√	√
10	Short [ɔ:t] – Shot [ɒt]	√	√	√	√	√
11	Bird [bɜ:d] – Bed [bed]	√	Brid – Bed	√	√	√
12	Fool [fu:l] – Full [ful]	√	√	√	√	√
13	Here [hiə(r)] – Hair [heə(r)]	√	Hir – Heir	√	√	√
14	Pear [peə(r)] – Pier [piə(r)]	√	√	√	√	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√	√	√	√	√
16	Paper [peipə(r)] – Pepper [pepə(r)]	√	√	√	√	√
17	Dining [daiɪŋ] – Darning [da:niŋ]	√	√	√	√	√
18	Toy [tɔi] – Tore [tɔ:]	√	√	√	√	√
19	Bone [bəʊn] – Burn [bɜ:n]	√	√	√	√	√
20	Cow [kau] – Car [ka:(r)]	√	√	√	√	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√	√	√	√	√
22	Yes [jes] – Jess [jes]	√	√	√	√	√
23	Thin [θin] – Tin [tin]	√	√	√	√	√
24	There [ðeə(r)] – Dare [deə(r)]	√	√	√	√	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	[dʒi:p] - Sip	√	[dʒi:p] – Sip	√	√
SCORE		24 x 4 = 96	23 x 4 = 92	22 x 4 = 88	24 x 4 = 96	25 x 4 = 100

The Description of the Students' Pronunciation in the Post-test 2

No	Minimal Pair Words	Students' Name
		YS
1	Chicks [tʃɪks] – Cheeks [tʃi:ks]	√
2	Set [set] – Sit [sit]	Set – Set
3	Pan [pæn] – Pen [pen]	√
4	Block [blɒk] – Black [blæk]	√
5	Hut [hʌt] – Hat [hæt]	√
6	Books [bʊks] – Box [bɒks]	√
7	A book [ə-bʊk] – E-book [i-bʊk]	√
8	Bean [bi:n] – Bin [bin]	√
9	Park [pɑ:k] – Pack [pæk]	√
10	Short [ɔ:t] – Shot [ɒt]	√
11	Bird [bɜ:d] – Bed [bed]	√
12	Fool [fu:l] – Full [ful]	√
13	Here [hiə(r)] – Hair [heə(r)]	Heir – Hier
14	Pear [peə(r)] – Pier [piə(r)]	√
15	Tour [tuə(r)] – Tower [tauə(r)]	√
16	Paper [peɪpə(r)] – Pepper [pepə(r)]	Piper - Peper
17	Dining [daɪnɪŋ] – Darning [da:nɪŋ]	√
18	Toy [tɔɪ] – Tore [tɔ:]	√
19	Bone [bəʊn] – Burn [bɜ:n]	√
20	Cow [kaʊ] – Car [kɑ:(r)]	√
21	Wash [wɒʃ] – Watch [wɒtʃ]	√
22	Yes [jes] – Jess [jes]	√
23	Thin [θɪn] – Tin [tɪn]	√
24	There [ðeə(r)] – Dare [deə(r)]	√
25	Jeep [dʒi:p] – Cheap [tʃi:p]	√
SCORE		22 x 4 = 88

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English language is an international language. English language must be learnt to master all of subject in the world. English language is a language that used in many sectors in life such as, in economical, business, cultural, educational, and many others. In the holy Qur'an, Allah said:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنْتِكُمْ وَأَلْوَانِكُمْ ۗ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning: And among His signs is the creation of the heavens and the earth, and difference of your languages and colours. Verily, in that are indeed signs for men sound language.¹

There are four language skills in English that should be learnt by the language students, they are: listening, speaking, reading, and writing. In supporting those skills, there are three English components such as, sounds of language, grammar and vocabularies are also important to be learnt by the students.

¹ Muhammad Taqi'ud-Din Al-Hilqi dan Muhammad Musin Khan, *The Nobel Qur'an*, (Depok: Al-Huda, 2014), p. 834.

According to the 2013 curriculum, English students learn about the kinds of text by through Genre Based Approach (GBA). So, the skill will be improved is writing or reading skill. Although the curriculum claims to learn writing or reading skill, the students are also important to be learnt other skills of English language.

English language as an international language must be applied in everyday conversation although as a foreign language. The students are also learns speak in English language. The students must know how to speak English well. To speak English well, the students must know how to pronounce the English words. Allah said in the Holy Qur'an:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِّن لِّسَانِي
يَفْقَهُوا قَوْلِي ﴿٢٨﴾

Meaning: (25) [Musa (Moses)] said: “O my Lord! Open for me the chest (grant me self-confidence, contentment, and boldness)”. (26) And ease my task for me. (27) And make loose the knot (the defect) from my tongue. (28) That they understand my speech.²

² *Ibid.*, p. 625.

Based on the explanation above, the ability to speak is very important for being mastered by students. In fact, not all students are able to speak English well. Based on the researcher's observation at the time of the teaching practice program (PPL) many students did not speak English well, although the English teacher had already taught with English language. In addition, the researcher also found the students' difficulties to speak English well especially to differentiate some words in similar sound but different meaning.

Furthermore, based on the researcher's observation in MTsN Sipirok had found that the students score on speaking was very less. It is very poor and needed to be improved. They do not practice their ability to speak English. In addition, when the researcher asked the students about their difficulties in speak English well. They said that they can not pronounce the English word well and sometimes there are many words with the similar sound but different meaning, so, they have difficulties to pronounce it.

The other faced by students were the difficulties in pronouncing *th* which sound /θ/ as in "thin" and /ð/ as in "that", /i:/ as in "sea" (they are often pronounce it as in "see", which sounds /i/ not /i:/), /æ/ as in "bag", /dj/ as in "George". They also pronounce the English words as they are written, for example, "study" is as /studi/, "keep" as /kep/, "thanks" as /tank/, etc. Then, misspelling was also happened when they pronounce the word that had more than one consonant at the end letter of the word. For example, "played",

“helped”, “kept”, “backed”, “could”, “offices”, “shops”, “know”, etc, those were pronounced as /play/, /helped/, /kep/, /bak/, /koul/, /sop/, /knou/, etc. Those showed that the students pronounce the English word as its writing totally in Indonesia. It was influenced by their first language which pronounces as its spelling. Its absolutely seems problematic.

Therefore, teacher is desirable to use the appropriately technique which can help students improving their English pronunciation and increasing their desire to practice it anytime and anywhere. One of the main ways in teaching pronunciation that is regarded helping students to improve their pronunciation is *minimal pairs drill* in which it is a kind of technique in pair two words which have different meaning and differ in one sound only for example, “ship” or “sheep”.³ To distinguish the English sound that has the similar sound obscurely is by pairing those two words, so it could be easy to recognize whether the sound pronounced contextually or not, because wrong pronunciation could be misunderstanding and obstruct the communication fluently. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students.⁴ In this assumption minimal pairs drill technique is considered to help students overcome their difficulties in pronunciation, mainly for English

³Diane Larsen – Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), Russell N. Campbel, et.all, p. 49.

⁴ Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), p. 18.

sounds. For example, sounds of vowel /iy/ as “sheep” and /i/ as ship, /ð/ as “that” and /d/ “dad”, etc. Technique of minimal pairs hopefully helps the students to distinguish the similar sounds in English word theoretically and contextually and to practice their fluency and accuracy in oral and reading aloud ability.

Based on the problem above, the researcher interested to research the title “Improving Students’ Pronunciation Ability through Minimal Pairs Drill Technique at Grade VIII MTsN Sipirok.

B. The Identification of the Problem

There are some problems in teaching pronunciation. The problem might come from students and teacher. However, those problems are considered to be solved immediately. The problems about the students’ comprehend the words with the similar sound but different meaning. This is because in learning method, technique, or drill that is adopted by the English teacher did not fit any more in this day. It is reduce and liveliness of the students in the learning process.

In listening process, there is one technique that can used to teach pronunciation. The technique is minimal pairs drill technique. In minimal pairs drill technique, students are given some words in similar sound but different meaning. The words are identified appropriate their context but if the students can not identified it by their context, students can identify the words

by their sound. In minimal pairs drill technique process, the teacher must teach International Phonetic Alphabet (IPA). International Phonetic Alphabet (IPA) is divided into two kinds of symbols (vowels and consonant). The teacher is also practice how to produce the vowel sounds and consonant sounds, for example; the vowel [i:] in “see” and the vowel [i] in “sit”, the consonant [b] in “bed” and the consonant [d] in “side”. In this research, the minimal pairs drill is used to identify sounds of words.

C. The Limitation of the Problem

Based on the identification of the problem above, this research is limited to see the improvement of pronunciation ability through minimal pairs drill technique. This research is conducted by Classroom Action Research (CAR).

D. The Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem as follows:

1. How is ability of students' in pronunciation ability at grade VIII MTsN Sapirok?
2. What does minimal pairs drill technique improves the students' pronunciation ability at grade VIII MTsN Sapirok?

E. The Objectives of the Research

The purposes of the research are:

1. To know the ability of students' pronunciation at grade VIII MTsN Sapirok.
2. To know whether the minimal pairs drill technique can improve of students' pronunciation at grade VIII MTsN Sapirok.

F. The Significances of the Research

The significances of the research are:

1. The students, it helps them to practice more and distinguish the English pronunciation and they come familiar with the new words with similar sound. Therefore, they are able to speak English well and expose it in their daily conversation such as, in school, in their environment or to teach their young brothers or their young sisters at home.
2. The teachers, it helps the English teacher to apply their pronunciation more creatively, intensively, and easily for students by introduce them how to produce the different sound in English words and introduce them how to identify the English words with similar sound but different meaning.
3. The school. School is a facility in develop the English education will affect the students' competence in speak English as a foreign language. By outcome the qualified the students, it benefits the school to increase the quality of education as one of the goals for the school.

4. The writer. This research can improve her knowledge and to apply the theories that related to this research.

G. Definition of Key Terms

1. Improving

Improving is a process becoming or making students pronunciation ability better through several cycles which are improves students' pronunciation ability by the chosen technique in learning.⁵ So, improving is going through better work to teach something.

2. Student's Pronunciation

- a. According to Oxford, students is a person who studying at a university or college.⁶
- b. According to Echols and Sadli defines "pronunciation" in Indonesia is (a) *lafal, pelafalan, pengucapan*, (b) *cara mengucapkan, ucapan*.⁷ So, students' pronunciation ability is students' ability and comprehensive in English pronunciation.

⁵ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 598.

⁶ A.P. Cowie, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 2009), p. 429.

⁷ John M. Echols and Hasan Sadli, *An English – Indonesian Dictionary*, 2003 (Jakarta: PT. Gramedia Pustaka Utama), p. 451.

3. Minimal Pairs Drill

Minimal pairs drill technique is one of techniques in audio-lingual method.⁸ This drill is focused on students' pronunciation ability. A minimal pairs is a set of two words that are exactly the same except for one sound. For example, sat and sad, ship and sheep, etc.

H. The Indicators of Action

In this research, the researcher used some indicator in teaching pronunciation through minimal pairs drill technique. The first, the words with short vowel sound which are; [ɪ], [e], [æ], [ʌ], [ʊ], [ʊ], [ə]. The second, the words with long vowel sound which are; [i:], [ɔ:], [ɔ:], [ɔ:], [u:]. The third, the words with diphthong sound which are; [ɪə], [eə], [ɪə], [eɪ], [aɪ], [aɪ], [əɪ], [aɪ]. The fourth, the words with consonant sound which are; [θ], [dθ], [tθ], [θ], [ð]. The consonant symbols are chosen five symbols. It is caused the symbols of consonant above more difficult than other symbols.

In action, the researcher collaborates with the teacher to teach the symbols above. After that, the researcher and the teacher explain the minimal pairs drill technique. Then, the researcher and the teacher practice some example and the students imitate them. The last, they give the students list of words and order them to pronounce it in front of class.

⁸ Diane Larsen-Freeman, *Op., Cit.*, p. 49.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Description of Pronunciation

1. Definition of the Pronunciation

There are some definitions of pronunciation. This are: pronunciation is a way in which a language or a particular word or sounds is spoken.⁹ Pronunciation also defined as the way in which a language is spoken. In addition, Echols and Sadli defines “pronunciation” in Indonesia is (a) *lafal, pelafalan, pengucapan*, (b) *cara mengucapkan, ucapan*.¹⁰ This definition is similar with other definition. Those are still focused on people’s way to produce a word or words in their utterance or spoken. Almost all English language teachers get students to study grammar and vocabulary practice functional dialogues, take part in productive skill activities and become competent in listening and reading. Pronunciation teaching not only makes students aware of different sounds and sounds features (and what these mean), but can also improve their speaking immeasurably.¹¹ It is caused pronunciation is the important aspect in speaking English well.

⁹ A.P. Cowie, *Op., Cit*, p. 343.

¹⁰ John M. Echols and Hasan Sadily, *Op., Cit*, p. 451.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Cambridge, 2007), p. 248.

Sometimes, pronunciation is not easy to define by the linguistics. All of definition has a similar aims. That is to make the hearer understand the messages received. Factually, the hearer sometimes does not understand the message delivered by the speaker.

2. The Importance of Pronunciation

Pronunciation is very important in English, especially in speaking. English students must learn pronunciation. Pronunciation is one aspect in speaking skill. Speaker with a good pronunciation can make the listener understand what the speaker mean.

For the second language speaker, the pronunciation is very difficult. Having a good pronunciation of the language can help in normal communication, particularly intelligibility.¹² Many people is miscommunication when speak with tourist because of the errors in pronunciation. For examples:

- This is my beg (*ini permohonan saya*)
- This is my bag (*ini tas saya*)

The words “beg” and “bag” in the examples above, when spoken and listened by people who do not master the pronunciation would sound the same, but the meaning of two words are different. This is a small

¹² I.S.P., Nation & Jonathan Newton, *Teaching ESL/EFL Listening and Speaking, ESL & Applied Linguistics Professional Series*, (New York: Routledge, 2009), p. 75.

example that shows how important it is to master pronunciation in English.

3. The Concepts of Pronunciation

Pronunciation is not just sound of words or how to produce the words in spoken language, but it has some aspects that explain the ways in pronouncing the word that will be understandable in spoken language. Pronunciation has three concepts, they are:¹³ the sounds of the language or phonology, stress and rhythm, intonation.

a. The sounds of the language or phonology

It is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation. The sounds of language are very important. It is caused by the sound of language can show the meaning or the goal of the speaking. The sound of language is produced by organ of speech. Words or sentences are spoken made up of sounds.¹⁴

Organ of speech is always producing the sounds of language. Speech and language is not same. Speech is an activity which is carried on in numerous events but language is knowledge, a code which is known and shared by people who

¹³ Penny, Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 2009), p. 47.

¹⁴ Jeremy Harmer, *Op., Cit*, p. 39.

use their knowledge for transmitting and interpreting messages in these events.¹⁵ When someone speaking, anyone who is close enough can hear – the sounds waves set up in the air by the speaker reach the eardrums of the hearer. But only a person who knows the language can understand what is said.

Sound of language is classified in two categories. Those are vowels and consonants. Consonants 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.¹⁶ It seems when people producing consonants are signed by the activity of the mouth narrows. Consonant are sounds in which are the air stream meets some obstacles in the mouth on its way up from the lungs. For examples, map, big, and so on. While, vowel are sounds in which the air stream moves out very smoothly because there's nothing blocking or constricting it – it doesn't meet any obstacles on the way. For examples, apple, east, etc.

¹⁵ Charles, W, Kreidler, *The Pronunciation of English: A Course Book, Second Edition*, (USA: Blackwell Publishing Ltd., 2004), p. 4

¹⁶ Peter Avery and Susan Erlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 2009), p. 12.

The words vowel and consonant are very familiar ones, but when study the sounds of speech scientifically that is not easy to define exactly what the speakers' mean. There are words in consonant form read in vowel sound, for example "hour" to be [aʊə] with vowel sound. On the other hand, there is a word with vowel form reads in consonant sound, such as university to be [ju:nivɜ:səti], use to be [ju:s], etc.

The vowel can be classified based on its sounds. There are two kinds of vowel sounds simple 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 heat. It can be said as short vowel The symbol /i:/ denotes a long sounds. It also can be said as long vowel.¹⁷

By this table below, we can know symbols of short vowel, symbols of long vowel, and symbols of consonant:

Table: 2.1

Short Vowel Symbols

No	Short Vowel Symbols	Example
1.	[ɪ]	Fit
2.	[e]	Mental
3.	[æ]	Mat
4.	[ʊ]	Copy
5.	[ʊ]	Cut

¹⁷ Gerald Kelly, *Op., Cit*, p. 84.

6.	[ɪ]	Look
7.	[ə]	Alone

From the table above, it can be known that there are seven short vowel symbols and five symbols of long vowel as bellows;

Table: 2.2

Symbols of Long Vowel

No	Symbols of Long Vowel	Example
1.	[i:]	Sheep
2.	[ɔ:]	Park
3.	[ɔ:]	Short
4.	[ɔ:]	Turn
5.	[u:]	Fool

Long vowel symbols must be read lengthy. In pronunciation skill, there are many words with similar sound. It can be differentiated by short vowel and long vowel symbols.

Table: 2.3

Symbols of Consonant

No	Symbols of consonant	Example
1.	[b]	Bin
2.	[d]	Do
3.	[k]	Class
4.	[t]	Table
5.	[p]	Pen
6.	[f]	Feel
7.	[g]	Glass
8.	[v]	Save
9.	[θ]	Mouth

10.	[ð]	Clothe
11.	[s]	Sun
12.	[z]	Zoo
13.	[m]	Name

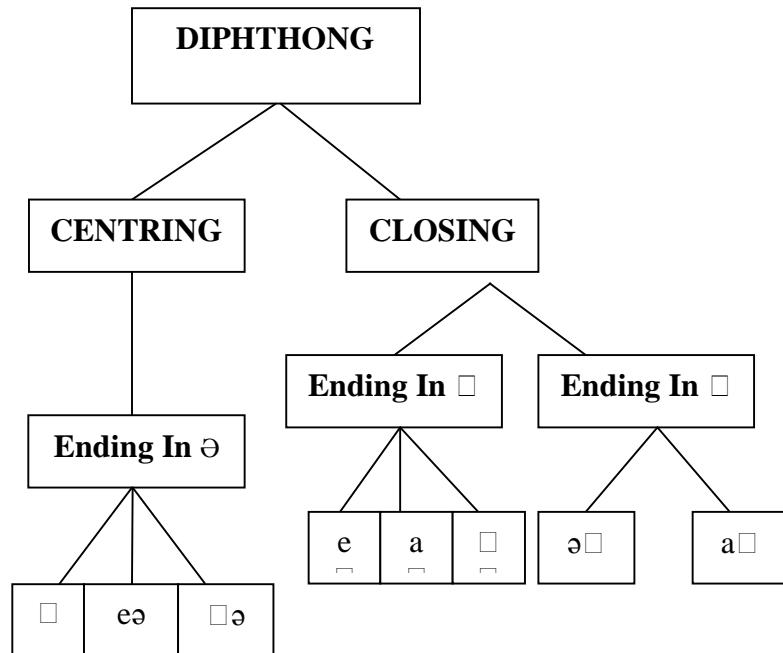
It showed that single vowel sound is vowel that appeared one morpheme in a word or when it sounded, which diphthong consists of the combination of two different sounds.

The total number of diphthongs is eight. The easiest way to remember them is in terms of three groups divided as in this diagram.¹⁸ This diagram can help us to know and understand the diphthongs in words.

¹⁸ Peter Roach, *English Phonetics and Phonology a Practical Course Second Edition*, (Cambridge: Cambridge University Press, 1991), p. 20-22.

Figure: 2.1

Diphthong



For examples:

1) Ending in ə

[[]ə] → beard, fierce

[eə] → aired, scarce

[[]ə] → moored, tour

2) Ending in []

[e []] → paid, pain, face

[a []] → tide, time, nice

[[] []] → void, loid

3) Ending in □

[ə□] → home, load

[a□] → loud, gown, house

Beside that, to be able to introduce and practice an inventory of sounds in class, the teacher may familiarize learners with a listing of symbols to represent individual vowels and consonants sound – for example, the International Phonetic Alphabet (IPA).¹⁹ Based on the International Phonetic Alphabet (IPA), the formally phonemic symbol (vowels and consonants) using in English language as follow:²⁰

Table: 2.4**International Phonetic Alphabet (IPA)**

Vowels		Consonants	
Symbol	Examples	Symbol	Examples
/ɔː/	arm / part	/b/	bed / about
/æ/	apple / black	/d/	do / side
/aɪ/	eyes / drive	/f/	fill / safe
/aʊ/	out / now	/g/	good / big
/e/	end / pen	/h/	hat / behind
/eɪ/	eight / day	/j/	yes / you
/eə/	air / wear	/k/	cat / week
/i/	it / sit	/l/	lose / allow
/iː/	eat / see	/m/	me / lamp
/iə/	ear / near	/n/	no / any
/ɒ/	opposite / stop	/p/	put / stop
/eɪ/	open / phone	/r/	run / around

¹⁹ David, Nunan, *Practical English Language Teaching, First Edition*, (New York: McGraw-Hill Companies, 2003), p. 114.

²⁰ Penny, Ur, *Op., Cit*, p. 48.

/ɔː/	always / more	/s/	soon / us
/ɔi/	boy / join	/t/	talk / last
/ɔ/	would / stood	/v/	very / live
/uː/	you / choose	/w/	win / swim
/ɔə/	sure / tourist	/z/	zoo / loves
/ɔː/	early / bird	/ɔ/	ship / push
/ɔ/	up / luck	/ɔ/	measure/ usual
/ə/	ago / doctor	/ŋ/	sing / hoping
		/tɔ/	cheap / catch
		/θ/	thin / bath
		/ð/	then / other
		/dɔ/	june / age

In English, there is many similar sound but different meaning and different context. It can be said minimal pairs words. For examples:²¹

1) Sound [i:] Sound [i]

→ Sheep Ship

Look out for that **sheep**.

Look out for that **ship**.

→ Leak Lick

Stop it **leaking**.

Stop it **licking**.

→ Cheeks Chicks

What lovely **cheeks**.

What lovely **chicks**.

²¹ Ann, Baker, *Ship or Sheep? An Intermediate Pronunciation Course, Third Edition*, (Cambridge: Cambridge University Press, 2009), p. 7, 15, 73.

→ Peel Pill

This **peel's** got vitamin C in it.

This **pill's** got vitamin C in it.

→ Leave Live

He's going to **leave**.

He's going to **live**.

2) Sound [e] Sound [æ]

→ X Axe

Put the 'x' here.

Put the **axe** here.

→ Pen Pan

Can I borrow a **pen**?

Can I borrow a **pan**?

→ Men Man

Look at the **men**.

Look at the **man**.

→ Send Sand

I'm **sending** the table.

I'm **sanding** the table.

→ Gem Jam

It's a lovely **gem**.

It's a lovely **jam**.

3) Sound [ɪə] Sound [eə]

→ Ear Air

The **ear** isn't good.

The **air** isn't good.

→ Beer Bear

It's a sweet **beer**.

It's a sweet **bear**.

→ Pier Pear

That's an old **pier**.

That's an old **pear**.

→ Hear Hair

How do you spell '**hear**'?

How do you spell '**hair**'?

→ Cheers Chairs

'Three **cheers!**' he said.

'Three **chairs!**' he said.

Beside of sounds, pronunciation also can be identified from phonology analysis. Phonology deals with system and pattern of the sounds which exist within particular languages. The study of phonology of English looks at the vowels,

consonants and supra segmental features of the language.²² So, phonology also identifies the sounds of language.

b. Stress and rhythm

Stress and rhythm are important parts of the pronunciation which influence the expression of meaning of words pronounced. Stress is the property of a word, just as accent is the property of a tone unit. In every polysyllabic word the stress is, with some exceptions, fixed on a particular syllable; thus, '*Patrick, Pa'tricia, re'quest, de'liver, 'seven, e'leven.*²³ Stress and rhythm can indicate what the speaker's mean. Whether, the speaker is asking, explaining, requesting, etc.

Stress is the term used to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases.²⁴ Stress is classified into word stress and sentence stress. Word stress is the pattern of stressed and unstressed syllable within the word, such as apply [ə'plai], arrive [ə'raiv], etc.

²² *Ibid.*, p. 9.

²³ Charles, W, Kreidler, *Op., Cit*, p. 70.

²⁴ Jeremy Harmer, *Op., Cit*, p. 42.

The word stress has some rules in stressed, these are:²⁵

- 1) Core vocabulary: many “everyday” nouns and adjectives of two-syllable length are stressed on the first syllable. Examples are, *SISter*, *BROther*, *MOther*, *WAter*, *PAper*, *COFfee*, *LOvely*, etc.
- 2) Prefixes and suffixes: these are not usually stressed in English. Consider: *QUIetly*, *oRIGINally*, *deFEctive*, and so on. (Note the exceptions, though, among prefixes, like *BIcycle* and *DISlocate*).
- 3) Compound Words: words formed from a combination of two words tend to be stressed on the first element. Examples are: *POSTman*, *NEWSpaper*, *TEApot*, and *CROSSword*.
- 4) Words having a dual role: in the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the ‘core vocabulary’ rule above) and the verb on the last syllable (in line with the ‘prefix rule’). Examples are: *IMport* (n), *imPORT* (v), *REbel* (n), *reBEL* (v), and *INcrease* (n), *inCREASE* (v).

The rules above can help to identify and mark word stressed easily. With the right stress in the word, the speakers can choose the words mean and the speaker can speak well. Beside of that the listener can understand what the speaker’s mean.

Based on the explanation above, sentence stress can be defined as the speaker’s way to pronounce the certain word in a sentence, by using louder, stronger, and higher in pitch, is supposed to express the word that is stressed. Sentence stress is an integral feature for the listeners with vital clues as the

²⁵ Gerald Kelly, *Op., Cit*, p. 68-69.

salient points of the speaker's message.²⁶ By this definition, sentence stress is an important part in speech because it can make the listeners understand the speaker's message.

It can be seen by this example, 'I can JUMP' means that I am probably able to jump. But if 'I CAN jump' is stressed that I am really able to run, someone could say it because maybe there somebody doubt his ability to jump.

Beside of the word, there is other terminology of pronunciation that is rhythm. Rhythm is characterized by tone-units: a word or group of words which carry one central stressed yllable (other syllable, if there are any, are lightened). For example, 'Peter, come here, please!' would divide into two tone-units: 'Peter' and 'come here, please!' with the two main stresses on the first syllable of 'Peter' and 'Here'.²⁷

Stress and rhythm are the patterns of pronunciation that can help the speaker say in good speaking and help the listeners understand the speakers' message.

c. Intonation

The use of pitch variation that doesn't affect the meanings of individual words, but that does affect the way in

²⁶ *Ibid.*, p. 84.

²⁷ Penny, Ur, *Op., Cit*, p. 48.

which utterances are interpreted is known as intonation.²⁸ Intonation shows the speakers' emotion and attitude in his/her utterances, directs whether the speaker finish his/her speech or not yet, and explain the speakers' purpose in speaking if that is in statement or question. Intonation is also a way of modifying the strength or intention of what the speakers' saying such as, the word *well* can express agreement, acceptance, or disagreement depending on how the speaker's say it. *No* can indicate refusal, questioning of fact or disagreement.²⁹

There are some kinds of tunes in intonation:³⁰

1) The falling tunes

The long fall generally indicates finality: the speaker has delivered a message and that is all. The long fall may be used in commands if the speaker expects that the hearer will carry out the command. For example:

^F **Yes.** ^F **No.** ^F **Here.** ^F **Why?**

2) The rising tunes

The long rise is the opposite of the long fall: it is non-final, not conclusive. Any unaccented syllables which follow are intoned at approximately the same pitch.

^R **Yes?** ^R **Ready?** ^R **Maybe**

3) Comparisons

The different tunes occurring with the same sequence of words signal differences of meaning, but what the meaning is depends on

²⁸ Michael Ashby and John Maidment, *Introducing Phonetic Science*, (Cambridge: Cambridge University Press, 2005), p. 166.

²⁹ Jeremy Harmer, *Op., Cit*, p. 28-29.

³⁰ Charles W, Kreidler, *Op., Cit*, p. 166-173.

the context in which utterance occurs, just as the meaning of words vary with context. For example:

→ I'm ^F sorry (an emotionless, matter of fact statement)

→ I'm ^R sorry (equivalent to "What did you say?" or "Would you repeat that?")

4) Compound tunes

Some combinations of tunes are typical of certain kinds of sentences. In general, it can be said that when two (or more) tone units in sequence have the same kind of tune both falling or both rising they fit together; they make a longer unit that either one alone, the whole sequence falling or rising.

So, intonation is one important part in English speaking. It is caused intonation can indicate the speakers' emotion when speaker's speak. In intonation, there is tune indicate the speakers' emotion surely.

4. The Goals of the Teaching Pronunciation

There are many goals of the teaching English pronunciation. One of the teachers' goals is to help the student to pronounce English word accurately. In addition, teaching pronunciation can help students understand the speakers' mean in speaking process. Teaching pronunciation is still poor in teaching-learning process. The teacher is not focus on teach pronunciation. They are focus on reading, writing, listening, and speaking. While, speaking consists of some element which one is pronunciation.

Teaching pronunciation also has other goals. That is, ability to communicate the English language easy and efficient or accurately, ability to produce the basics contrasts of the target language sound system, and ability to understand fluent speech as produce by native speaker.

In teaching pronunciation, the teachers have to teach the concepts of pronunciation. By learning the concepts of pronunciation, the students can speak English well and the listener can understand what the speakers' mean. Teaching pronunciation can delete misunderstanding in English conversation.

5. Pronunciation Problem

Pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve pronunciation. Some non-native speakers live for a long time in an English speaking country but still have poor pronunciation.

There are many problems in pronunciation. One of them is the effect of mother tongue. The students' difficulties transferring their mother tongue into target language. The problem was because the different sound system between mother tongue and target language.

6. English Pronunciation Difficulties

English pronunciation difficulties have five main areas:

a. Pronunciation of individual sounds

Many students can not differentiate the sounds of the English words in written and spoken. They speak the English word suitable with the written words.

b. Word stress

Word stress also can make the students confused. Students can not determine the stress of word whether in front, middle or back of word.

c. Rhythm

Rhythm is similar with stress, which is focused on the speaker's way in sounding the certain word that has the main meaning in language. Students can not identify to differentiate of stress and rhythm. Most of them considering that the stress can not influence the rhythm when speak.

d. Intonation

Beside of sound, stress and rhythm, pronunciation also has an important concept. That is intonation. Intonation can indicate the speakers' emotion. With intonation, the listener will understand the speakers' mean.

In the table below, the researcher will show the main problems are in pronouncing English and how to improve it:³¹

Table: 2.5

**The Main Problem and the Solution of
Pronunciation**

No	Area of difficulty	Implication of this particular area	How to improve
1.	Pronunciation of individual sounds	There may be confusion between minimal pairs (e.g. bad/bed, ship/sheep) and this may compromise meaning.	<ol style="list-style-type: none"> 1. Using minimal pairs drill. 2. Use tongue twisters to practice special sounds. 3. Using the phonemic chart.
2.	Word stress	Sometimes words 'shift' their stress to word stress so word stress can actually change the meaning of the word (e.g. record (n)/record (v)).	Check your dictionary in advance of a seminar or presentation to make sure you know where the stress falls on long words. Repeat the words. An demonstration of how word stress appears

³¹ Gerard, Sharpling, "Pronunciation, Learning English Online at Warwick", (http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/listeningandspeaking/pronunciation accessed at February 6, 2014 retrieved on 11 p.m.).

			in the dictionary be seen here.
3.	Rhythm	Rhythm is important to maintain the flow of the language. English is a stress – timed language. Problems with this are not so likely to affect comprehension but getting the rhythm right does help the listener to follow your argument	Practice reading poems, limericks etc.
4.	Intonation	Getting the right intonation is important to convey the right attitude.	Vary your voice more and try not to speak in a monotone.

B. Description of Minimal Pairs Drill

Many ways could be done by the students in improving their English pronunciation. One of the ways recommended by some linguists is *minimal pairs drill*. Minimal pairs refer to pairs of words which have different meanings and which differ in pronunciation on the basis in only one segment.³² Bloomfield in Marianne Celce – Murcia defined, “minimal pairs drill that use words that differ by a single sound in the same position. This technique based on the concept of the phoneme as a minimally distinctive

³² Michael Ashby and John Maidment, *Op., Cit*, p. 136.

sound, is used for both listening practice and guided oral production.³³ In addition, Larsen Freeman said that minimal pairs are one of techniques in the audio-lingual method.³⁴ Minimal pairs are very useful in teaching pronunciation, especially when students confuse two similar sounds. A minimal pair is a set of two words that are exactly the same except for one sound. For example, sat and sad, ship and sheep, etc.

In this case, minimal pair is viewed as a technique to distinguish English sound in the words that have quite similar sound but indeed have been different meaning. There are two kinds of sample in teaching materials of minimal pairs, it demonstrates in word drills and sentence drills.³⁵

Table: 2.6

Sample in Teaching Materials of Minimal Pairs

No	Words Drill		Sentences Drill	
	/i:/	/i/	Syntagmatic Drills	Paradigmatic Drills
1	Sheep	Ship	1. Don't <i>sit</i> in the <i>seat</i> . 2. Did you at <i>least</i> get the <i>list</i> ?	1. a. Don't <i>slip</i> on the floor. b. Don't <i>sleep</i> on the floor.
2	Green	Grin		
3	Least	List		
4	Meet	Mitt		2. a. Is that a black <i>sheep</i> ? b. Is that a black <i>ship</i> ?
5	Deed	Did		

From the table above, it can be seen that minimal pairs can be demonstrated in two drills: word drills and sentence drill. In the word drills,

³³ Marianne Celce – Murcia, et. al., *Teaching Pronunciation: A Reference for Teachers of English to Speaker of Other Languages*, (Cambridge: Cambridge University Press, 2009), p. 3.

³⁴ Diane Larsen-Freeman, *Op., Cit*, p. 49.

³⁵ Marianne Celce – Murcia, et. al., *Op., Cit*, p. 3.

teacher drill the students by contrasting two different words but the pronunciation seems similar, but actually sound of the words is different in one sound. While, in the sentence drills, there are two kinds of the materials that can be presented in teaching learning activity, they are syntagmatic and paradigmatic.

In addition, the teacher can work with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.³⁶ The pairs of words can be put in sentences: "I see a ship. I see a sheep." It is often difficult to make matching pairs in sentences like this, but it makes an amusing classroom exercise. Learners can give answers to the sentences to show that they hear them correctly.³⁷ According to Kelly, There are some ideas for activities based around minimal pairs are as follows:³⁸

1. Students can be given lists of words and work with a partner to decide which words have a particular sound:

Tick the words which have sound /□/:

cap hat bug Cup hut Bag

Activities like this one are a good way of gradually introducing students to the individual phonemic symbols relevant to English. Other potentially "conflicting"

³⁶ Diane Larsen-Freeman, *Op., Cit*, p. 49.

³⁷ I.S.P. Nation & Jonathan Newton, *Teaching ESL/EFL Listening and Speaking, ESL & Applied Linguistics Professional Series*, (New York, Routledge, 2009), p. 85

³⁸ Gerald Kelly, *Op., Cit*, p. 19.

sounds can be introduced too, such as the following “minimal trio.”

hat heart hut

2. Students might also listen to a succession of words, and decide how many times a particular sound is heard:

How many times do you hear /ei/?					
Underline each one you hear					
Pepper	Paper	Letter	Later	Pen	Pain
Wet	Wait	Get	Gate	Late	Let

3. Sounds can also be contrasted by appearing in close proximity. The teacher can drill these utterances chorally and individually:
- Pass me the pepper and the paper.
 - I'll post the letter later.
 - They won't let us in if we're late.
4. In a similar vein, but moving slightly away from the idea of minimal pairs, teachers can also ask students to listen for the odd one out among a list of words that they are given.

cart class heart learn smart part

Minimal pairs drill helps the students to recognize the English sounds and contrast both the English sounds in their native language and their target language. The advantage of minimal pairs for students is the students perceive English pronunciation accurately and fluently. This drill is to train the students' tongue being smoothly and introduce them to recognize the difference sound between the students' native language and their target language.

C. Review of Related Finding

Beside of theory study above the researcher found some researches related to this research. The first research had been done in English

Department in State College for Islamic Studies Padangsidempuan, 2011. Her name is Nurmila Sari. Her thesis about *The Effect of Drill Method on Students' Pronunciation Achievement at Grade VII SMP N. 6 Padangsidempuan*. The result of her research said that the students' achievement pronunciation increase enough after using Drill Method based on the mean score 66,45. Discussion method that have the mean score is 78,33. So, there is positive of significant effect.³⁹

The second research had been done in *Jurusan Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang*, 2009. Her name is Dhewi Masithoh Admawati. Her thesis about *Penggunaan Metode Audio-Lingual Dalam Pembelajaran Bahasa Inggris untuk Peningkatan Pronunciation Siswa Kelas IV A MI Sunan Kalijogo Malang*.⁴⁰ She told that audio-lingual method can improve students' pronunciation.

The third is a thesis of Henny Ratnasari in English Educational Department State University of Semarang, 2007. Her thesis about was *Song to Improve the Students' Achievement in Pronouncing English Words (An Action Research of the Year Seventh Students of MTs Annur Jepara in the*

³⁹ Nurmila Sari, *The Effect of Drill Method on Students' Pronunciation Achievement at Grade VII, SMP N. 6 Padangsidempuan* in 2010/2011 Academic Year (Unpublished Script), (Padangsidempuan: State College for Islamic Studies, 2011).

⁴⁰ Dhewi Masithoh Admawati, *Penggunaan Metode Audio-Lingual Dalam Pembelajaran Bahasa Inggris untuk Peningkatan Pronunciation Siswa Kelas IV A MI Sunan Kalijogo Malang, Universitas Islam Negeri Maulana Malik Ibrahim Malang*, 2009.

Academic Year 2006/2007.⁴¹ She told that song can improve students' pronunciation.

From the research above, the researcher to find that Drill Method, Audio-Lingual Method and Song can improve students' pronunciation. The researcher wants to evidences that not only two methods above can improve students' pronunciation but minimal pairs drill can also to improve students' pronunciation.

D. Conceptual Framework

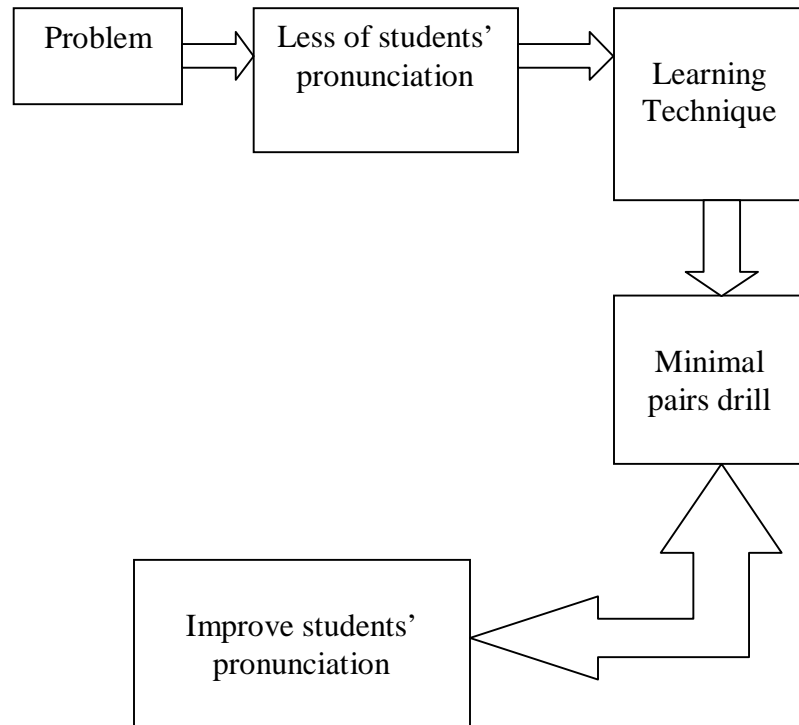
Pronunciation is a way in which a language or a particular word or sounds is spoken. The purpose of pronunciation mastery for students in the class is students are able to speak English well and the listener can understand what the speakers' mean. It means that, students must be able to pronounce the English words.

In fact, most of students can't speak well. They can't fully recognize the words and sentence which is in the sentences contains two or more words with the similar sound but different meaning. It can be seen in their scoring that is still low. They often feel that pronunciation is difficult and teaching method applied by teacher is boring too. Therefore, the suitable of teaching technique is very important to increase students' mastery in pronunciation and to overcome the problems.

⁴¹ Henny Ratnasari, *Song to Improve the Students' Achievement in Pronouncing English Words (An Action Research of the Year Seventh Students of MTs Annur Jepara in the Academic Year 2006/2007, State University of Semarang, 2007.*

In minimal pairs drill class, first of all, teacher introduces the phonemic symbols and concept of minimal pairs drill and with the advantages for the students. Tell them that minimal pairs drill would be helpful to distinguish the sound of words that improve their pronunciation. Then, presents to students the pairs of words and drill the pair to those words together using teacher's guidance. Then ask some of them to pronounce it by themselves. If the students make an error in pronunciation, peer correction will work. After that, ask them to recognize if the pair of words that teacher said is same or different. This is hopefully useful for checking their listening comprehension. And then, selects the sounds that are seemed similar with the students' native language, this is a comparison between the student's native language and the language they are studying. After drill the pairs of words, asks students to answer the questions on worksheet in pair (student A and B). Student A will read the sentences in the worksheet on him while students B choose an appropriate word that student A mention and evaluates them using an oral test to check their progress in pronunciation.

From some explanation above, we can see some advantages by applying this drill. Students are not passive in the class but they will be more active, they can speak well and understanding minimal pair words without difficulties, students also can identify the minimal pair words in sentences. Considering some advantages above are expected, student's achievement in pronunciation will be improved well through minimal pairs drill.

Figure: 2.2**Framework of Classroom Action Research**

E. Hypothesis of Action

In this research, the researcher formulated the hypothesis of action. Hypothesis in Classroom Action Research (CAR) is hypothesis of action. Hypothesis of action used to see the result of using technique, strategy, or drill in the class.⁴²

The hypothesis of action is the students' situation in the class was less in pronunciation ability. Based on the background of the problem, the researcher concludes that the students' pronunciation was less. In addition, the technique of teaching-learning process in teaching pronunciation was not effectively.

So, the hypothesis of action in this research, if the students' pronunciation was less, it should be improved through other technique or drill as not as usual. The researcher used minimal pairs drill technique to improve the students' pronunciation ability.

⁴² Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 90.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, classroom action research was applied. Based on Gay and Airasian, classroom action research is a type of practitioner research that is use to improve the practitioner's practice: action implies doing or changing something.⁴⁶ This research is conducted to improve the teacher's practice in the classroom for teaching pronunciation through minimal pairs drill.

This research is conducted as an action research procedure since involved a substantive act with a research procedure to find the improvement.

According to Kunandar, classroom action research is the form activity of self-reflection by the rest of education in educational situations to improve the rationality and justice: (a) their educational practices, (b) their understanding of these practices, and (c) a situation in which the practice is carried out.⁴⁷

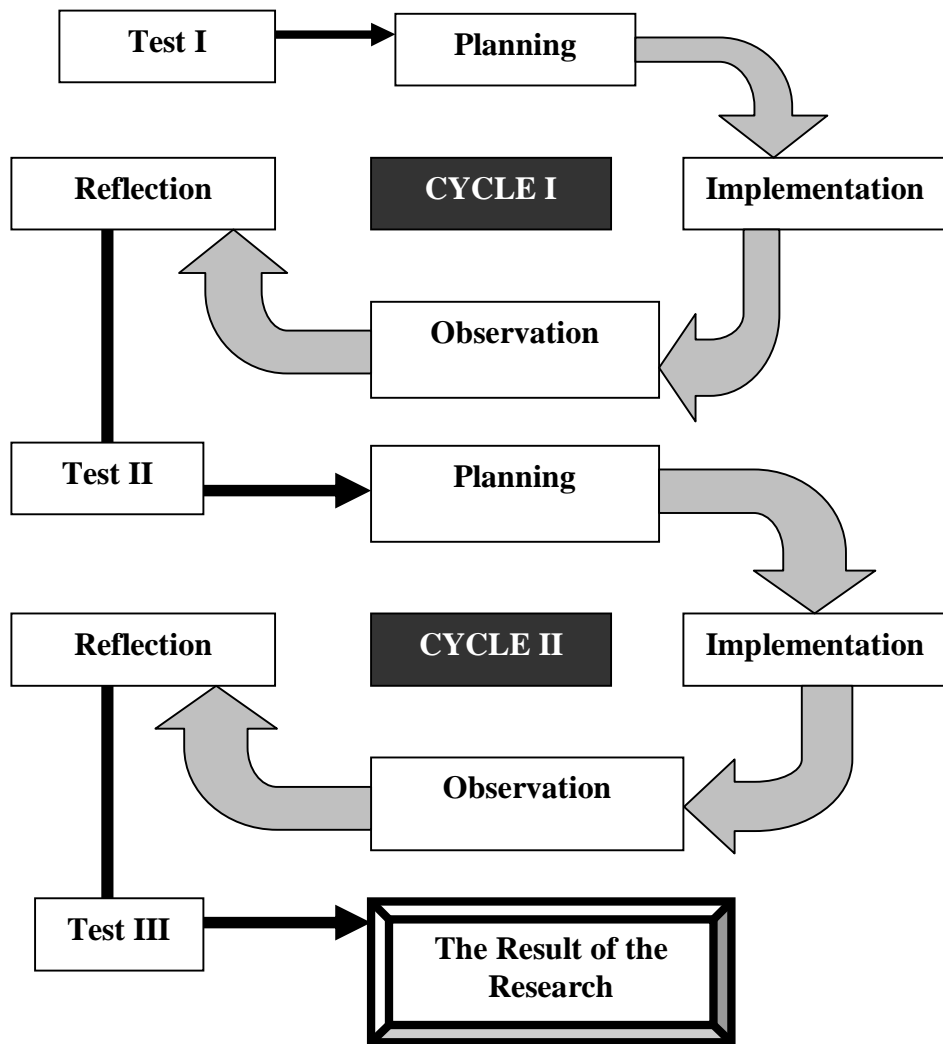
In addition, according to Kemmis & Mc Taggart in Suharsimi Arikunto, classroom action research can be seen from the sketch:⁴⁸

⁴⁶ L.R. Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc., 2000), p. 593.

⁴⁷ Kunandar, *Op.Cit.*, p. 46.

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 137.

Figure: 3.1



Action research is use to refer to ways of investigating experience which is link practice and the analysis of practice into a single productive and continuously developing sequence and which link researcher and research participant into a single community of interested colleagues.⁴⁹ It means that action research is to improve aspects of teaching to decide appropriates of certain activities of procedures.

In this research, the researcher joins with the teacher to became a team work who work together to solve the students' problem in increasing pronunciation ability through minimal pairs drill technique.

B. The Place and Time of the Research

a. Place of the Research

The place of the research done in MTsN Sipirok. The located in Sialagundi village. Kec. Sipirok. Kab. Tapanuli Selatan. There are two reasons why the researcher chooses this school as a research location. The first, the researcher doing the teaching practice (PPL) in this school. It made easier to conduct the research. The second, based on the researcher's interview to students about their difficulties. They said that they didn't know how to pronounce English words correctly and they said that the written of English words different with its pronunciation.

⁴⁹ Ortrun Zuber Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

b. Time of the Research

The time of the research was done from February 2014 until April 2014. It held at VIII-2, MTsN Sipirok by implementing a classroom action research in two cycles.

C. The Participants

The subject of this research at second grade of VIII/2 class which consist of 26 students. The reason for choosing this class because the researcher found the problem in students' pronunciation in this class.

D. The Research Cycle

The action research followed the model that developed by Kunandar.⁵⁰ It famous representation of the action research that contained for stages as follow:

1. Planning
2. Acting
3. Observing
4. Reflecting

In this research, the researcher applied two cycles. Each cycle consists of two meetings. Each meeting consists of 40 minutes. So, there are four meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting. The classroom action research based on the following assumption: for the first cycle, the students'

⁵⁰ Kunandar, *Op.Cit.*, p. 129.

pronunciation is measure and their problems pronunciation is analysis. The second cycle, student's become active and interest in learning process. It will see from the students' activities in the class.

E. Procedures of the Research

Before doing the research procedure, the researcher administering observation and get the license research from the school and orientations identify the basic knowledge of students about pronunciation in the school. The procedure of data collection of the study is within two cycles. First cycle is two meetings; second cycle is two meetings, so there are four meetings in the action research. Each meeting included four stages, namely, planning, acting, observing and reflecting.

1. Action Research in Cycle 1

Before doing the cycle 1, the researcher tested the students' pronunciation through minimal pairs drill. The researcher gave the students some worksheet to test the students' pronunciation. After that, the researcher going to the first step of cycle 1.

a. The First Meeting

In the first meeting, the researcher implied four steps, that are:

1) Planning

Planning is the first phase/step that would be done in classroom action research. According to Mills, "an

action plan summarizes your action research thoughts in a plan that will guide you through your action work". Here, the researcher and the teacher plan the appropriate technique to improve the students' pronunciation ability at class VIII-2 of MTsN Sipirok. In this plan, it is considered everything related to the action and it is also prepare everything that need in teaching and learning process. There are many activities that will plan, they are:

- a) Make lesson plans which cover the step of action.
- b) Prepared the teaching material of pronunciation
- c) Prepared the instruments for collecting data; observation and test.

2) Acting

In this act, the steps that are going to be practiced by teacher in teaching pronunciation through minimal pairs drill as follow:

- a) Introduces the phonemic symbols and concept of minimal pairs drill and with the advantages for the students. Tell them that minimal pairs drill would be helpful to distinguish the sound of words that improve their pronunciation.

- b) Presents to students the pairs of words and drill the pair to those words together using teacher's guidance. Then ask some of them to pronounce it by themselves.
- c) Ask them to recognize if the pair of words that teacher said is same or different. This is hopefully useful for checking their listening comprehension.
- d) Selects the sounds that are seemed similar with the
- e) After drill the pairs of words, asks students to answer the questions on worksheet in pair (student A and B). Student A will read the sentences in the worksheet on him while students B choose an appropriate word that student A mention.
- f) Evaluates them using an oral test to check their progress in pronunciation.

3) Observing

In this research, the observations focus on:

- a) Situation of teaching – learning process
- b) Students' activities
- c) Students' ability in understanding the pair of words

- d) Students' comprehending about the minimal pairs drill
- e) The interaction between teacher and students.

4) Reflecting

The reflection relate to the process and the effects of the action. It is also the evaluation of the action. The evaluation covered evaluating students' pronunciation scores and the result of observation which purpose to analysis the situation and make conclusion.

b. The Second Meeting

1) Planning

- a) Prepared the teaching material of pronunciation. The teaching material is about minimal pairs words.
- b) Prepared the instruments for collecting data; observation and test.

2) Acting

- a) Presents to students the pairs of words and drill the pair to those words. The pairs of words are appropriate with indicator of action.
- b) Ask them to pronounce the words in front of class.
- c) The English teacher was corrected the students' pronunciation.

3) Observing

In this research, the observations focus on:

- a) Situation of teaching – learning process
- b) Students' activities
- c) Students' ability in understanding the pair of words
- d) Students' comprehending about the minimal pairs drill
- e) The interaction between teacher and students.

4) Reflecting

The students' pronunciation must be increased. It can be seen from their score. So, the second cycle must be done to get more the improvement of students' pronunciation.

2. Action Research in Cycle 2

From the evaluation in cycle 1, the research found the students' score. The researcher makes the plan base on the difficulties of students' pronunciation to improve their pronunciation in the second cycle.

a. The Third Meeting

1) Planning

- a) Make the second lesson plan
- b) Prepared the teaching material of pronunciation

c) Prepare the test.

2) Acting

In this phase, the teacher and the researcher carry out the items which have been planned.

- a) Give some examples about the pair words for students.
- b) Teacher and the researcher explain again about minimal pairs drill
- c) Ask the students to find out the minimal pair words.
- d) Test the students with oral test in front of class.

3) Observing

In this research, the observations focus on:

- a) The researcher keeps observing every class condition, learning and teaching process.
- b) Observing students' pronunciation by using test

4) Reflecting

The students' pronunciation more accurately than their pronunciation in the first cycle but it must be increased for the last meeting.

b. The Fourth Meeting

1) Planning

- a) Prepared the teaching material of pronunciation. The teaching material is about minimal pairs words.
- b) Prepared the instruments for collecting data; observation and test.

2) Acting

- a) Explain about the minimal pairs drill technique and the minimal pair words.
- b) Presents to students the example of minimal pair words and drill the pair to those words. The pairs of words are appropriate with indicator of action.
- c) Ask them to pronounce the words in front of class.
- d) The English teacher was corrected the students' pronunciation.

3) Observing

In this research, the observations focus on:

- a) Situation of teaching – learning process
- b) Students' activities
- c) Students' ability in understanding the pair of words
- d) Students' comprehending about the minimal pairs drill

e) The interaction between teacher and students.

4) Reflecting

The researcher and the teacher note the results of observation and evaluate it to know whether the implementing of the action process is held appropriately with the preparation or not. Then, they evaluate the student's feedback. One of the ways to evaluate it is by giving test to the students. After doing the reflection of the fourth meeting, the researcher and the teacher agreed to stop the action if the results of the action succeed. In addition, the researcher reflected the all cycle and analysis to have conclusion of using minimal pairs drill technique in improving students' ability.

F. The Instrument of Collecting Data

In this research, the students' pronunciation tests use quantitative research approach. Meanwhile, the qualitative approach consists of observation and interview.

1. Tests

In this research, the researcher uses tests to measure the students' pronunciation mastery. The test taken before action done. The researcher uses the pre-test and post-test. It can be used to get the students' score of their pronunciation by using the appropriate

instruments. These tests are also use to know about the improvement for their pronunciation.

2. Observation

In this research, the researcher observes all the condition that happen during the teaching and learning process. It is filled by the English teacher as the observer. It will be focused on the situation and the students' activeness of teaching-learning process in which minimal pairs drill is applied in the class.

3. Interview

The researcher interviews the teacher and the students about the students' problem in English subject. In addition, the researcher also interviews the teacher about the effort in applying teaching technique and how the students' condition while the teaching technique is applied.

The interview is done before test I and after test III. The interview in test I done to find out the students' problem in pronunciation. And then, the interview in test III is done to observe the effectiveness minimal pairs drill in improving students' pronunciation.

G. Technique of Analysis Data

In this research, the technique of data analysis is:

Count quantitative data by computing the score of the students' test. It is used to calculate the average of the student's score for each test which are pre-test,

post-test 1 and post test 2. This formula is to get the average the students' pronunciation score. The formula is:⁵¹

$$X = \frac{\sum X}{N} \times 100\%$$

Which:

X : The mean of the students

$\sum X$: The total scores

N : The students size

To calculate the students' improvement of pronunciation test score, the researcher calculates the test in cycle 1 and 2 by using the formula as follows:⁵²

To calculate the cycle 1:

$$P = \frac{y1 - y}{y} \times 100\%$$

Which:

P : Percentage of students' improvement

y : Pre-test result

y1 : Post test 1

To calculate the cycle 2;

⁵¹ Sudjana, *Metode Statistika* ed. 6, (Bandung: Tarsito, 2000), p. 67.

⁵² David E, Metzger, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy, 2008), p. 3.

$$P = \frac{y_2 - y}{y} \times 100 \%$$

Which:

P : Percentage of students' improvement

y : Pre-test result

y₂ : Post test 2

H. The Validity of Data

Validity is an essential criterion for evaluating the quality and acceptable of the research. Regarding validity in action research, the researcher adopts Borg and Gal criterion that mention the validity of action research including outcome validity, process validity, democratic validity, catalytic validity, and dialog validity.⁵³ In this research, the researcher uses process validity, democratic validity, dialog validity and outcome validity. Outcome validity could be seen from the result of the test. When the result of cycle two is better than cycle one, it means that the research is successful. Then, process validity is to search the properness of process that is developed in steps of classroom action research. It could be seen from the outcome of observation. In this case, the researcher notes all events happening during the classroom action research. When there might have some mistakes in the method of teaching, then the research discussed with the teacher to modify the further strategies.

⁵³ Kunandar, *Op., Cit.*, p. 104-107.

Next, democratic validity could be seen from the collaborative between the researcher, the teacher and the students as participants. The last, dialog validity. It could be seen from the dialog between the research and research partner in arranging and reviewing the result of the research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research. This chapter describes some findings and discussions about the use of minimal pairs drill in teaching pronunciation especially on sounds. This chapter covers research implementation and discussion.

A. The Students' Ability in Pronunciation at grade VIII MTsN Sipirok.

In this chapter, the researcher will discuss the result of the research. In this case, it discusses the way to improve students' pronunciation ability through minimal pairs drill technique at grade VIII MTsN Sipirok, the 2013-2014 academic years. The discussion of the result was divided into three parts. Those were before implementing the action, the implementation of the action, and discussion of all the data after implementing the action. The researcher was described the students' pronunciation ability before Classroom Action Research (CAR), after the first cycle and the second cycle.

1. The Students' Pronunciation Ability before Classroom Action Research (CAR)

The students' pronunciation ability can be seen from the interview with the students and an English teacher, the researcher's observation and pre-test. The first, the interview conducted in this research was the unstructured interview. It was held on Wednesday,

February, 26th 2014 started at 10.15 a.m. until 10.55 a.m. The researcher asked to the teacher some questions about students' pronunciation mastery.

The teacher said that the students were still low mastery in pronunciation. It is caused by the students' interest to learn English language, the teaching technique is used only imitate technique. The teacher said English words and then the students imitate appropriate their teacher said.

The second, the students' pronunciation ability in pre-test. Based on the pre-test, most of them said the English words appropriate with the English written. For example: *Look* become *lok*, *Am* become *am* and so on. It can be seen in appendix 5 until appendix 7.

The pretest was conducted on Thursday, March 6th 2014. It started at 09.20 a.m and finished at 10.00 a.m. There were actually 25 list of words in which the students carried out the test during 40 minutes.

Based on the result of the pre-test, the data showed that the mean score of pre-test was 60.15. There were six students who was derived the score above the criterion of minimum completeness (KKM) meanwhile the other 20 students were below that criterion.

From that analyzing, it could be seen that almost of the students' English pronunciation was still low.

The third, the description of the students' pronunciation ability based on the researcher's observation. The observation was conducted to observe the process of teaching learning in English pronunciation activity before implementing the action. The observation was conducted on Thursday, March 27th 2014 started at 09.20 a.m. until 10.00 a.m. In general, during the teaching learning process in the classroom, the teacher asked the students to read the text.

Many students read appropriate the written word. The teacher corrected the students' reading. The teacher said the wrong pronounce and the students imitate their teacher. After they read the text, the teacher asked them to answer the question of the text.

B. The Use of Minimal Pairs Drill in Classroom Action Research (CAR)

The use of minimal pairs drill at grade VIII MTsN Sipirok can be seen from the implementing the Classroom Action Research (CAR) as follows:

1. Cycle I
 - a. Planning

In this step, the researcher determined the selected material and exercises into a lesson plan. Beside of making lesson plan, the researcher also prepared unstructured interview

to interview the English teacher. The researcher also prepared the post test to collect the data.

The test used to know whether there were some students' improvement score from pre test to post test. In addition, the researcher also prepared the lesson material like phonetic chart or IPA (International Phonetic Alphabet).

b. Acting

The action of cycle I was done on March 10th, 2014. The teacher implemented the teaching learning process based on the lesson plan has been made. After the teacher started to convey what material that would like to be learned by students, she began to explain the material in English book. In the first lesson plan, the teacher taught speaking skill.

The teacher also explain how important the pronunciation ability in speaking English well. Beside that, the teacher taught them about minimal pairs drill technique as a technique to improve the pronunciation ability. Afterwards, to know how well students' comprehend of the pronunciation ability, the teacher explained firstly about minimal pairs drill technique, phonetic chart and list of minimal pairs words. After

that, the teacher exercises the students to pronounce the minimal pair words.

c. Observing

In this step, the researcher observed the teachers' performance, class situation and students' response during teaching learning process. The teachers' performance can be seen from teaching – learning process. Teaching – learning process seemed unclear. The teacher explained the material was too fast. Many students didn't understand the teacher explaining. Meanwhile, the class situation was still under control. It means that most of students still did not pay attention to the teachers' explanation. Furthermore, there were found some students who actively during teaching – learning process.

After teaching – learning process finished, in this step, it was also carried out the post-test 1 exactly on the second action of the first cycle to measure how well the students' mastery in pronunciation that have been studied. Based on the result of the post-test, the mean score of the class derived 81.39. In which there were 19 students who passed the Criterion of Minimum Completeness (KKM) 75 (seventy five).

d. Reflecting

The researcher and the teacher discussed the conclusion of implementing the action. The researcher and the teacher found the result of post-test 1 showed only 35.32 % of students who passed the Criterion of Minimum Completeness (KKM).

However, regarding the first cycle, the researcher and the teacher felt satisfied enough because their efforts to improve students' mastery in English pronunciation had increased although not all the targets could be accomplished yet. So, the researcher and the teacher must be more efforts to improve students' pronunciation ability through minimal pairs drill technique. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.

2. Cycle 2

a. Planning

In this step, the researcher and the teacher modified the previous lesson plan based on the result of reflecting step in the first cycle. The lesson plan is made appropriate with the English book material and curriculum material but in lesson plan, the teacher also inserted the students practice to pronounce the vocabularies in the text they have read.

b. Acting

The action of cycle 2 was done on March 20th, 2014. In this step, the teacher taught the English material usually. The teacher explained again IPA (International Phonetic Alphabet) and taught them about minimal pairs drill technique.

The teacher pronounced the minimal pair words and the students imitated her. After that, the teacher gave some minutes to practice the students' pronunciation ability. The teacher gave them list of minimal pair words.

c. Observing

In this step, the class situation in teaching – learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson and when they followed the minimal pair words practice. Most of them were enthusiastic to practice and pronounce minimal pair words.

Shortly, most of students seemed quite active in the classroom and in practice their pronunciation. In the second action of cycle 2, the teacher was held on post-test 2 regarding students' pronunciation ability. Based on the result of the post-test 2, the mean score of the class pronunciation test gained

90.16 in which there were 24 students who passed the Criterion of Minimum Completeness (KKM) 75 (seventy five).

d. Reflecting

In this step, the reflection of Classroom Action Research (CAR) was carried out after getting the score result of pronunciation test. The researcher and the teacher felt very satisfied with their efforts to improve the students' pronunciation ability had been realized.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' pronunciation ability through minimal pairs drill technique was appropriate with the planning that had been discussed by the researcher and the teacher previously. Every action was planned as good as possible. So, the English pronunciation practice could be accomplished well.

C. The Minimal Pairs Drill Technique to Improve the Students' Pronunciation Ability at grade VIII MTsN Sipirok.

Minimal pairs drill is one of audio-lingual technique. This drill was effective to improve the students' pronunciation ability. In minimal pairs drill technique, there were two kinds of practice easily. That are; minimal pair words and sentences.

In this research, minimal pairs drill technique improved the students' pronunciation ability with list of minimal pair words. Before the researcher and the teacher gave them the list of minimal pair words, the English teacher must teach the International Phonetic Alphabet (IPA). After that, the students' was given some examples of minimal pair words and the teacher practiced those examples. Then, the students ordered to pronounce the words in front of class. The result of this technique can be seen from the result of pre-test, post-test 1 and post-test 2 below.

D. The Discussion of the Data after Classroom Action Research (CAR)

The discussion of the data after implementing the action consisted of the result of tests. The data on students' pronunciation score were obtained from students' pre-test, post-test 1 and post-test 2. The students' score of pre-test, post-test 1 and post-test 2 are illustrated into a table as following:

Table: 4.1

The Result of Pre-test, Post-test 1 and Post-test 2

STUDENTS' INITIAL	PRE-TEST	CYCLE 1 POST-TEST 1	CYCLE 2 POST-TEST 2
AL	68	96	96
AS	32	76	96
AND	32	44	68
AL	72	88	92
AIS	56	56	92

DJH	76	96	96
EH	52	72	80
FN	56	76	96
IR	32	56	68
IA	52	76	92
IS	84	96	96
JS	44	84	84
KH	80	96	96
MA	84	96	96
MR	60	88	92
MM	60	76	80
MH	32	68	92
NS	80	96	96
NA	56	92	92
RH	32	68	84
RZ	64	88	96
SYR	60	88	92
SS	64	80	88
TM	80	92	96
TH	80	100	100
YS	76	72	88
TOTAL	1564	2116	2344
Mean = $X = \frac{\sum X}{N}$	60.15	81.39	90.16

Based on the table of the result of test in pre-test, post-test 1 and post-test 2, the researcher would like to give some explanation. The pre-test was held on before the implementing of the action. It functions to measure students' pronunciation ability through minimal pairs drill technique. The test was conducted on Thursday, March 6th, 2014. There were actually 25 lists of minimal pair words. It started at 09.20 – 10.55.

After getting the students' score, the researcher calculated to get the mean score of the pre-test and the percentage of students who passed the Criterion of Minimum Completeness (KKM). The calculation was used as following:

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

$$X = \frac{1564}{26}$$

$$X = \mathbf{60.15}$$

From the computation, the mean score of the class in pre-test was 62.56. It means that the students' pronunciation score before implementing Classroom Action Research (CAR) was 60.15. After the researcher found the mean score in pre-test, the researcher calculated the post-test 1.

1. The Result of Post-test of cycle 1.

The researcher calculates the post-test 1 in after cycle 1 by using the formula as follows:

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

$$X = \frac{2116}{26}$$

$$X = \mathbf{81.39}$$

The second step was to get the percentage of students who passed the KKM score. The researcher computes by used the formula as follows:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{81.39 - 60.15}{60.15} \times 100\%$$

$$P = \frac{21.24}{60.15} \times 100\%$$

$$P = 35.32\%$$

So, the percentages of students' mean score improvement from pre-test to post-test 1 is 35.32 %. The improvement did not valuably increase.

2. The Result of Post-test of Cycle 2

Next, after calculating the students' score in post-test 1, the third step is to calculate the post-test 2; it can be seen as follows:

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

$$X = \frac{2344}{26}$$

$$X = \mathbf{90.16}$$

To calculate the percentage of students' pronunciation score, the researcher used the formula as follows:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{90.16 - 60.15}{60.15} \times 100\%$$

$$P = \frac{30.01}{60.15} \times 100\%$$

$$P = 49.90\%$$

From that computation, it can be seen that the students' mean score of post-test 2 showed the higher improvement and the Classroom Action Research (CAR) through minimal pairs drill technique was successful.

CHAPTER V

THE CONCLUSION AND SUGGESTION

From all the discussion in this paper, the researcher would like to conclude the result of the research. The researcher also would give some suggestion. Before the researcher conclude and give suggestions about this research, the researcher would like to summarize this research.

In this research, the researcher conducted the implementation of Classroom Action Research (CAR) as a research design. According to Kemmis & Mc Taggart in Suharsimi Arikunto, the Classroom Action Research (CAR) has four steps; there are planning, acting or implementing, observation, and reflection. In this research, the researcher conducted two cycles. In each cycle, the researcher applied one of technique in audio lingual method that can improve the students' pronunciation. That is minimal pairs drill technique. In this technique, the researcher and the English teacher collaborate ordering the students to practice their pronunciation in front of class.

Furthermore, the observation and the implementation of this Classroom Action Research (CAR) were held at grade VIII MTsN Sipirok academic year 2013/2014. The number of students is 26 students. Based on the researcher's observation, minimal pairs drill technique has been successfully improving students' pronunciation ability and also effective to improve the students' interest in learning pronunciation ability.

Based on the result of students' pronunciation test, it can be seen that the students could improve the students' pronunciation mean score more than 30%, that it was criterion for Classroom Action Research (CAR). Thus, the implementation of minimal pairs drill technique to improve students' pronunciation ability at grade VIII MTsN Sipirok was successful.

A. Conclusion

The conclusion of this research can be seen from two bases. The first, based on the formulation of the research, the researcher concluded the research as follow.

1. The students' pronunciation ability at grade VIII MTsN Sipirok.

The students' pronunciation ability at grade VIII MTsN Sipirok can be seen from three phases of Classroom Action Research (CAR). Before doing Classroom Action Research (CAR), the researcher interviewed the students and the English teacher. They said that their difficulties in English subject were how to pronounce the English words well. After that, the researcher tried to test them with list of minimal pair words. The researcher found the students' mastery about pronunciation was low about 60.15.

Based on the pre-test, the researcher applied the first cycle of Classroom Action Research. After that, the researcher tested the students' again with minimal pair words. The result of test was enough than the pre-test but the improvement was not good enough. So, the

researcher applied the second cycle and gave them the last post test. The result was good than the pre-test and post-test 1 after the first cycle.

2. The using of minimal pairs drill technique at grade VIII MTsN Sipirok.

The use of minimal pairs drill technique in MTsN Sipirok was good to improve the students' pronunciation ability. The students' motivation and interest to practice their pronunciation was increased. It can be seen from the students' enthusiastic to practice the list of minimal pair words.

Based on the students' argumentation about the drill, three of them said that:

- a. Djiham Azmi said that the drill was very interesting.
 - b. Juni Sabrina said that the minimal pairs drill technique was easily applied.
 - c. M. Arif said that minimal pairs drill technique improved his knowledge about English sound and the way to pronounce it.
3. Minimal pairs drill technique improved the students' pronunciation at grade VIII MTsN Sipirok.

The minimal pairs drill technique used to improve the students' pronunciation ability. In this drill, students gave some list of minimal pair words. Before practice the words, the researcher and the teacher

collaborated to teach International Phonetic Alphabet (IPA). The researcher and the teacher also gave them some examples of minimal pair words and practiced it. The students' asked to imitate their teacher. After that, the researcher and the teacher gave them list of minimal pairs drill technique and ordered them to practice in front of class.

B. Suggestion

Based on the formulation of this research, the researcher would like to give three suggestions.

1. The first, the researcher suggests the English teacher observed the students' pronunciation ability during teaching and learning process when they speak, read, write, and listen. It was applied to monitoring the description of students' pronunciation ability.
2. The second, the researcher suggests the English teacher implemented again minimal pairs drill technique.
3. The third, the researcher hope that the English teacher to teach again phonetic symbol, practice her pronunciation and order the students to imitate their English teacher said. After that, the teacher gave them list of minimal pair words and ordered them to practice in front of class.

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