

**THE USE OF MINIMAL PAIR WORDS IN IMPROVING STUDENTS'  
PRONUNCIATION SKILL AT SECOND GRADE OF SMK PGRI  
ENREKANG**



*A Thesis*

*Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah  
Makassar in Partial Fulfillment of the Requirement for Bachelor Degree of Education in  
English Department*

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2023**



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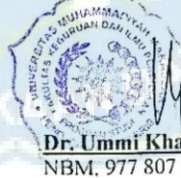
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Tue / March 7 <sup>th</sup> 2023	1-2	please revise the note for chp 1 and 2	
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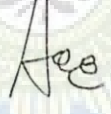

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Wed / April 12 <sup>th</sup> 2023	4-5	Discussion on findings, add reference, original into abstract, title of abstract	
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Mon / April 3 <sup>rd</sup> 2023	I - V	<ul style="list-style-type: none"><li>- Repair the misspelling words</li><li>- The grammatical errors</li><li>- <del>The</del> Attach the abstract</li><li>- Provide the appendix</li></ul>	4.
Tues / April 4 <sup>th</sup> 2023	IV - V	<ul style="list-style-type: none"><li>- Revise the order of findings, It should refer on the research questions</li><li>- Revise the misspelling</li><li>- Revise the tenses used</li></ul>	4.

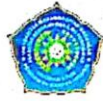
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Day / Date	Chapter	Note	Sign
Sun/April 9 <sup>th</sup> 2023	Abstract IV	Revise the misspelling Revise the findings	4.
Mon/April 10 <sup>th</sup> 2023	IV	Revise the order of research findings Add any explanation in discussi on	4.
Tues/April 11 <sup>th</sup> 2023		Provide the result of data analysis <del>analysis of data</del> through SPSS in appendix Provide the article Provide the CV	4.
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## MOTTO

**No one can help me except of Allah, because Hasbunallah wani'mal wakiil. As long as you seek help from Allah, everything will be alright~**



## Dedication

Kupersembahkan karya ini untuk kedua orang tuaku, terutama kepada Ibu ku tersayang *Rahimahallahu ta'ala*, yang selalu mendo'akan hingga detik terakhirnya, beliau tidak dapat melihatku menyelesaikan studi. Pula tidak lupa untuk diriku sendiri, I deserve this a billion times. You did it.

## ABSTRACT

**NURUL KHAERANI. 2023.** *The Use of Minimal Pair Words in Improving Students' Pronunciation Skill at Second Grade of SMK PGRI Enrekang.* Under the thesis of English Education Department, Faculty of Teachership Training and Education, Universitas Muhammadiyah Makassar. Supervised by Maharida and Andi Bulkis Maghfirah Mannong.

This study aimed to improve students' pronunciation skills by using a minimal pair words of short vowels and long vowels at SMK PGRI Enrekang. The descriptive quantitative method was used in this study with a one-group pretest-posttest pre-experimental research design, where the data obtained from a pronunciation test. The population of this study were students of XI grade of SMK PGRI Enrekang which consisted of four majors and five classes. The sample was taken by using purposive sampling technique with a population of 100 students and the sample for this study was IX OTKP class with the total of 29 students.

The results showed that there were differences in the mean scores of students before and after being given treatment. The mean score of the students' pretest before being given treatment was 39.82 and the mean score of the students' posttest was 63.39. This shows that there was an increase after being given treatment. Based on the results of the Paired sample t-test analysis, it presented that by applying a significant level of 0.05, it shows that the P-value (sig. 2-tailed) is 0.000 which is less than the significant level of 0.05 ( $0.000 < 0.05$ ), which can be said that the hypothesis null ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) is accepted. Set up on the findings and discussion, it can be concluded that the use of minimal pairs is effective in increasing students' pronunciation of short vowels and long vowels.

**Keywords:** *Pronunciation, long vowel, short vowel, minimal pair.*

## ABSTRAK

**NURUL KHAERANI. 2023.** *Penggunaan Minimal Pair Dalam Meningkatkan Kemampuan Pengucapan Siswa Kelas Dua SMK PGRI Enrekang.* Sebuah Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibawah bimbingan Maharida and Andi Bulkis Maghfirah Mannong.

Penelitian ini bertujuan untuk meningkatkan kemampuan pengucapan siswa dengan menggunakan minimal pair pada vokal pendek dan vokal panjang di SMK PGRI Enrekang. Metode deskriptif kuantitatif digunakan pada penelitian ini dengan desain penelitian pra-ekperimental one-group pretest-posttest dimana data diperoleh dari tes pelafalan. Populasi dari penelitian ini adalah siswa kelas XI SMK PGRI Enrekang yang terdiri dari 4 jurusan dan 5 kelas. Pengambilan sample menggunakan teknik purposive sampling dengan populasi 100 siswa dan sample penelitian ini adalah kelas IX OTKP dengan jumlah 29 siswa.

Hasil penelitian menunjukkan bahwa, adanya perbedaan skor rata-rata siswa sebelum dan setelah diberikan perlakuan. Nilai rata-rata pretest siswa sebelum diberikan perlakuan adalah 39.82 dan nilai rata-rata posttest siswa adalah 63.39. hal ini menunjukkan bahwa adanya peningkatan setelah diberikan perlakuan. Berdasarkan dari hasil analisis Paired sample t-test, menyajikan bahwa dengan menerapkan taraf tingkat signifikan 0.05, menunjukkan P-value (sig. 2-tailed) adalah 0.000 yang lebih rendah dari tingkat signifikan 0.05 ( $0.000 < 0.05$ ), dimana dapat dikatakan bahwa hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_1$ ) diterima. Berdasarkan hasil temuan dan pembahasan, dapat disimpulkan bahwa penggunaan minimal pair efektif dalam meningkatkan pelafalan siswa pada vokal pendek dan vokal panjang.

**Kata Kunci:** *Pengucapan, vokal panjang, vokal pendek, minimal pair.*



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The writer realizes that this thesis is still far from perfection but that is the author's maximum effort. Therefore, the author always expects constructive criticism and suggestions from various parties. Hopefully this thesis can provide benefits for readers, especially for the author itself. Hopefully the sincerity and assistance that has been given is worth worship in the sight of Allah Subhanahu Wata'ala. Amen.

Makassar, Mei 2023

The Researcher,

Nurul Khaerani

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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the international languages that become a tool to communicate when talking to people from different country. Smith (1976:38) stated that English become an International language which many people use from different nations to communicate. English is one of thing that must be mastered today, because it is an international language used by several countries in the world which will make it easier for someone to communicate with others, both in terms of education or work. Therefore, English is required.

According to Ahmad (2019: 57), one of the things that supports the message being conveyed well when communicating is, by pronouncing the word correctly. Aditama and Sugiharto (2021) There are several things that should pay attention when speaking and one of them is pronunciation. One of the necessary part in learning foreign language is pronunciation. Lestari (2018:56) stated that the essential part in mastering foreign language is pronunciation, because by having good pronunciation, is a reflection of the ability to speak.

Commonly, Indonesia only has two sound systems, namely vowels and consonants. Meanwhile, in English there are more than two sound systems, namely consonants, vowel diphthongs, and monophthongs. Based on IPA (*International Phonetic Alphabet*) Chart in Kelly, 2000:29., english

consonant consist of 24 sounds and 20 sounds for vowel. As a foreign language learners, Learning pronunciation takes a lot of time to improve their pronunciation skills. Putri (2015:1) assumed that pronunciation is one that supports to improve students' speaking especially in fluency and accuracy. Pronunciation is a basic and essential skill required in communication, stated Hismanoglu (2006:102). Having a good pronunciation can make it easier for the listener or audience to catch the meaning of the word or sentence that is conveyed, in summary pronunciation is not only how to produce sounds from words but also how to produce clear and accurate words.

Pronunciation is one part of speaking that can help to increase fluency when speaking. According to Sholeh and Muhaji (2015:700) pronunciation become the first thing that very easy to identify of someone's speaking ability. In line with that, Gilakjani (2012) in Ahmad (2019:58) argue that a good pronunciation can effect on good learning, while poor pronunciation will effect to difficult in language learning. Furthermore, Ahmad said that Good pronunciation can make a person more confident when speaking, and make other people understand the meaning of what is being conveyed so as to help communication run well. Having a good pronunciation can be a power to be confident when expressing in communicating with others, (Zaigham, 2011) in (Nurani and Rosyada, 2015:109). Considering all of these, people who has a clear pronunciation will effect to their learning language and give them power to be more confidents during in communicating.

In learning pronunciation in the second language, the problems encountered are different when learning the pronunciation of the first language, (Nurani and Rosyada, 2015:109). Avery and Ehrlich in Isnani, *et al* (2016) noticed that several factors that can affect student pronunciation are 1). Mother Tongue, 2). Socio-cultural factors and 3). Personality factor. They also stated that the biological factor is the influence of the students' mother tongue. So don't be surprised if students in Indonesia usually pronounce the English word as written. For example, in the sentence *Umbrella* is pronounced / ʌm'brelə / but they pronounce /Umrella/. In addition, Zhang (2009) in Fadillah (2020:9) point out that Internal factors that influence a person's perception of foreign language pronunciation include biological factors such as age, ear perception, brain and talent. Then, there are also other factors such as individual differences, individual personality, motivation, identity, attitude, individual effort and goals. And for the external factors such as the native language, educational factors, exposure of the target language and foreign language also can affect in determining students pronouncing foreign words. Based on the statement above, the existence of internal and external factors can certainly affect students in studying pronunciation.

According to Harmer (2001) in Ahmad (2019:58) Most of teachers did not pay attention of their pronunciation, therefore the problem why the students have difficult in English pronunciation caused by the teacher did not pay enough attention to the pronunciation but want to have a greater skill of speaking. The aspect of teaching pronunciation still get less attention from

teachers, the main reason is that there is no exactly the best way to teach pronunciation (Fraser, 1999 in Sholeh and Muhaji, 2015:700). Therefore the teacher should find the way or method to teach the students.

One of the difficulties that foreign learners faced in learning pronunciation is when they pronounce the English words. According to Herlina *et al.*, (2015) the problem which faced by the students during speaking is to produce a good pronounce of word or sentence, in line with Dako (2008) the worst students' pronunciation usually found in teaching speaking and reading aloud. Beside that, another problem faced by students is difficulties to distinguish the pronunciation of words which have similar sounds. As in the example "She" they pronounced /si/, "Think" and "Thing" they would be pronounced /ting/ that is just the same, but the words of *Think* and *Thing* are different. This is evident when the students are asked to read the pronunciation of words which have a similar sounds.

Considering all of these, the researcher can conclude that there are several problems that arise relate to students' ability in pronunciation, and one of them is some students find it difficult to distinguish the pronunciation of one sound from another. Therefore, the researcher interest in investigate the student problems described above, using interesting techniques to improve students' ability in their English pronunciation and hope that it can solve the problem.

There are many techniques that can be used to improve English pronunciation (Isnani *et al.* 2016:3). One of them is Minimal Pairs. According



to Avery and Ehrlich in Isnani, *et al* (2016:4) Minimal pairs refer to pairs of words that have different meanings and differ in pronunciation but produce almost the same sound. In line with Fromkim, Rodman and Hayms in Nur and Rahman (2018) Minimal pairs are two identical words with different meanings whose sounds occur in the same place.

The minimal pairs technique is a technique that allows it to be applied in the process of learning English. This is because this technique is expected to be easier for students to understand. In addition to practicing pronunciation, students will also enrich their English vocabulary by using this technique.

Based on the statement above, it is conclude that minimal pairs are word pairs between two words that have different meanings but almost have the same sound. The difference is only in one segment of the sound.

In this research, the researcher use minimal pairs to look some increasing or progress of students' pronunciation ability. Therefore, the researcher are interested in conducting the research entitled *The Use of Minimal Pair Words in Improving Students' Pronunciation Skill at Second Grade of SMK PGRI Enrekang*.

## **B. Problem Statement**

Reached from the background states above, the problem statements of this research are:

1. Is the use of minimal pairs words effective in improving students' pronunciation (In term of long vowel) at second grade of SMK PGRI Enrekang.?

2. Is the use of minimal pairs words effective in improving students' pronunciation (In term of Short vowel) at second grade of SMK PPGRI Enrekang.?

### **C. Objective of The Research**

Related with the problem statements above, the objectives of this research are:

1. To find out whether or not the use of minimal pair words is effective in improving students' pronunciation (in term of long vowel) at second grade of SMK PRGI Enrekang.
2. To find out whether or not the use of minimal pair words is effective in improving students' pronunciation (in term of short vowel) at second grade of SMK PRGI Enrekang.

### **D. Significance of The Research**

#### **1. Theoretically**

This research is expected to contribute the world education. The contribution in the form of information and thoughts relate to improving the pronunciation of English.

#### **2. Practically**

##### **a. For Students**

The result of this study become a references for students to improve their pronunciation.

##### **b. For educators.**

The result of this study are expected to become referenced for the teachers or educators to improve students learning and motivate the teachers to be more creative in teaching English.

c. For Further Researcher.

The result of this study are expected to be referenced for the next researchers to develop the further research deeper.

d. For the Writer

The results of this study are expected to be meaningful, especially for writer who are learning as beginners to do research.

**E. Scope of The Research**

Related on the problem statements above, the scope of this research was regarding the improvement of students' pronunciation by using minimal pairs words at SMK PGRI Enrekang. The students been given the list of words minimal pairs which focused on vowel sounds especially in long vowel and short vowel.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Findings**

There are some related studies that examine regarding students' pronunciation, they are as follows: The first by Dewi and Astriyanti (2021) An Analysis of Using Minimal Pairs in Pronouncing Consonant and Vowels. This research was a descriptive study with a qualitative approach. The purpose of this study was to describe the correct pronunciation and pronunciation errors in consonant and vowel sounds. The result of this research is that students' pronunciation errors for the dominant consonants are /s/ and /z/, while the pronunciation errors for the dominant vowel sounds are /æ/ and /eɪ/.

The second research conducted by Wahyuni and Indraswari (2022) The effectiveness of the Minimal Pairs Technique in Learning Japanese Pronunciation. This study was quasi-experimental research. The result of this study was, there is a significant effect of using minimal pairs technique in learning Japanese pronunciation. The responded of this reserach argue that they are feel helped in learning Japanese pronunciation with the application of minimal pairs. Therefore this research indicate that minimal pairs can be used to improve pronunciation skill in learning foreign language.

An then Nur and Rahman (2017) The Use of Minimal Pair Technique in Teaching Pronunciation at The Second Year Students' of SMA 4 Bantimurung this research used a quantitative approach, with a quasi-

experimental research design with Non-equivalent Control Group Design. The results of this study indicated that there are differences in the students' post-test between the experimental class and the control class. Based on the results of the study, the minimal pairs technique is effective for improving students' pronunciation skills.

The next research by Isnani, Supardi and Arifin (2016) This study uses Classroom Action Research (CAR). This research was completed in two cycles. The results of the first cycle showed the students' mean score was 62.42 in the Good category, and the second cycle showed an increase with the students' mean score of 81.86 in the Excellent category.

In other research by Suparman (2019) The Use of Minimal Pairs in Improving Students' Vocabulary Mastery of The Fifth Year of SDN 018 Rumbai Pesisir. was conducted the research fifth-grade students of SDN 018 Rumbai Pesisir by using Classroom Action Research (CAR). The research conducted two cycle and the result of this study show there were different from first cycle and second cycle, where there were improvement from the first cycle to the second cycle.

Based upon the results of previous studies, related to the differences and similarities between the current study, the differences of this study are: the previous study used a quantitative research with quasi experimental and CAR design. The previous study also use the qualitative research with descriptive method. The other study focus on describe students' pronunciation errors, especially on consonants and vowels. The research subjects in the previous

study are state junior high school, senior high school and elementary school students. while for this research the research subject is Vocational high school students.

Moreover the similarities between this study and the previous study are; the previous study and this study are same in using a Quantitative research approach. The next similarity of the previous study and this study there is in the instrument, where the instruments using test (pretest and posttest). Then the other similarities of this study and the previous study are the same pre Experimental design with quantitative approach.

## **B. Concept of Pronunciation**

### **1. The Nature of Pronunciation**

According to Oxford dictionary, pronunciation /prəˌnʌnsi'eɪʃ(ə)n/ is the way the word to be spoken. While Yates (2002:1) in Arifuddin (2019:9) stated that pronunciation is producing sound to make a certain meaning. Pronunciation in English is totally different with Indonesia. There are two aspect on pronunciation those are segmental aspect which consists of consonant and vowels while supra segmental aspect which consists of intonation, rhythm, and stressing. From that statement above, in conclusion pronunciation is the way to produce the sounds of the word with focuses on vowel and consonants sounds to make meaning in verbal communication.

As stated by Harmer (2000:183) in Mulatsih (2018:294) pronunciation is not only useful for the production, but also for the



understanding of spoken English. On the word of Alfagni in Megawati (2021:9) pronunciation is the study of the technique of reciting vocabulary in English. Pronunciation refers to the utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). The researcher conclude that pronunciation is how to pronounce the words correctly based on the native pronunciation.

Pronunciation is one aspect of speaking that is also important to master. Lestari *et al* (2018:56) stated that the essential part in mastering foreign language is pronunciation, because by having good pronunciation, is a reflection of the ability to speak, besides that with good and correct pronunciation, they are able to distinguish words that sound almost the same. Example *Reach* and *Rich*. Hornby (1995:928) in Mulatsih (2018:296) mentions that Pronunciation is the way in which someone pronounces a word. And Mulatsih (2018:296) it is self stated that Pronunciation is the ability to use good and correct rhythm, stress and intonation. Pronunciation is an activity to obtain sound sounds such as articulation, stress and intonation.

From the explanation above, the researcher concludes that pronunciation is a way of producing sound or a word with correct stress, intonation, and articulation.

## 2. Aspect of Pronunciation

According to Yusmita and Angraini (2017:15) there are five components in speaking, those are vocabulary, pronunciation, comprehension, fluency and grammar. From the components above, pronunciation becomes one of essential basic part in speaking. Pronunciation consists of vowel, consonant and diphthong. Fromkin, Rodman, and Hyams (2011) in Yusmita and Angraini (2017:15) Point out that English vowels consist of two types of vowels, namely long vowels and short vowels.

Long vowel consist of /ɑ:/, /i:/, /u:/, /ɔ:/, /æ/, while short vowel consist of /ə/, /e/, /i/, /ʌ/, /ʊ/, /ɒ/, /ɜ:/. Diphthong consist of /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/, in addition consonants in English consists of twenty-four namely /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/. The formally phonemic symbols (consonant and vowel) using in English language based on the International Phonetic Alphabet (IPA) as follows:

**Table 2.1 International Phonetic Alphabet (IPA)**

Vowel Phonemes			Consonant Phonemes		
Single vowels			1.	/p/	<u>P</u> ull
1.	/ɑ:/	Far,part	2.	/b/	<u>B</u> ed
2.	/i:/	Beach,sheet,meet,eat.	3.	/t/	<u>S</u> top
3.	/u:/	You,who,computer	4.	/d/	<u>D</u> oor
4.	/ɔ:/	August,or,four	5.	/k/	<u>C</u> up
5.	/ɜ:/	Cat,flat,that.	6.	/g/	<u>G</u> reen
			7.	/f/	<u>F</u> ish

6.	/ə/	Tearcher	8.	/v/	<u>V</u> ote
7.	/e/	Egg,ten,left.	9.	/θ/	Ea <u>th</u>
8.	/ɪ/	Shit,sit,hit,which	10.	/ð/	Ba <u>th</u> e
9.	/ʌ/	Cup,but,some,nothing	11.	/s/	<u>S</u> it
10.	/ʊ/	Book,cook,sugar	12.	/z/	No <u>is</u> e
11.	/ɒ/	Stop,forgot,not	13.	/ʃ/	<u>S</u> hoe
12.	/æ/	Work,first,bird.	14.	/z/	Casual
Diphthong			15.	/h/	<u>H</u> ead
13.	/eɪ/	Th <u>e</u> y	16.	/tʃ/	<u>C</u> hair
14.	/aɪ/	M <u>y</u>	17.	/dʒ/	<u>J</u> oke
15.	/əʊ/	<u>V</u> ote	18.	/m/	<u>M</u> y
16.	/aʊ/	<u>O</u> ut	19.	/n/	<u>N</u> ephew
17.	/ɔɪ/	<u>J</u> oy	20.	/ŋ/	<u>S</u> ing
18.	/ɪə/	<u>E</u> ar	21.	/l/	<u>L</u> ove
19.	/eə/	<u>T</u> here	22.	/r/	<u>R</u> ule
20.	/ʊə/	<u>T</u> ourist	23.	/w/	<u>W</u> ay
			24.	/j/	<u>Y</u> es

Source : Kelly *How to Teach Pronunciation* (2000:29)

From the table close on the IPA chart above, there are 24 consonant sounds and 20 for vowel sounds that divide into 12 single vowels, which single vowel divide into 2, those are short vowel are 5, and long vowel are 7, and also diphthong are 8. It is also explain the example of word for every sounds.

According to Avery (2008:106) in Nasution et al., (2019:2) there are several indicators in English pronunciation, namely stress, rhythm and intonation. While according to Ur (1996) in Arifuddin (2019) he

state that there are three aspects of pronunciations those are sounds of language, stress and rhythm, and intonation.

**a. The sounds of language**

**a) Consonant**

In the Cambridge dictionary, a consonant is a sound that is pronounced by blocking air from the mouth or nose, then suppressing it by closing the lips, or touching the teeth with the tongue. Kelly (2000:47) on her book explained that, there are three ways to describe consonants : the manner of articulation, the place of articulation, and the force of articulation. The manner of articulation refers to the part of articulator and air flow. For example in plosive sounds, the articulator acts so that the air is stopped and then released.

Part of the manner of articulation is as follows;

Plosive	Affricate	Fricative
Nasal	Lateral	Approximant

Source : Kelly *How to Teach Pronunciation* (2000:47)

The place of articulation, provides information about what the articulator actually does. The example in 'bilabial', indicates that the lips meet. The force of articulation is divided into two, namely forties or strong, and lenis or weak. In English, forties for unvoiced sounds and lenis for voiced sounds. To distinguish voice or unvoiced is by touching your Adam's apple while speaking. Voiced sounds are indicated by

the presence of vibration in Adam's Apple, for example in [z].

The following is a table for place and manner of articulation.

**Table 2.2 place and manner of articulation**

Place	Sounds	Word	
Bilabial	/p/	Put	Voiced bilabial plosive
	/b/	but	Voiced bilabial plosive
	/m/	Meet	Voiced bilabial nasal
	/w/	Week	Voiced labial-velar approximant
Labio-dental	/f/	Flag	Voiceless labiodental fricative
	/v/	Vast	Voiced labio-dental fricative
Dental	/θ/	Thigh	Voiceless dental fricative
	/ð/	Bath	Voiced dental fricative
Alveolar	/t/	Tie	Voiceless alveolar plosive
	/d/	Die	Voiced alveolar plosive
Alveolar	/n/	None	Voiced alveolar nasal
	/s/	Sit	Voiceless alveolar fricative
	/z/	Zoo	Voiced alveolar fricative
	/r/	Rare	Voiced alveolar central approximant
	/l/	Lice	Voiced alveolar lateral approximant
Post alveolar	/ʃ/	Shoe	Voiceless post alveolar fricative
	/ʒ/	Casual	Voiced post alveolar fricative
Post alveolar	/tʃ/	Teacher	Voiceless post alveolar affricative
	/dʒ/	Joke	Voiced alveolar affricative
Palatal	/j/	Yes	Voiced palatal approximant
Velar	/k/	Cup	Voiceless velar plosive
	/g/	Ground	Voiced velar plosive
	/ŋ/	Sing	Voice velar nasal
	/x/	Lux	Voiceless velar fricative
Glottal	/h/	High	Voiceless glottal fricative

(Rice, 2003:31) *An Introduction to English Phonology*

## **b) Vowels**

The pronunciation of vowels differs from the pronunciation of consonant, depending on the usage. Vowels are articulated when the airflow is vocalized and formed using the tongue and lips, (Kelly 2000: 29). There are two kinds of vowels. Single vowels and diphthong. Single vowels sound consist of one morpheme, whereas diphthong consists of two different word combinations stated Kelly. Fromkin, Rodman, and Hyams in Yusmita and Angraini (2017:15) Point out that English vowels consist of two types of vowels, namely long vowels and short vowels. On the International Phonetic Alphabet (IPA) (Odden, 2005:39) in (Riadi, 2013:3) vowels are divide into two, monophthongs or pure vowel, and diphthong. Pure vowel also known as short vowel and long vowel (Roach, 2000:14-19) in (Riadi, 2013:3)

### **1) Long vowel**

Long vowel is vowel associated with two X-slots the syllabic nucleus, (McCully,2009:220) i.e: /i:/ (need /ni:d/) (roof /ru:f/) consist of /ɑ:/, /i:/, /u:/, /ɔ:/, /æ/.

### **2) Short Vowel**

Short vowel is a simple (non-complex) vocalic segment occurring within the nucleus or a syllable



(McCully,2009:223) consist of /ə/, /e/, /i/, /ʌ/, /ʊ/, /ɒ/,  
/ɜ:/

Here are the table vowels sounds:

**Table 2.3 Vowels sounds based International Phonetic Alphabet (IPA)**

Vowel Phonemes								
Long vowel :			Short Vowel			Diphthong		
1.	/ɑ:/	Far	1.	/ə/	Tearcher	1.	/eɪ/	They
2.	/i:/	eat.	2.	/e/	Egg	2.	/aɪ/	My
3.	/u:/	Who	3.	/ɪ/	Ship	3.	/əʊ/	V <u>o</u> te
4.	/ɔ:/	August	4.	/ʌ/	Cup	4.	/aʊ/	<u>O</u> ut
5.	/ɜ:/	Flat	5.	/ʊ/	Book	5.	/ɔɪ/	J <u>o</u> y
			6.	/ɒ/	Forgot	6.	/ɪə/	<u>E</u> ar
			7.	/æ/	Work	7.	/eə/	<u>T</u> here
						8.	/ʊə/	<u>T</u> ourist

### C. Minimal Pairs

Minimal pairs are word pairs that differ in pronunciation in only one sound stated Brown (2015:169). Example for English pairs of word *Sheep* and *Ship*, where the different sounds are /ɪ/ and /i:/. In line with that Minimal pairs are a set of different words in one phoneme where the sound of the difference phoneme indicates a different meaning in a word. For instance, the word *sheep* and *sheet* form a minimal pair in English. These two words are identical with consonants and vowels. They differ only in the last of the consonant [p] and [t] and this difference that indicates a change in the meaning of the word “*Sheep*” and “*Sheet*”, Barlow & Gierut (2002:58).

Meanwhile, according to Wright (2010:156) Minimal pairs can be interpreted as manner to distinguish between the word or phrases with one phoneme.

To bring about the statement above, minimal pairs are word pairs that have different meanings where the spoken words sound almost the same which differ only in one phoneme.

Altamimi (2015:4) argue that English learners are helped by this strategy in overcoming their confusion with the sounds of words they do not recognize, Putri (2015:19) also stated that minimal pair drill helps students correct their pronunciation. From the explanation above can be conclude that minimal pairs is one of the techniques that can be used in teaching pronunciation to the students.

There are two kinds of minimal pairs teaching material, those are words drill and sentences drill, (Putri,2015:20). The sentences drill are divide into syntagmatic drill and paradigmatic drill. Syntagmatic drill is compare two words in one sentence, and paradigmatic drill is compare two words between two sentences.

**Table 2.4 Example of Minimal pairs**

No.	Words		Sentence	
1.	Dead Did	Cheap Chip	Syntagmatic	Paradigmatic
2.	Soup Soap	Soon Son	Why do you <u>hurt</u> my <u>heart</u> ?	A: The <u>soup</u> smells delicious  B: The <u>soap</u> smells delicious

3.	Gate Get	Heat Hit	I <u>let</u> him to come <u>late</u> .	A: at least you enroll the even.  B: at list you're enroll the even
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As we can see in the table, it can be seen that there are difference in one word with another, both from writing and pronunciation. Minimal pairs is not only useful for speaking especially pronunciation practice but also useful for practicing listening skills. According to Putri (2015:20) Minimal pairs help students to practice listening skills, recognize English sounds to be able to distinguish the sound of words, so that they can easily understand and get the meaning of English words.

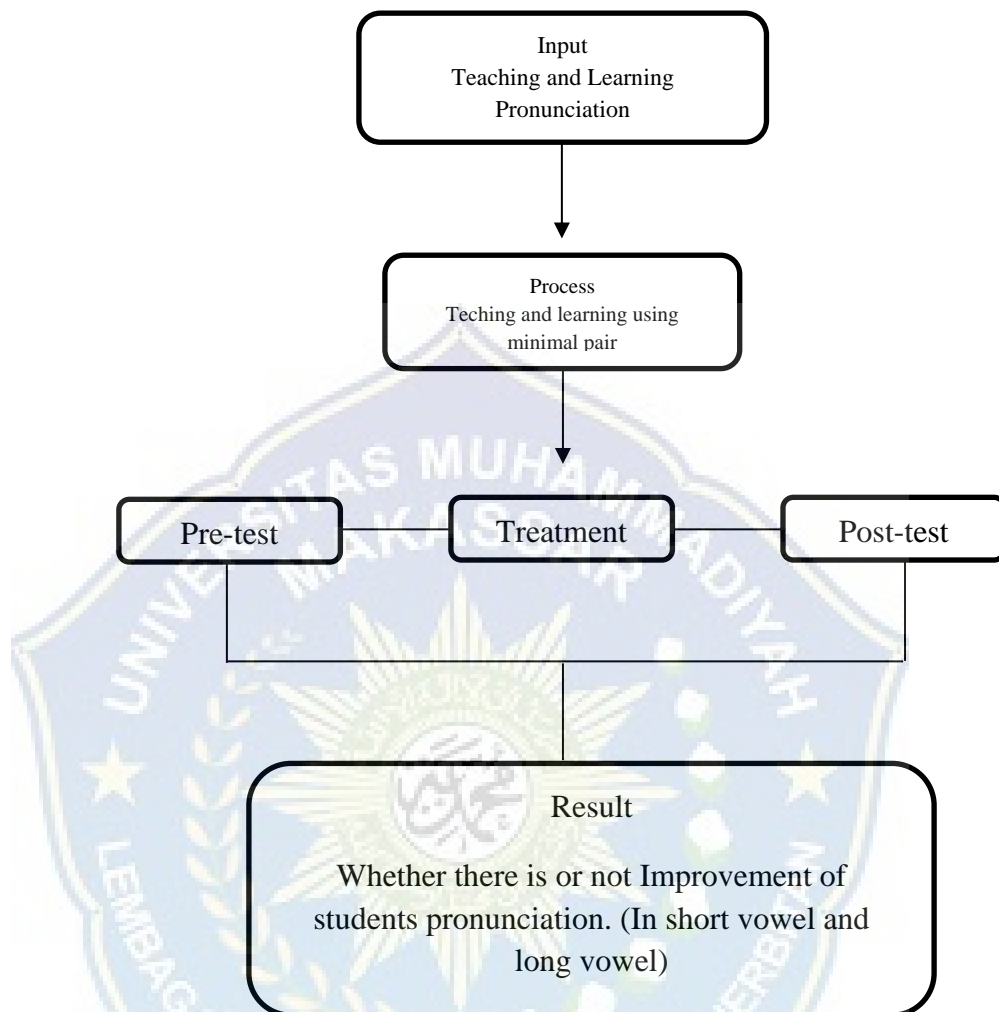
#### **D. The Implementation of Minimal Pairs**

As the explanation mention above, the minimal pairs can be use for teaching pronunciation. For the implementation of minimal pairs in teaching learning process, the teacher can follow the steps as stated by Grundy (2008:5) in Mulatsih (2018:296) as follows: a) write some example of minimal pairs on the board and include the phonetic transcription of the words; b) demonstrate the correct pronunciation of the minimal pair written; c) ask the students to give other example of words which use the same changing phonemes, e.g. *but – bat, it – eat*; d) distribute minimal pairs sheet; e) for lower levels, multiply the minimal pairs that are combined in the sound by first giving the example then ask students to repeat together; f) for upper level, have the students work in pairs taking turn producing the minimal pairs; g) repeat as many times as you feel necessary; h) have student use the

minimal pairs sheet as a model to produce another, similar, minimal pair sheet; i) extend activity into a game by having students distribute their minimal pair sheets to other pairs.

Related with the explanation above, the researcher draw up the steps in apply minimal pairs; a) provide the minimal pairs materials in advance; b) explaining minimal pairs to the students as an introduction; c) give the example of minimal pair words to the students, and practice correct pronunciation; d) have the students to find out another example of minimal pairs words and then read according to what they are able; e) listening to the minimal pairs of native speaker repeatedly; f) distribute the prepared paper which contain the list of minimal pairs that mentioned by the native speaker, and ask students to repeat together; g) extend activity into a game related to minimal pairs.

### E. Conceptual Framework



**Figure 2. 1 Conceptual Framework**

To avoid misunderstanding, the researcher made a conceptual framework as a concept or guidance in conducting this research. In this framework, the researcher focused on students' pronunciation progress by using minimal pair words. The research used pre-experimental design with giving pre-test and post-test to the classes, and the output of this research showed that there was improving students' pronunciation in short and long vowel.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was a quantitative approach, where the researcher used a Pre-experimental of One-Groups Pretest-posttest design. According to Sugiyono (2018) Pre-experimental is only one group experiment which given pretest and post test. Pre-experimental design is an experimental study without a control group (comparison). Experimental study is a study which aimed to know there is or not effect of the variable study (Tokan, 2016:5).

In pre-experimental study, the researcher gave a pre-test before treatment. After treatment had been administered, the researcher gave a post-test as a comparison with the conditions before being given treatment.

$$O_1 \longrightarrow X \longrightarrow O_2$$

Where:

$O_1$	X	$O_2$
Pretest	Treatment	Posttetst

(Sugiyono, 2018:111)

#### B. Population and Sample

##### 1. Population

Population is defined as all the members in a community, class, or event (Ary, et al. 2010:148) in Wulandari (2017). Populations is the large group which hopes to apply the result (Fraenkel 2009:90). In this research, the researcher took the population from second grade of SMK



PGRI Enrekang which consist of five classes with four majors and the number of them are 100 students. The classifications of populations described in table 3.1.

**Table 3. 1 Classification of Population**

Major	Class	Total
TKJ (Teknik Komouter dan Jaringan)	TKJ 1	19
	TKJ 2	19
OTKP (Otomatisasi Tata Kelola Perkantoran)	OTKP	29
RPL (Rekayasa Perangkat Lunak)	RPL	19
AKL (Akuntansi dan Keuangan Lembaga)	AKL	14
Total		100

## 2. Sampling

One of the important step in the research process was selecting the sample. Sampling refers to the process of selecting the individual, Fraenkel (2009:90). In selecting the sample, the researcher used purposive sampling, which a sampling technique with certain consideration, and in this research, the researcher select XI OTKP class which consist of 29 students because, from the premillary research and the teacher statement that the class which lacking in English is OTKP class.

### **C. Research Variable**

#### **1) Independent Variable**

The independent variable in this research was Minimal pairs as learning media.

#### **2) Dependent variable**

The dependent variable in this research was students' pronunciation progress in term short and long vowel.

### **D. Research Instrument**

To collect the data, the researcher used pronunciation test as an instrument. In the test, the researcher asked the students to read the list pair of words that had been prepared, afterward the researcher assessed the initial pronunciation of the sample.

The test applied in the pre-test and post-test segment. Each pre-test and post-test consist of 20 lists of pair words. The class had given a pre-test before treatment. The pre-test used to determine the students' pronunciation ability before being given treatment. While the posttest used to find out whether there was an increase in students' pronunciation after being given treatment.

### **E. Technique of Collecting Data**

The technique of collecting data in this research was used the test instrument; Pre-test and post-test. The pre-test conducted to know the score of the students before the treatment. The test was given to the chosen class.

After giving the treatment, the post- test given to the students, to know the score or the improvement of the students.

#### **F. Procedure of Collecting Data**

There were several procedures carried out by the researcher to collect the data. The procedures to collect the data in this research were as follows:

##### **1. Pre-test**

The researcher prepared a test that contain 20 list pairs of words, make sure the class is quiet. The next, the researcher asked the students to pronounce the list of pairs of English words that had been prepared. Then the researcher assessed their pronunciation.

##### **2. Treatment**

After giving the pretest, the researcher gave treatment to the experimental class that became the research sample. The treatment conducted for six meetings.

##### **a. Meeting 1**

- 1) The researcher gave explanation about minimal pairs as an introduction
- 2) The researcher gave examples about minimal pairs
- 3) The researcher introduced *phonemic chart* and read the exapmle words then follow by the students.

##### **b. Meeting 2**

- 1) The researcher showed the phonemic chart vowels sound to the students know and used to vowels sound.
- 2) The researcher showed the example of minimal pairs
- 3) Students were asked to pronounce the minimal pairs mentioned by native speakers alternating together.
- 4) Students did exercises of minimal pairs

c. Meeting 3

- 1) The researcher showed the example of minimal pairs vowels sound
- 2) The students were asked to pronounce the minimal pairs mentioned by native speakers alternating together
- 3) The researcher prepared the audio, then students were asked to listen the audio from native speaker about minimal pairs words
- 4) The students were given the paper which consist of minimal pairs words, then asked them to circle or choose which words the native speaker pronounce in the audio.
- 5) The students practice the minimal pairs words which in the paper.

d. Meeting 4

- 1) The researcher showed the example of minimal pairs vowels sound

- 2) Students were asked to pronounce the minimal pairs mentioned by native speakers alternating together
- 3) Students found their partner.
- 4) Each team was given a list of minimal pairs words. One person in charge to pronounce one of pairs words, and another person in charge to guessing the word being pronounced

e. Meeting 5

- 1) The researcher showed the example of minimal pairs vowels sound
- 2) The students were asked to pronounce the minimal pairs mentioned by native speakers alternating together
- 3) The researcher divided into 3 group
- 4) Each team conveyed a message in the form of a sentence to the last person, then the last person said the message and wrote down the message
- 5) The researcher asked the students to pronounce the sentence together.

f. Meeting 6

- 1) The researcher showed the example of minimal pairs vowels sound
- 2) Students were asked to pronounce the minimal pairs mentioned by native speakers alternating together

- 3) The researcher divided the students into 5 groups
- 4) The researcher shared a paper containing instructions for some minimal pairs words to each group.
- 5) Each team gave instructions in turn to team members, and the other members describe the instruction in turn.
- 6) Each team was given 7 minutes to finish it.

### 3. Post-test

After the treatment, the researcher gave Posttest. The posttest level up a little bit than Pretest because the class had been given the treatment. The researcher prepared a test that contain 20 list pairs of words. The aimed of post test was to find out the result of the treatment. Posttest was applied to determine the progress or improvement of students after being given treatment.

## G. Technique of Data Analysis

In completing the data, the researcher analyzed the data to determined the results of the study by using SPSS 22.0 version application. The researcher used analysis compare means-paired sample T-test by SPSS. The research compered the mean of pre-test score and mean of post-test.

1. Calculating the mean score of the students by using formula:

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

Notation:



$\bar{x}$  : Mean score

$\sum x$  : Total sum of all scores

N : The total number of sample

## 2. Classification of the score

**Table 3. 2 Classification of Score**

Classification	Score
Excellent	96 – 100
Very Good	86 – 95
Good	76 – 85
Fairy Poor	66 – 75
Fair	55 – 65
Poor	36 – 55
Very Poor	0 – 35

(Harmer as cited in Megawati, 2021)

## 3. Scoring students' correct answer pretest and posttest.

$$\text{Scoring} = \frac{\text{Students Correct answer}}{\text{Total number of item}} \times 100\%$$

(Gay, 2012)

## 4. Scoring students improvement

$$\% \frac{x_2 - x_1}{x_1} \times 100$$

% : Students' Improvement

X<sub>2</sub> : Mean score of Post test

X<sub>1</sub> : Mean score of Pretest

(Gay, 2012)

5. To determine the standard derivation, the researcher apply the formula;

$$SD = \sqrt{\frac{SS}{N}} \quad \text{Where} \quad SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where;

SD = the standard derivation

SS = the square root of the sum of square

$\sum X$  = the sum of score

N = the total number of students

(Gay, 2000:321 )

## H. Hypothesis

Based on explanation of the theories above, the hypothesis of this research is :

Ho (Null Hypothesis) : There is no significant effect on students' pronunciation skill (in term of long and short vowel) after using minimal pair.

H1 (Alternative Hypothesis) : There is a significant effect on students' pronunciation skill (in terms of long and short vowel) after using minimal pair



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding of the Research

This research has been conducted at SMK PGRI Enrekang in the 2022/2023 school year. This chapter describe an overview of the data results. The data attained were quantitative data taken from the pretest and posttest. The results of the research can be seen from the following tables:

#### 1. Data Description The Use of Minimal Pair Words in term Long vowel

##### a The Students' Score in Pretest and posttest in term of Long vowel

Indicators	Pretest	Posttest
	Long vowel	
Total ( $\Sigma$ )	1050	1760
Mean Score ( $\bar{x}$ )	37,50	62,86

**Table 4. 1** *The Students' Score in Pretest and Posttest of Long vowel*

The table 4.1 shows students' mean scores in pre-test and post test. Pretest is a test given to students before being given treatment, the aim is to find out the initial results of students before the treatment. While, the posttest is a test given to students after treatment, the aim is to find out the final results of students after being given treatment.

The table above presents the mean score from the pretest and posttest. Mean score is the average from the value of students' pretest and posttest. Known that ( $\Sigma$ ) or Sigma is the total sum of all of scores, and ( $\bar{x}$ ) is the mean score obtained from the total number of scale

values divided by the total number of samples ( $N$ ). Based on the calculation results, mean score of long vowel pretest was 37.50. While posttest was 62.86.

**b Calculating The Students' Improvement in Long vowel**

The following table explain the calculation of students improvement with the pronunciation indicator from the pretest and posttest scores of long vowel, for more details will be explained below:

Indicators	Pretest	Posttest	%improvement
Long Vowel	37,50	62,86	67.62

**Table 4. 2 The Percentage of Improvement of Long Vowel**

In table above showed there was an increase from the pretest and posttest mean score of long vowel. This can be seen by comparing the results of the pretest and posttest, where before giving the treatment the pretest mean score of 37,50 and after giving the treatment the post test mean score was 62.86. To see the improvement, the researcher calculated the results between the pretest and post test, so the results obtained were 67.62% That means, it indicated that there was an increase in students' pronunciation in long vowel after using a minimal of pair words.

**c The Classification and Frequency of Students' in Long vowel**

No	Categories	Long vowel			
		Pretest		Posttest	
		Freq.	%	Freq.	%
1.	Excellent	0	0	0	0
2.	Very Good	0	0	1	4
3.	Good	2	7	4	14
4.	Fair Good	0	0	7	25
5.	Fairly	5	18	7	25
6.	Poor	4	14	9	32
7.	Very Poor	17	61	0	0
	Total.	28	100	28	100

**Table 4.3 Frequency and Percentage of Students' Pretest Posttest Long vowel**

From the table above, showed a comparison of the pretest and posttest of Long vowel. In pretest, nothing students classified in a good grades as "Excellent", "Very Good", and "Fair Good" categories. 2 student in the "Good" category (7%), 5 students in the "Fairly" category (18%). 4 students in the "Poor" category (14%), and 17 students were classified as "Very Poor" category (61%).

While result of posttest in long vowel show there was a differences. In posttest, nothing students classified as "Very Poor" categories, and also students classified as "Excellent", but 1 students classified as "Very good" category (4%), 4 students classified as "good" category (14%), 7 students in "Fair Good" category (25%), 7 students as "Fairly" category (25%) and 9 students classified as

”poor” category (33%). For more details, it can be illustrated by the next graphic below:

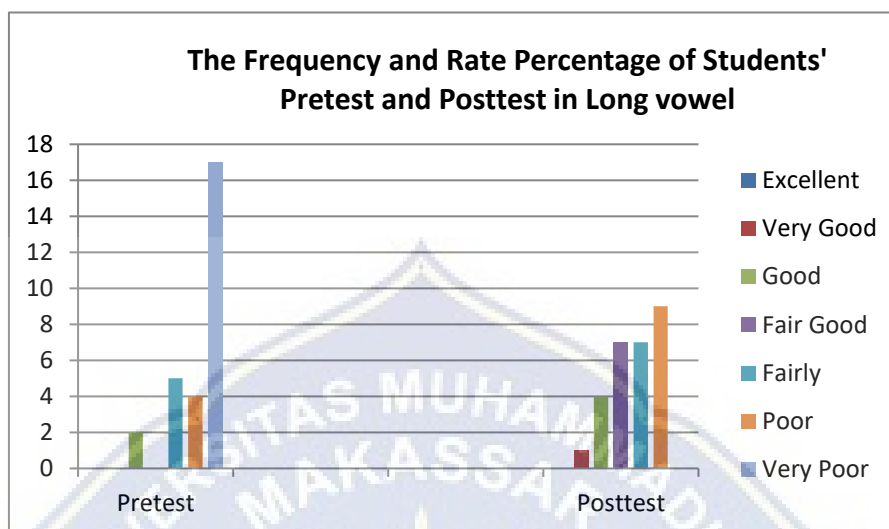


Figure 4. 1 Graph of students' percentages in pretest and posttest of Long Vowel

## 2. Data Description The Use of Minimal Pair Words in term Short vowel

### a The Students' Score in Pretest and Posttest in term of Short vowel

Indicators	Pretest	Post test
	Short Vowel	
Total ( $\Sigma$ )	1180	1790
Mean Score ( $\bar{x}$ )	42,14	63,93

Table 4. 4 The Students' Score in Pretest and Posttest of Short vowel

The table above shows students' mean scores in pre-test and post test of short vowel. Pretest is a test given to students before being given treatment, the aim is to find out the initial results of students before the treatment. while, the posttest is a test given to students after treatment, the aim is to find out the final results of students after being given treatment.



Based on the calculation results, mean score of short vowel pretest was 42.14. While posttest was 63.93.

**b Calculating The Students' Improvement of Short vowel**

The following table explain the calculation of students improvement with the pronunciation indicator from the pretest and posttest scores of short vowel, for more details will be explained below:

Indicators	Pretest	Posttest	%improvement
Long Vowel	42.14	63.93	51.69

**Table 4. 5 The Percentage of Improvement of Short Vowel**

In table 4.5 showed there was an increase from the pre-test and post-test mean score of short vowel. This can be seen by comparing the results of the pretest and posttest, where before giving the treatment the pretest mean score of 42.14 and after giving the treatment the post test mean score was 63.93. To see the improvement, the researcher calculated the results between the pretest and post test, so the results obtained were 51.69% improvement.

**c The Classification and Frequency of Students' in Short vowel**

No	Categories	Short vowel			
		Pretest		Posttest	
		Freq.	%	Freq.	%
1.	Excellent	0	0	0	0
2.	Very Good	0	0	2	7
3.	Good	0	0	4	14
4.	Fair Good	4	14	4	14
5.	Fairly	5	18	12	43
6.	Poor	7	25	6	22
7.	Very Poor	12	43	0	0
	Total.	28	100	28	100

**Table 4. 6 Frequency and Percentage of Students' Pretest Posttest Long vowel**

The table above presented the comparison between pretest and posttest of short vowel. For pretest short vowel, nothing students classified in a good grades as "Excellent", "Very Good", and "Good" categories. There are 4 students classified as "Fair Good" category (14%), 5 students classified as "Fairly" category (18%), 7 students in "poor" category (25%), and 12 students in classified as "very poor" category (43%)

Moreover, in posttest short vowel there was a difference, where 2 students (7%) in a "Very Good" category, 4 students in a "Good" category (14%), 4 students in the "Fair Good" category (14%), 12 students with the "Fairly" category (43%), 6 students in the "Poor" category (22%) and nothing got the "Very Poor" category. For more details, it can be illustrated by the next graphic below:

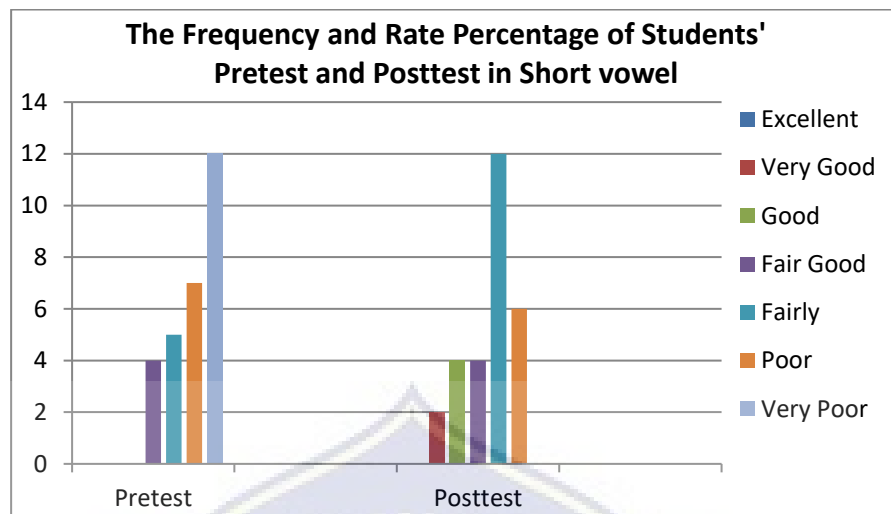


Figure 4. 2 Graph of students' percentages in pretest and posttest of short Vowel

### 3. Mean Score and Standard Deviation of Students' Pretest and Posttest in Long and Short vowel

#### a The Students' Score in Pretest and Posttest in Long and Short vowel

Indicators	Long vowel	Short vowel	Long vowel	Short vowel
	Pretest		Post test	
Total ( $\Sigma$ )	1050	1180	1760	1790
Mean Score ( $\bar{x}$ )	37,50	42,14	62,86	63,93
Mean Score pretest and posttest	39,82		63,39	

Table 4. 7 The Students' Score in Pretest and Posttest of Long and Short vowel

The table above present the mean score from the pretest and posttest of long and short vowel. Mean score is the average from the value of students' pretest and posttest. Known that ( $\Sigma$ ) or Sigma is the total sum of all of scores, and ( $\bar{x}$ ) is the mean score obtained from the

total number of scale values divided by the total number of samples ( $N$ ). Based on the calculation results, mean score of long vowel pretest is 37.50 and posttest is 62.86. meanwhile the mean score of short vowel pretest is 42.12 and post test is 63.93. With the results that, the overall pretest in long and short vowel is 39.82, then the overall posttest in long and short vowel is 63.39. so that by seeing the results, which means that the use of minimal pair could improve students' pronunciation in terms of short and long vowels. By using minimal pair words, students know the difference in pronunciation between short and long vowels, besides that they can also increase students' vocabulary with minimal pair words.

It can be known that the students' mean score in pretest short and long vowel was 39.82 which indicates that students have low pronunciation where the students' difficult to pronouncing the correct words. Whereas the students' mean score in the posttest short and long vowel was 63.39, means that students' could pronounce well after giving treatment by using the minimal pair.

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.8214	28	17.87208	3.37751
	Posttest	63.3929	28	11.55130	2.18299

**Table 4. 8 Mean Score and Std Deviation of Pretest and Posttest**

The table 4.5 presented the data from student scores that have been processed using SPSS Ver. 22. In relation to the results of the

output of the paired sample statistical data above, it showed that there was a difference in the mean score between the pretest and posttest. Where the Mean of Pretest was 39.82 with Std Deviation 17.87208, and the Mean of posttest was 63.39 with Std Deviation 11.55130, with the number of subjects for each sample ( $N$ ) were 28.

**b Calculating The Students' Improvement in Long and Short vowel**

The following table explain the calculation of students improvement with the pronunciation indicator from the pretest and posttest scores, for more details will be explained below:

Indicators	Pretest	Posttest	%improvement
Pronunciation	39.82	63.39	59.19

**Table 4. 9 The Percentage of Improvement of Pretest and Posttest of Long and Short vowel**

In table above showed there was an increase from the pre-test and post-test mean score. This can be seen by comparing the results of the pretest and posttest, where before giving the treatment the pretest mean score of 39.82 and after giving the treatment the post test mean score was 63.39. To see the improvement, the researcher calculated the results between the pretest and post test, so the results obtained were 59.19%. That means, it indicated that there was an increase in students' pronunciation in term of long and short vowel after using a minimal of pair words.

#### 4. Hypothesis Testing

Paired Samples Test										
		Paired Differences					T	df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower				Upper
Pair 1	Pretest -	-								
	Posttest	23.5714	10.35098	1.95615	27.585	19.557	12.050	27	.000	
		3			12	74				

Table 4. 10 Paired Samples Test

The data presented in table 4.6 was the output of the paired sample test which showed the results of research using SPSS. The mean column aimed to determine the mean score before and after treatment using minimal pairs. The mean score of the findings from the pretest and posttest was -23.57143. the symbol of (-) indicates that the posttest mean score was higher than the pretest mean score. In the next column the std deviation was 10.35098. the t result is -12.050 with (df) degree of freedom which 27 and sig.(2-tailed) was .000

Furthermore, in the sig.(2-tailed) column, that the P-Value was .000 and it was known that the significance level was 0.05. by looking the data above, this showed that the P-value (sig) was less than the significance level, or  $0.000 < 0.05$ . Therefore it can be sum up that ( $H_a$ ) is accepted. That means there was a significant effect in improving students' pronunciation skills after using a minimal pair.

To determined the result of data analysis explain as following:

- When the sig.value > sig. level (0.05) therefore hypothesis null ( $H_0$ ) accepted, means There is no significant effect in improving students' pronunciation skill after using minimal pair.
- When the sig.value < sig. level (0.05) therefore hypothesis alternative ( $H_1$ ) accepted, means There is a significant effect in improving students' pronunciation skill after using minimal pair.

To find out the value of the t table, it searched based off of the degree of freedom (df) and the significant value. Where was known that the value of the degree of freedom (df) was 27 and the significant value ( $\alpha$ ) was 0.05. This value was the basic referenced for knowing the t-table value in the t-table statistical distribution table, in short the t-table value was 1,703.

Reached from all of the result, the researcher deduce that there were significant effect in improving students' pronunciation in term long and short vowel by using minimal pair at SMK PGRI Enrekang.

## **B. Discussion**

From the results of the research described above, the researcher found that the use of minimal pairs effective for increasing students' pronunciation in term short and long vowel at second grade of SMK PGRI Enrekang. Before being given treatment, many students' did not know to pronounce the short and long vowel sounds where the students found difficult because they



practiced infrequently, this can be seen from the results of the students' mean scores. After giving the treatment using minimal pairs during the learning process, the student's pronunciation in long and short vowel increased by 59.19% according to the information in table 4.9. This is because the factor of using minimal pair was effective during the learning process in the classroom, students did well the treatment, attended regularly and exercised frequently.

Based upon the results of data analysis that had been calculated by the researcher, the mean of pretest for long vowel before being given treatment was 37.50 and the posttest was 62.86. By looking at the test results from the data in the classification table, it was clear that in pretest long vowel where was known before giving the treatment the students long vowel pronunciation can be category as poor. And in the posttest long vowel it was clear that, where can be seen the result after giving the treatment, there was an increasing which can be category as Fairly. Drew on the result of the pretest and posttest which has been calculated and presented in the table 4.2, the students' pronunciation in term of long vowel improved by 67.62%.

In addition, for students' pronunciation in term of short vowel pretest was 42.14, where before giving the treatment, can be known that students' lack in pronouncing the words. while the posttest of students' short vowel was 63.93, where the students' pronunciation has increased after geting the treatment. Thus, formed on the result of students' pretest and posttest, the

improvement of students' in short vowel based on the table presented in 4.5 was 51.69%

From the scores obtained, the overall result from pretest of long and short vowel was 39.82, this show that students' pronunciation long and short vowel as a whole, can be said to be quite bad. Whereas the overall posttest of long and short vowel was 63.39. From the scores obtained, this showed that students' pronunciation, especially the difference between short and long vowels as a whole, can be said that was enhance. Meanwhile, the total improvement of students' in pronunciation in term long and short vowel is 59.19.

In addition, to knowing whether the hypothesis were accepted or not, by using the paired sample test SPSS that had been presented on table 4.10, it was clear that the sig (2-tailed) was .000 where the value was less than sig.level, of 0.05, so it can be analyze that alternative hypothesis ( $H_1$ ) was accepted means there was a significant effect to improve students' pronunciation skills after using minimal pair words.

From all of the result above, Putri (2015:20) stated, Minimal pairs help students to practice not only in pronunciation but also listening skills, recognize English sounds to be able to distinguish the sound of words, so that they can easily understand and get the meaning of English words. Altamimi (2015:4) argue that English learners are helped by this strategy in overcoming their confusion with the sounds of words they do not recognize. Regarding to

the theory explain above, the result showed that there was significant increase in students learning after implementing the minimal pair.

Therefore, to reach a decision that the Hypothesis alternative ( $H_1$ ) was accepted indicated that there was significant effect to improve students' pronunciation skill in term long nd short vowel after using minimal pair words at students' in SMK PGRI Enrekang.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In keeping with the research results from the discussion that has been found in the previous chapter, the following conclusions can be drawn:

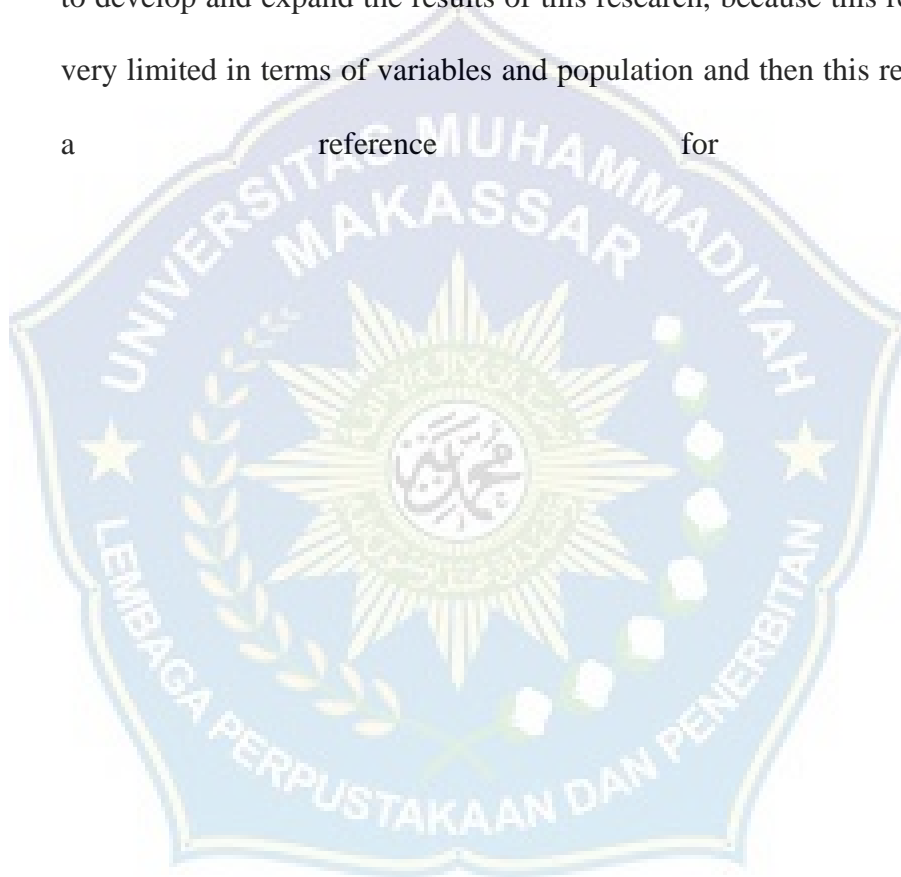
1. The use of minimal pair words were effective to improve students' pronunciation in term short and long vowel. It is proven that data shows the significant increasing where the mean score of posttest 63.39 was higher than the mean score of pretest 39.82
2. Based upon the result of paired sample t-test analyze showed that sig (2-tailed) was 0.000 lower than sig.level 0.05 or  $0.000 < 0.05$  where can be conclude that the alternative hypothesis is accepted, which means there is a significant effect to improve students' pronunciation skill after using minimal pair words

#### **B. Suggestion**

Related to the research findings and conclusion that has been described above, the researcher put some suggestions as follows:

1. For the teacher, should be more creative in developing lesson plans and preparing new methods that can increase student motivation so that they are interested in learning process.

2. For the students, should be able to apply the knowledge that has been obtained from the teacher and always to learn English, considering that English will be needed in the future
3. For the further researchers in the field of English, it is necessary that they will be able to find new innovations to carry out further research in order to develop and expand the results of this research, because this research is very limited in terms of variables and population and then this research be a reference for next.



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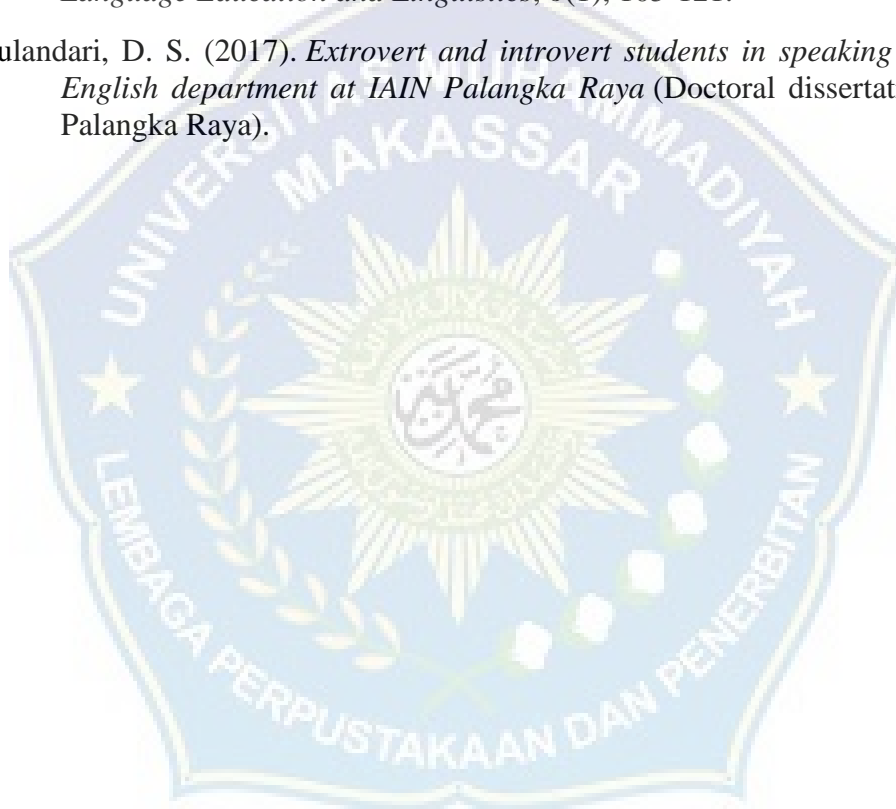
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The logo of Universitas Muhammadiyah Makassar is a blue shield-shaped emblem. It features a central golden sunburst with a circular center containing Arabic calligraphy. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "MAKASSAR" is below it. At the bottom, it reads "LEMBAGA PERPUSTAKAAN DAN PENERBITAN".

# **APPENDICES**

**APPENDIX A.**  
**LESSON PLAN**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah : SMK PGRI Enrekang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Materi Pokok : Offer and Suggetion  
Alokasi Waktu : 9 JP x 45 menit (3 meeting)

**A. Kompetensi Inti**

1. Mengharai dan menghayati ajaran gama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan meta kognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, bdaya dan humaniora dalam konteks pengembangan potensi diri.
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa inggris.
5. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
6. Menunjukkan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarainya.

**B. Kompetensi Dasar**

Kompetensi Dasar	Indikator
3.13 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks iteraksi transaksional lisan dan	<b>3.13.1</b> Mengidentifikasi dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahaasaan teks interaksi

<p>tulis, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya.</p>	<p>transaksional terkait saran dan tawaran.</p> <p><b>3.13.2</b> Mengidentifikasi kalimat tawaran</p> <p><b>3.13.3</b> Mengidentifikasi kalimat saran</p> <p><b>3.13.4</b> Membedakan antara tawaran dan saran</p> <p><b>3.13.5</b> Menjelaskan penggunaan tawaran</p> <p><b>3.13.6</b> Menjelaskan penggunaan saran.</p>
<p><b>4.13</b> Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan ungkapan memberi dan meminta informasi terkait saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>4.13.1</b> Membuat teks interaksi transaksional, lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran.</p> <p><b>4.13.2</b> Mempresentasikan teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran.</p>

### C. Tujuan Pembelajaran

1. Dapat mengidentifikasi ungkapan *asking* and *giving Suggestion*
2. Dapat memberikan contoh ungkapan *asking* and *giving Suggestion*
3. Dapat menjelaskan penggunaan ungkapan *asking* and *giving Suggestion*
4. Dapat mengidentifikasi *response (accepting and refusing) sugestion*
5. Dapat memberikan contoh *response (accepting and refusing) sugestion*
6. Dapat membuat dialog menggunakan ungakapn *asking* and *giving suggestion*
7. Dapat mempersentasikan ungkapan *asking* and *giving suggestion*
8. Dapat mempersentasikan ungkapan *response acceping and refusing suggestion*
9. Dapat mengidentifikasi ungkapan *offering and response*
10. Dapat memberikan contoh ungkapan *offering and rsponse*

11. Dapat menjelaskan penggunaan ungkapan *offering and response*
12. Dapat membuat dialog menggunakan ungkapan *offering and response*
13. Dapat mempersentasikan ungkapan *offering and response*
14. Melafalkan kosa kata dengan baik dan akurat
15. Mengetahui perbedaan pelafalan setiap kosa kata
16. Melakukan latihan minimal pairs

#### **D. Teaching Material**

##### **a. Asking for, giving, refusing and accpeting suggestion**

- 1) Suggestions are abstract and can be in form of slution, advice plan and idea, it can be accepted or refused.
- 2) Suggest, means to give suggestion that s to introduce or porpuse an idea or plan for someone consideration.

##### **▼ Asking suggestions**

- Do you have any suggestion for me..?
- Can you tell me what I should do?
- Could you recommend me a....
- Can you give some idea for me..?

##### **▼ Giving Suggestion**

- I suggest you to...
- You should....
- I recommend you ....
- How about...
- What about...
- I propuse that..
- I put forward that..
- I advice you to...
- I advocate you to...

##### **▼ Refusing**

- No, thank you.
- No, let's not
- No, i'd rather not
- I dont feel like it
- I dislike ....

- Sorry, i can't follow your suggestion

### ▼ Accepting

- Yes let's go
- Ok. I will
- It's a good idea
- Ok. If you say so.
- Yes, I'd like to
- Yes, I'd love it
- Why not?
- Yes, with pleasure.
- What a good idea!

### Conversation

Jane : Hi Jess..

Jess : Hi Jane. What are you doing?

Jane : Nothing much. Would you like to go to cinema?

Jess : I would love to, but not right now

Jane : How about in the afternoon?

Jess : Great! What movie do you want to watch?

Jane : Let's watch "Dilan"

Jess : I would rather not. I'm not much into romance movie. How about Train to busan?

Jane : Ok. Let's go. When do you want to go?

Jess : 4 o'clock

Jane : It sounds good. Oke. See you then

Jess : Oke. See you

### b. Offering and response

<i>Offering</i>	<i>Accepting</i>	<i>Refusing</i>
<ul style="list-style-type: none"> <li>• Can I help you?</li> <li>• Shall I bring you some tea?</li> <li>• Would you like another helping of</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, please, I really appreciated</li> <li>• Thank you, it's very kind of you</li> <li>• Yes, please that</li> </ul>	<ul style="list-style-type: none"> <li>• No, thanks</li> <li>• I can do it</li> <li>• Don't worry, I can help myself</li> </ul>

cake? <ul style="list-style-type: none"> <li>• How about I help you with this?</li> <li>• Can I take you home?</li> <li>• May i give you a hand?</li> </ul>	would be lovely <ul style="list-style-type: none"> <li>• How kind of you!</li> <li>• That's terrible kind</li> <li>• That would be great, thank you.</li> <li>• Thnak you, you're an angle</li> </ul>	<ul style="list-style-type: none"> <li>• No, you dont need to</li> <li>• Thanks, but I prefer to not boher you.</li> </ul>
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### 1) Pronunciation

Pronunciation refers to the way we make sounds from a word. In other words, pronunciation is the way a word or language is pronounced. In addition, pronunciation in it includes articulation, emphasis, and also intonation. In English itself has a system of vowel sounds, diphthongs, consonants, and clusters. For the vowels themselves, it is different from in Indonesia where there is only /a/-/i/-/u/-/e/-/o/. Because in English the vowel consists of /æ/-/e/-/ə/-/ɜ:/-/ɑ:/-/ɒ/-/ɜ:/-/i:/-/ʊ/-/u:/-/ʌ/-/ɪ/.

### 2) Vowel sounds

Vowel is a sounds consisting of A, I, U, E, O. In English, the five vowels have different sounds. This way of pronouncing the sound correctly is called vowel sound. This vocal sound or vowel sound is divided into two, namely monophthong sound and diphthong sound.

### 3) Phonetic Chart

/ɑ:/	/i:/	/u:/	/ɔ:/	/ɜ:/
Part	Beach	You	August,	Her
Far	Sheet	Who	or	Work
fast	Meet	Computer	Four	First
cart	Eat	too	Saw	Bird

/ə/	/e/	/ɪ/	/ʌ/	/ʊ/	/ɒ/	/æ/
Teacher	Egg	Shit	Cup	Book	Not	Cat
The	Ten	Hit	But	Cook	On	Flat
Today	Left	Which	Umbrella	Sugar	Got	That
Around	Excellent	Sing	Sun	Stood	Forgot	Ran



#### 4) Minimal pair

Minimal pairs are word pairs that differ in pronunciation in only one sound. Example for English pairs of word *Sheep* and *Ship*, where the different sounds are /i:/ and /ɪ/. A minimal pair is a set of words that sounds very similar, but is not pronounced completely the same. They differ by one sound only. That sound appears in the same position in each word and can be either a vowel or consonant.

Sweat – sweet	Red – Read	Cop – Cope
Cool – Call	Shut – Shoot	Sheep – Ship
Shut – Shoot	Sheep – Ship	

#### 5) Latihan minimal pair

Bid [bɪd]	Fill [fɪl]	Ill [ɪl]
Bead [bi:d]	Feel [fi:l]	Eel [i:l]
Bin [bm]	Fist [fɪst]	Is [ɪz]
Been [bi:n]	Feast [fi:st]	Ease [i:z]
Bit /bɪt/	Fit [fɪt]	Shin [ʃɪn]
Beat /bi:t/	Feet [fi:t]	Sheen [ʃi:n]
Biz [bɪz]	Fizz [fɪz]	Sick [sɪk]
Bees [bi:z]	Fees [fi:z]	Seek [si:k]
Blip [blɪp]	Gin [dʒɪn]	Sill [stɪl]
Bleep [bli:p]	Gene [dʒi:n]	Seal [sti:l]
Chick [tʃɪk]	Grin [grɪn]	Sim [sɪm]
Cheek [tʃi:k]	Green [gri:n]	Seem [si:m]
Chip [tʃɪp]	Hill [hɪl]	Sin [sɪn]
Cheap [tʃi:p]	Heel [hi:l]	Seen [si:n]
Chit [tʃɪt]	Hip [hɪp]	Sip [sɪp]
Cheat [tʃi:p]	Heap [hi:p]	Seep [si:p]
Did [dɪd]	His [hɪz]	
Deed [di:d]	He's [hi:z]	
Dip [dɪp]	Hit [hɪt]	
Deep [di:p]	Heat [hi:t]	

6) Latihan minimal pair

Skid [skɪd]	Kid [kɪd]	Pip [pɪp]
Skied [ski:d]	Keyed [ki:d]	Peep [pi:p]
Skim [skim]	Kip [kɪp]	Piss [pɪs]
Scheme [ski:m]	Keep [ki:p]	Peace [pi:s]
Skit [skɪt]	Knit [nɪt]	Pit [pɪt]
Skeet [ski:t]	Neat [ni:t]	Peat [pi:t]
Still [stɪl]	Lick [lɪk]	Pitch [pɪtʃ]
Steel [sti:l]	Leek [li:k]	Peach [pi:tʃ]
Till [tɪl]	Lip [lɪp]	Risen [rɪzn]
Teal [ti:l]	Leap [li:p]	Reason [ri:zn]
Tin [tɪn]	Mill [mɪl]	Slick [slɪk]
Teen [ti:n]	Meal [mi:l]	Sleek [sli:k]
Wit [wɪt]	Mitt [mɪt]	Slip [slɪp]
Wheat [wi:t]	Meet [mi:t]	Sleep [sli:p]
It [ɪt]	Pick [pɪk]	Slit [slɪt]
Eat [i:t]	Peek [pi:k]	Sleet [sli:t]
Itch [ɪtʃ]	Pill [pɪl]	
Each [i:tʃ]	Peel [pi:l]	

**E. Metode pembelajaran**

1. Pendekatan : Saintific learning
2. Model : Discovery learning
3. Metode : Prrsentasi dan penugasan

**F. Media, alat dan sumber pembelajaran**

1. Media : worksheet, lembar penilaian, ppt, gambar yang relevan
2. Alat : whiteboard, marker, proyektor, notebook, kamus
3. Sumber : Buku bahasa inggris SMK kelas XI Kurikulum 2013. Jakarta  
Kementrian Pendidikan, Indonesia

## **G. Langkah-langkah pembelajaran**

### **Kegiatan pendahuluan**

- Greeting
- Melakukan kegiatan absensi
- Memberikan motivasi pada siswa
- Menjelaskan tujuan pembelajaran

### **Kegiatan inti**

#### **Pertemuan 1**

- Guru memberikan stimulus berupa pertanyaan terkait materi yang akan dipelajari
- Siswa diminta untuk mengamati permasalahan yang ada pada buku paket
- Guru menjelaskan tujuan pembelajaran dan menjelaskan informasi materi terkait unsur kebahasaan dan fungsi sosial
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang kurang dipahami.
- Siswa diminta untuk mengidentifikasi ungkapan *asking and giving suggestion*
- Siswa diminta untuk memberikan contoh ungkapan *asking and giving suggestion*
- Siswa diminta menjelaskan fungsi sosial, unsur kebahasaan dan struktur teks pada ungkapan *asking and giving suggestion*.
- Siswa diminta untuk mengidentifikasi ungkapan *response (accepting and refusing) suggestion*
- Siswa diminta untuk memberikan contoh ungkapan *response (accepting and refusing) suggestion*
- Guru memberi penjelasan terkait minimal pairs
- Guru memberikan contoh terkait pasangan kata
- Guru memperkenalkan *phonemic chart* dan membaca contoh kata tersebut diikuti oleh siswa
- Guru mengevaluasi pengetahuan siswa terkait materi dengan proses tanya jawab

#### **Pertemuan 2**

- Guru merefleksi materi sebelumnya
- Guru membagi kelompok berisi 4 orang

- Siswa diminta untuk melengkapi dialog yang di sediakan dengan ungkapan *asking and giving, accepting and refusing suggestion*
- Siswa dberikan worksheet untuk dikerjakan di rumah
  
- Guru menjelaskan informasi terkait materi yang akan dipelajari hari ini
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang kurang dipahami.
- Siswa diminta untuk mengidentifikasi ungkapan *offering and response*
- Siswa diminta untuk memberikan contoh ungkapan *offering and response*
- Siswa diminta menjelaskan fungsi sosial, unsur kebahasaan dan struktur teks pada ungkapan *offering and response*.
- Siswa diminta mnyusun dialog acak tentang *offering and response* yang diberikan oleh guru dikelas
- Siswa membaca dialog dengan lantang dengan pelafalan yang akurat
- Siswa diberikan worksheet untuk dikerjakan di rumah
  
- Guru menampilkan video phonemic chart vowels sound agar siswa lebih mengenal bunyi vowels
- Guru menampilkan contoh minimal pairs vowels sound dari video native speaker
- Siswa diminta untuk melafalkan contoh minimal pairs yang disebutkan native speaker bergantian secara bersama-sama
- Siswa melakukan latihan minimal pairs

### **Pertemuan 3**

- Guru merefleksi materi sebelumnya
- Siswa di beri kuis tanya jawab tentang ungkapan *suggestion and offer something*
- Siswa diminta untuk menyiapkan tugas yang selesai dikerjakan di rumah
- Siswa mengokersi jawaban worksheet dengan cara memeriksa jawaban teman
- Setelah memeriksa, guru meminta siswa dengan kelompoknya untuk membuat dialog tentang ungkapan *suggesstion* dan *offer something*
- Guru meminta masing masing klompok untuk mempraktikkan dialog yang dibuat.

- Guru menampilkan contoh minimal pairs vowels sound dari video native speaker
- Siswa diminta untuk melafalkan contoh minimal pairs yang disebutkan native speaker bergantian secara bersama-sama
- Siswa diminta untuk mendengarkan audio tentang minimal pairs
- Siswa diberi paper yang berisi kosakata minimal pairs dan memilih kosa kata yang didengarkan dari audio
- Siswa mempraktikkan kosa kata minimal pairs yang ada di paper

### Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa
- Mengagendakan pekerjaan rumah
- Guru dan siswa menutup pembelajaran dengan berdoa dan menyampaikan salam

## H. Penilaian

### 1. Pengetahuan

- Tes tulis
- Tes lisan

### 2. Keterampilan

- Performance (Praktek)

### 3. Intrument *terlampir*

### 4. Rubrik penilaian

No	Uraian	Skor
1	Pelafalan dan ungkapan benar dan lancar, serta ekspresi tepat	>80
2	Pelafalan dan ungkapan benar dan lancar, tetapi ekspresi kurang tepat	70-79
3	Pelafalan dan ungkapan benar, tetapi kurang lancar dan kurang ekspresi	65-69
4	Pelafalan tepat dan ungkapan kurang benar, dan tidak lancar, serta tanpa ekspresi	60-64
5	Semua tidak tepat	<50

## LESSON PLAN

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK PGRI Enrekang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Materi Pokok : Opinion  
Alokasi Waktu : 9 JP x 45 menit (3 meeting)

#### A. Kompetensi Inti

7. Mengharai dan menghayati ajaran gama yang dianut.
8. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
9. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan meta kognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, bdaya dan humaniora dalam konteks pengembangan potensi diri.
10. Melaksanakan tugas spesifik dengan menggunakan alat, informasi dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa inggris.
11. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
12. Menunjukkan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarainya.

#### B. Kompetensi Dasar

Kompetensi Dasar	Indikator
3.14 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks iteraksi transaksional lisan dan	<b>3.14.1</b> Mengidentifikasi dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahaasaan teks interaksi

tulis, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran sesuai dengan konteks penggunaannya.	transaksional terkait pendapat dan pikiran. <b>3.14.2</b> Mengidentifikasi terkait pendapat dan pikiran <b>3.14.3</b> Menjelaskan fungsi pendapat dengan baik dan benar.
<b>4.14</b> Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan ungkapan memberi dan meminta informasi terkait pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<b>4.13.1</b> Membuat teks interaksi transaksional, lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

### C. Tujuan Pembelajaran

1. Dapat memahami dan menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan terkait ungkapan *opinion*
2. Dapat memberikan contoh ungkapan *opinion*
3. Dapat menjelaskan penggunaan ungkapan *opinion*
4. Dapat mengidentifikasi ungkapan agree and disagree pada ungkapan opinion
5. Dapat memberikan contoh ungkapan agree and disagree pada ungkapan opinion
6. Dapat mempresentasikan opini masing-masing dengan menggunakan ungkapan opinion agree and disagree
7. Melafalkan kosa kata dengan baik dan akurat
8. Mengetahui perbedaan pelafalan setiap kosa kata
9. Melakukan latihan minimal pairs

### D. Materi Pembelajaran

#### a. Opinion

- 1) An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever, we give or express our opinion, it is important to give reasoning or example to support our opinion.
- 2) Opinions can be expressed in the ways Personal point of view and general point of view.

### **Expressions of opinion**

As I see it...	I think..
To my mind..	I assume that..
What I mean is..	As I understand..
In my opinion..	In my experience..
By this I mean..	Personally, I think..
I'm compelled to my..	As far as I concerned..
In my humble opinion..	I strongly believe that..
I would like to point out that..	From my point of view..

#### **▼ Agree with an opinion**

- I agree..
- I agree with you..
- You are right
- That's the point
- I will say that..
- I feel the same way about..
- That's a good point
- Exactly you are right..
- You are perfectly right..
- Absolutely he's right
- I am with you..
- No doubt about it
- I could agree with you more.

#### **▼ Disagree with an opinion**

- I disagree with you
- I don't think so
- That's not what I think..
- I'm not sure you are right



- Probably not..
- No way!
- Of course not!
- I think you are wrong
- i/m totallt disagree
- that doesn't mke sense
- that's absurd
- I think otherwise
- I'm sorry, that's impossible
- I don't really agree with you
- I'm not sure about it.

### b. Latihan minimal pairs

/ɑ:/	/i:/	/u:/	/ɔ:/	/ɜ:/
pass	steal	You	bought	Her
bath	peat	Who	nought	Work
park	tea	Computer	pork	First
card	Eat	too	ball	Bird

/ə/	E /e/	I /I/	U /ʌ/	/ʊ/	O /ɒ/	A /æ/
Teacher	bed	bid	fun	Book	cost	back
The	beg	big	bug	Cook	non	bag
Today	gem	gym	dub	Sugar	rod	fan
Around	check	chick	drunk	Stood	sop	drank

And [ænd]

End [end]

Axe [æks]

X [eks]

Bag [bæg]

Beg [beg]

Band [bænd]

Bend [bend]

Bat [bæt]

Bet [bet]

Bland [blænd]

Blend [blend]

Dad [dæd]

Ded [ded]

Fad [fæd]

Fed [fed]

Flash [flæʃ]

Flesh [fleʃ]

Gas [gæs]

Guess [ges]

Had [hæd]

Head [hed]

Ham [hæm]

Hem [hem]

Jam [dʒæm]

Gem [dʒem]

Land [lænd]

Lend [lend]

Man [mæn]

Men [men]

Marry [mæri]

Merry [meri]

Mat [mæt]		Treck [trek]
Met [met]	Sat [sæt]	
	Set [set]	Tamper [tæmper]
Pan [pæn]		Temper [temper]
Pen [pen]	Shall [ʃæl]	
	Shell [ʃel]	Vat [væt]
Pat [pæt]		Vet [vet]
Pet [pet]	Spanned [spæn]	
	Spend [spen]	
Rabble [ræbel]		
Reble [rebel]	Tack [tæk]	
	Tech [tek]	
Sad [sæd]		
Said [sed]	Track [træk]	

#### **E. Metode pembelajaran**

4. Pendekatan : Saintific learning
5. Model : Discovery learning
6. Metode : Prrsntasi dan penugasan

#### **F. Media, alat dan sumber pembelajaran**

4. Media : worksheet, lembar penilaian, ppt, gambar yang relevan
5. Alat : whiteboard, marker, proyektor, notebook, kamus
6. Sumber : Buku bahasa inggris SMK kelas XI Kurikulum 2013. Jakarta  
Kementrian Pendidikan, Indonesia

#### **G. Langkah-langkah pembelajaran**

##### **Kegiatan pendahuluan**

- Greeting
- Melakukan kegiatan absensi
- Memberikan motivasi pada siswa
- Menjelaskan tujuan pembelajaran

##### **Kegiatan inti**

##### **Pertemuan 1**

- Guru memberikan stimulus berupa pertanyaan terkait materi yang akan dipelajari

- Guru menjelaskan tujuan pembelajaran dan menjelaskan informasi materi terkait unsur kebahasaan dan fungsi sosial
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang kurang dipahami.
- Siswa diminta untuk mengidentifikasi *expression of opinion*
- Siswa diminta untuk memberikan contoh *expression of opinion*
- Siswa diminta menjelaskan fungsi sosial, unsur kebahasaan dan struktur teks pada ungkapan *opinion*
- Siswa diminta untuk mengidentifikasi ungkapan *agree and disagree*
- Siswa diminta untuk memberikan contoh ungkapan *agree and disagree*
- Guru menampilkan contoh minimal pairs vowels sound dari video native speaker
- Siswa diminta untuk melafalkan contoh minimal pairs yang disebutkan native speaker bergantian secara bersama-sama
- Siswa dibagi kedalam 1 team berisi 2 orang
- Tiap team diberi list dari kosa kata minimal pairs, Satu orang bertugas untuk melafalkan pasangan kata, dan satu orang lagi bertugas untuk menebak kata yang dilafalkan.

## **Pertemuan 2**

- Guru merefleksi materi sebelumnya
- Guru membagi kelompok berisi 4 orang
- Siswa diminta untuk mengisi jawaban yang benar dengan menggunakan *opinion expressions* yang telah disediakan
- Siswa diminta untuk memilih topik yang telah disediakan kemudian siswa menuliskan opininya dengan menggunakan *expression of opinion* tentang topik tersebut.
- Siswa diminta untuk memaparkan hasil kerjanya
- Siswa diberikan worksheet untuk dikerjakan di rumah
- Guru menampilkan contoh minimal pairs vowels sound dari video native speaker
- Siswa diminta untuk melafalkan contoh minimal pairs yang disebutkan native speaker bergantian secara bersama-sama
- Guru membagi 3 team

- Tiap team harus menyampaikan pesan berupa sebuah kalimat, sampai pada orang terakhir, kemudian orang terakhir menyebutkan pesan dan menuliskan pesan yang didapatkan.
- Guru meminta siswa untuk melafalkan kalimat secara bersama-sama

### **Pertemuan 3**

- Guru merefleksi materi sebelumnya
- Siswa di beri kuis tanya jawab tentang *opinion agree and disagree*
- Siswa diminta untuk menyiapkan tugas yang selesai dikerjakan di rumah
- Guru meminta siswa menyampaikan pendapatnya dari topik yang telah ditentukan.
- Guru menampilkan contoh minimal pairs vowels sound dari video native speaker
- Siswa diminta untuk melafalkan contoh minimal pairs yang disebutkan native speaker bergantian secara bersama-sama
- Siswa dibagi menjadi 5 team
- Guru memberikan paper yang berisi instruksi dari beberapa kosa kata minimal pairs kepada masing masing kelompok
- Masing-masing team akan membacakan instruksi secara bergantian kepada anggota team, dan anggota yang lain menggambarkan instruksi tersebut secara bergantian.
- Tiap team diberi waktu 7 menit untuk menyelesaikan

### **Kegiatan Penutup**

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa
- Mengagendakan pekerjaan rumah
- Guru dan siswa menutup pembelajaran dengan berdoa dan menyampaikan salam

## **H. Penilaian**

### **5. Pengetahuan**

- c. Tes tulis
- d. Tes lisan

### **6. Keterampilan**

- a. Performance (Praktek)

### **7. Intrument *terlampir***

## 8. Rubrik penilaian

No	Uraian	Skor
1	Pelafalan dan ungkapan benar dan lancar, serta ekspresi tepat	>80
2	Pelafalan dan ungkapan benar dan lancar, tetapi ekspresi kurang tepat	70-79
3	Pelafalan dan ungkapan benar, tetapi kurang lancar dan kurang ekspresi	65-69
4	Pelafalan tepat dan ungkapan kurang benar, dan tidak lancar, serta tanpa ekspresi	60-64
5	Semua tidak tepat	<50



## APPENDIX B

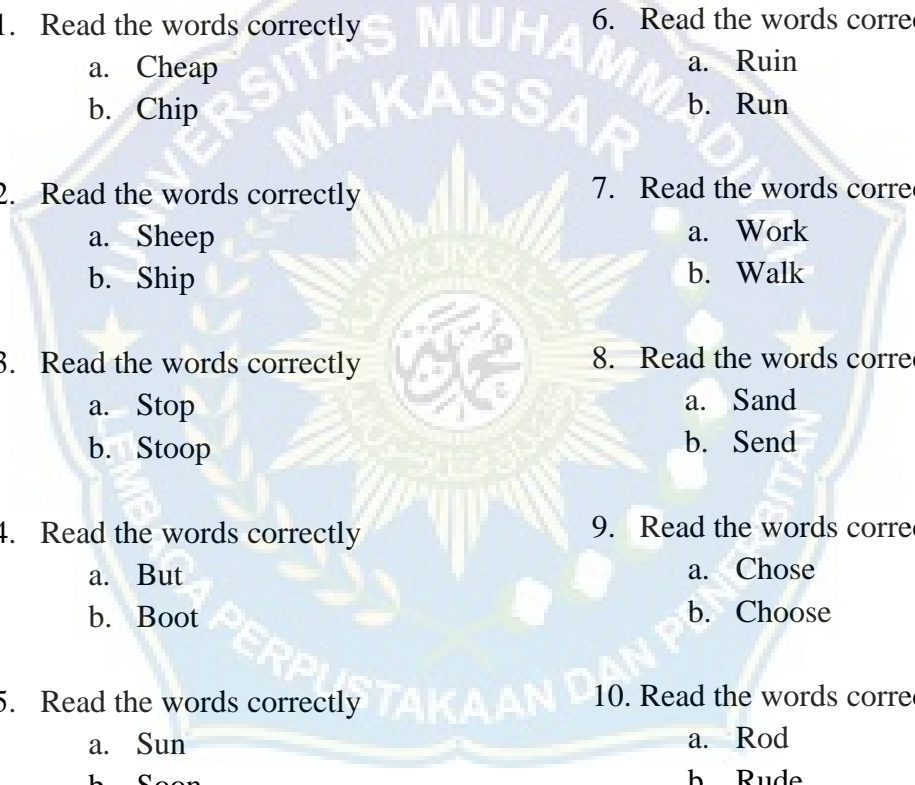
### PRE-TEST

Name :

Class :

Date :

**Read the words aloud and correctly.**

- 
1. Read the words correctly
    - a. Cheap
    - b. Chip
  2. Read the words correctly
    - a. Sheep
    - b. Ship
  3. Read the words correctly
    - a. Stop
    - b. Stoop
  4. Read the words correctly
    - a. But
    - b. Boot
  5. Read the words correctly
    - a. Sun
    - b. Soon
  6. Read the words correctly
    - a. Ruin
    - b. Run
  7. Read the words correctly
    - a. Work
    - b. Walk
  8. Read the words correctly
    - a. Sand
    - b. Send
  9. Read the words correctly
    - a. Chose
    - b. Choose
  10. Read the words correctly
    - a. Rod
    - b. Rude

## POST-TEST

Name :

Class :

Date :

**Read the sentences aloud and correctly.**

1. Read the words correctly

- a. work
- b. walk

2. Read the words correctly

- a. sand
- b. send

3. Read the words correctly

- a. chose
- b. choose

4. Read the words correctly

- a. Rod
- b. Rude

5. Read the words correctly

- a. Ruin
- b. Run

6. Read the words correctly

- a. Sheep
- b. Ship

7. Read the words correctly

- a. Stop
- b. Stoop

8. Read the words correctly

- a. Cheap
- b. Chip

9. Read the words correctly

- a. Sun
- b. Soon

10. Read the words correctly

- a. But
- b. Boot

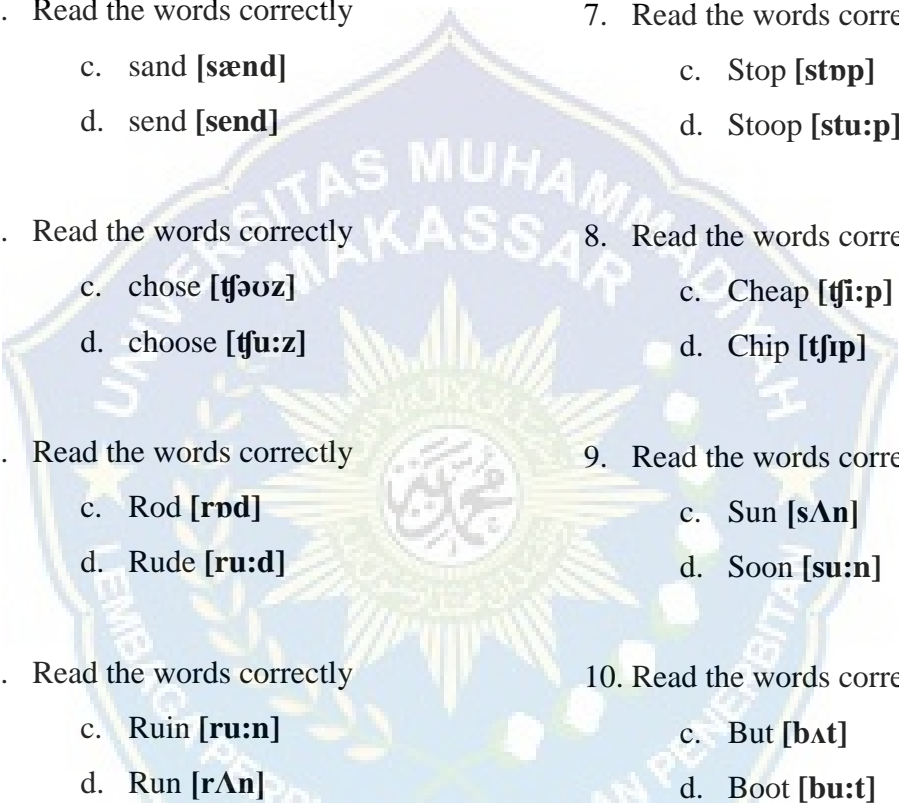
## APPENDIX C

### Key Transcriptions

- 
1. Read the words correctly.
- a. Cheap [**tʃi:p**]
  - b. Chip [**tʃɪp**]
2. Read the words correctly
- c. But [**bʌt**]
  - d. Boot [**bu:t**]
3. Read the words correctly
- a. Stop [**stɒp**]
  - b. Stoop [**stu:p**]
4. Read the words correctly
- a. Sheep [**ʃi:p**]
  - b. Ship [**ʃɪp**]
5. Read the word correctly
- a. Soon [**su:n**]
  - b. Sun [**sʌn**]
6. Read the word correctly
- a. Ruin [**ru:n**]
  - b. Run [**rʌn**]
7. Read the word correctly
- a. work [**wɜ:k**]
  - b. walk [**wɜ:k**]
8. Read the words correctly
- c. Sand [**sænd**]
  - d. Send [**send**]
9. Read the words correctly
- e. Chose [**tʃəʊz**]
  - f. Choose [**tʃu:z**]
10. Read the words correctly
- c. Rod [**rɒd**]
  - d. Rude [**ru:d**]



### Key Transcriptions

- 
1. Read the words correctly
- c. work [**wɜ:k**]
  - d. walk [**wɔ:k**]
2. Read the words correctly
- c. sand [**sænd**]
  - d. send [**send**]
3. Read the words correctly
- c. chose [**tʃəʊz**]
  - d. choose [**tʃu:z**]
4. Read the words correctly
- c. Rod [**rɒd**]
  - d. Rude [**ru:d**]
5. Read the words correctly
- c. Ruin [**ru:n**]
  - d. Run [**rʌn**]
6. Read the words correctly
- c. Sheep [**ʃi:p**]
  - d. Ship [**ʃɪp**]
7. Read the words correctly
- c. Stop [**stɒp**]
  - d. Stoop [**stu:p**]
8. Read the words correctly
- c. Cheap [**tʃi:p**]
  - d. Chip [**tʃɪp**]
9. Read the words correctly
- c. Sun [**sʌn**]
  - d. Soon [**su:n**]
10. Read the words correctly
- c. But [**bʌt**]
  - d. Boot [**bu:t**]

## APPENDIX D

### 1. Students' Pretest and posttest score.

Name	Pre test				Post test			
	Long		Short		Long		Short	
A	50	poor	60	fairly	70	fair good	80	Good
AH	80	good	70	fair good	90	very good	80	Good
AS	60	fairly	60	fairly	80	good	70	Fair good
F	20	Very poor	10	Very poor	50	poor	50	poor
H	30	Very poor	50	poor	50	poor	60	fairly
JB	30	Very poor	40	poor	70	fair good	60	fairly
JMR	20	Very poor	40	poor	60	fairly	60	fairly
MN	30	Very poor	30	Very poor	50	poor	50	poor
M	70	good	70	fair good	80	good	80	Good
MRW	20	Very poor	30	Very poor	40	poor	60	fairly
MSA	20	Very poor	30	Very poor	50	poor	60	fairly
MR	60	fairly	70	fair good	70	fair good	70	Fair good
NAP	60	fairly	70	fair good	80	good	90	Very good
NAS	20	Very poor	40	poor	60	fairly	60	fairly
NA	30	Very poor	20	Very poor	60	fairly	50	poor
NHH	30	Very poor	30	Very poor	50	poor	50	poor
NS	40	Very poor	40	poor	60	fairly	60	fairly
NH	20	Very poor	20	Very poor	60	fairly	40	poor
P	20	Very poor	30	Very poor	50	poor	50	poor
R	20	Very poor	40	poor	70	fairl good	90	Very good
RNS	60	fairly	50	poor	80	good	70	Fair good
S	30	Very poor	20	Very poor	60	fairly	60	fairly
SS	20	Very poor	20	Very poor	50	poor	60	fairly
NR	20	Very poor	20	Very poor	50	poor	60	fairly
AR	60	fairly	60	fairly	70	fairly goo	70	Fair good
SLV	40	poor	30	Very poor	70	fair good	60	fairly
ARAH	40	poor	60	fairly	60	fairly	60	fairly
ARIH	50	poor	70	fairly	70	fair good	80	Good
<b>Total</b>	1050		1180		1760		1790	
<b>Mean score</b>	37,50		42,14		62,86		63,93	

## 2. The inferential analysis between pre-test and post-test

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	Pretest - Posttest	-23.57143	10.35098	1.95615	-27.58512 -19.55774	-12.050	27	.000

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.8214	28	17.87208	3.37751
	Posttest	63.3929	28	11.55130	2.18299

## APPENDIX E

### PERSURATAN

#### 1. Surat Ket. Bebas Plagiasi



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp. (0411) 866972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurul Khaerani

NIM : 105351107418

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 29 April 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



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E-mail : [perpustakaan@unismuh.ac.id](mailto:perpustakaan@unismuh.ac.id)

# BAB I - Nurul Khaerani

105351107418

by Tahap Skripsi



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## 2. Surat Permohonan Izin Penelitian LP3M



### MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: lp3munismuh@plasa.com



Nomor : 3142/05/C.4-VIII/X/1444/2022

22 Rabiul awal 1444 H

Lamp : 1 (satu) Rangkap Proposal

18 October 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 11554/FKIP/A.4-II/X/1444/2022 tanggal 18 Oktober 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURUL KHAERANI

No. Stambuk : 10535 1107418

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Use of Minimal Pair Words in Improving Students' Pronunciation Skill At Second Grade of SMK PGRI Enrekang"**

Yang akan dilaksanakan dari tanggal 20 Oktober 2022 s/d 20 Desember 2022.


Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,  
  
Dr. Abubakar Idhan, MP.  
NBM/101 7716

### 3. Surat Izin Penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231

---

Nomor	: <b>10938/S.01/PTSP/2022</b>	<b>Kepada Yth.</b>
Lampiran	: -	Bupati Enrekang
Perihal	: <b><u>Izin penelitian</u></b>	

di-  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 3142/05/C.4-VIII/X/1444/2022 tanggal 18 Oktober 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: <b>NURUL KHAERANI</b>
Nomor Pokok	: 105351107418
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sultan Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE USE OF MINIMAL PAIR WORDS IN IMPROVING STUDENTS' PRONUNCIATION SKILL AT SECOND GRADE OF SMK PGRI ENREKANG "**

Yang akan dilaksanakan dari : Tgl. **20 Oktober s/d 20 Desember 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 18 Oktober 2022

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**



**Ir. H. SULKAF S LATIEF, M.M.**  
Pangkat : PEMBINA UTAMA MADYA  
Nip : 19630424 198903 1 010

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



#### 4. Kartu Kontrol Penelitian



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259  
Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodibg@unismuh.ac.id  
Web : be.fkio.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **NURUL KHAERANI**  
NIM : **105351107418**  
Judul Penelitian : **The Use of Minimal Pair Words in Improving  
Students' Pronunciation Skill At Second Grade of  
SMK PGRI Enrekang**  
Tanggal Ujian Proposal : **5 Oktober 2022**  
Tempat/Lokasi Penelitian : **SMK PGRI Enrekang**

No.	Hari/Tanggal	Kegiatan Penelitian	Nama Dosen/Terkait	Paraf Dosen/Terkait
1	26 Okt 2022	Meeting 1	Drs. Jaya	
2	02 Nov 2022	Meeting 2	Drs. Jaya	
3	09 Nov 2022	Meeting 3	Drs. Jaya	
4	16 Nov 2022	Meeting 4	Drs. Jaya	
5	23 Nov 2022	Meeting 5	Drs. Jaya	
6	09 Jan 2023	Meeting 6	Drs. Jaya	
7	18 Jan 2023	Meeting 7	Drs. Jaya	
8	25 Jan 2023	Meeting 8	Drs. Jaya	

Enrekang....., 15 Januari.....2023

Mengetahui,

Ketua Program Studi,  
Pendidikan Bahasa Inggris Unismuh Makassar

Kepala SMK PGRI Enrekang,

**Dr. Umni Khaerati Svam, S.Pd., M.Pd**  
NBM. 977 807

**Drs. RUSMAN, M.Pd**  
NIP. 19641231 199003 1 136



Terakreditasi Institusi

## 5. Surat Ket. Telah Meneliti



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH  
(YPLP DIKDASMEN PGRI KABUPATEN ENREKANG)  
SEKOLAH MENENGAH KEJURUAN  
SMK PGRI ENREKANG**

**ALAMAT: JL. SOS. COKROAMINOTO NO. 3 TELP (0420) 21231 ENREKANG 91711**

**SURAT KETERANGAN PENELITIAN  
NOMOR: 012/SMK-PGRI/E.12/I/2023**

Yang bertanda tangan di bawah ini :

Nama : Drs. RUSMAN, M. Pd.  
NIP : 19641231 199003 1 136  
Pangkat/Gol : Pembina Tk. I, IV/b  
Jabatan : Kepala SMK PGRI Enrekang

Dengan ini menerangkan bahwa :

Nama : NURUL KHAERANI  
NIM : 105351107418  
Pekerjaan : Mahasiswa (S1)  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Tanru Tedong Kabupaten Sidrap

Adalah benar telah melakukan penelitian di SMK PGRI Enrekang kabupaten Enrekang, sejak tanggal 26 Oktober s/d 25 Januari 2023, dalam rangka penyusunan skripsi dengan judul **"The Use of Minimal Pair Words in Improving Student's Pronunciation Skill at Second Grade of SMK PGRI Enrekang"**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Enrekang, 25 Januari 2023  
Kepala Sekolah



**Drs. RUSMAN, M. Pd.**  
NIP. 19641231 199003 1 136

## 6. Letter of Acceptance



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : [prodibg@unismuh.ac.id](mailto:prodibg@unismuh.ac.id)  
Web : [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LETTER OF ACCEPTANCE

0760/BG-FKIP/LOA/B/V/1444/2023

Dear NURUL KHAERANI

It is our pleasure to inform you that, after reviewing your paper:

**THE USE OF MINIMAL PAIR WORDS IN IMPROVING STUDENTS' PRONUNCIATION SKILL AT SECOND GRADE OF SMK PGRI ENREKANG**

The manuscript ID: 970

Detail checklist:

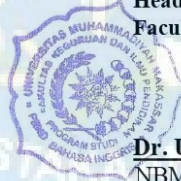
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [jals@bg.unismuhmakassar.ac.id](mailto:jals@bg.unismuhmakassar.ac.id)

Makassar, 9 Mei 2023 M  
19 Syawal 1444 H

Head of English Education Department  
Faculty of Teacher Training and Education



**Dr. Umami Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807





## APPENDIX F

### DOCUMENTATION



## CURRICULUM VITAE

**NURUL KHAERANI** was born on November 6<sup>th</sup>, 1999 in Tanrutedong, Kab. Sidrap. She is the middle child. She has 2 sisters. Her father's name is Syahwan S.Pd. Ing. Her mother's name is Marwati Basril, S.Pd. Ing *Rahimahallahu ta'ala*. She began her school at SDN 8 Tanrutedong in 2005 and graduated in 2011, then continued her junior high school at SMPN 1 Duapitue from 2011 to 2014. After graduating, she studied at SMAN 1 Maniangpajo which is now known as SMAN 4 Wajo and graduated in 2017. In 2017, she took Homeschooling in RnB English Course Pare, Kediri. Then in 2018, she officially became a student at Universitas Muhammadiyah Makassar, with major English education, faculty of teacher training and education. At the end of her study, she finally able to complete her studies in 2023 with a thesis entitled *The Use of Minimal Pair Words in Improving Students' Pronunciation Skill at Second Grade of SMK PGRI Enrekang*.