

**THE INFLUENCE OF MINIMAL PAIRS
TECHNIQUE TOWARDS STUDENTS'
PRONUNCIATION MASTERY AT THE EIGHTH
GRADE OF AL-MUHAJIRIN JUNIOR HIGH
SCHOOL IN BANDAR LAMPUNG OF 2022/2023
ACADEMIC YEAR**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

By

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ABSTRACT

A common mistake made by many students who study English as a foreign language is not paying attention to English pronunciation well, and also difficult distinguishing words that are different but have almost the same pronunciation. For examples: the words *shit*, *sheet*, *Dessert* with *Desert*; *Sent* with *Cent*. This problem also found in Al-Muhajirin Junior High School students. They often faced difficulties in pronouncing sentences during speaking learning sessions due to the influence of their mother tongue, and other problems when students still have difficulty distinguishing different English words with one sound in the same position, especially in vowel sounds.

In this research, the quasi-experimental pre- and post-test design used. The population of this research was the eighth grade. After administering the pre-test and post-test, the researcher used SPSS to compute the independent sample t-test to determine whether the data are normal and homogeneous, and checked the student's pronunciation using the ELSA Speak application.

From the results of this research, it concluded that the data are normal and homogeneous data results so the hypothesis test used a parametric test, which was the independent sample t-test. Based on the analysis of data calculations in hypothesis testing, a significant effect could be seen in the dependent sample t-test table where the value of Sig. (2-tailed) of the same variant which is $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted that minimal pairs technique could have a positive and better influence on students' pronunciation mastery.

Key words: Experimental Design, Minimal Pairs Technique, Pronunciation Mastery.

DECLARATION

Hereby I declare officially confirm that the thesis, “The Influence of Minimal Pairs Technique towards Students’ Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year” is completely my own individual research. I am quite aware of the fact that I have considered statements and theories from various sources and fully acknowledged in this thesis.

Bandar Lampung, August 10, 2023





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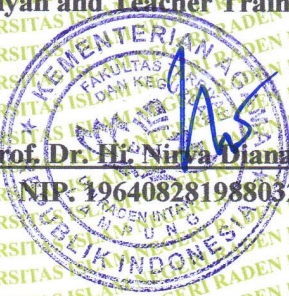
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MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ
عَدُوًّا مُّبِينًا ٥٣

And say to My slaves (i.e. the true believers of Islamic Monotheism) that they should (only) say those words that are the best. (Because) Shaitan (Satan) verily, sows a state of conflict and disagreements among them. Surely, Shaitan (Satan) is to man a plain enemy.¹ (Al-Isra (17): 53)

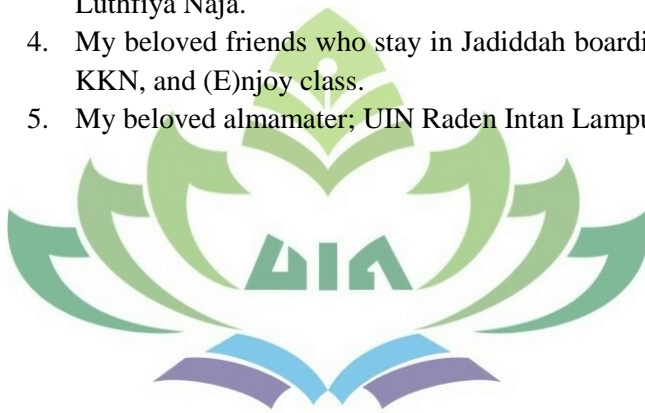


¹ Muhammad Taqi-ud-Din al-Hilali & Muhammad Muhsin Khaa, The Noble Qur'an: In the English Language. (Madinah: King Fahd Complex for the Printing of the Holy Qur'an, 1998), 375.

DEDICATION

I dedicate this thesis to everyone who love and care about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents: Mr. Sapro'i and Mrs. Mashuroh, who always pray for me, give encouragement to complete this education, and support in every process of this educational journey to get the degree of S.Pd.
3. My beloved brother and sister: Habib Taqiyya and Niswah Luthfiya Naja.
4. My beloved friends who stay in Jadiddah boarding house, KKN, and (E)njoy class.
5. My beloved almamater; UIN Raden Intan Lampung



CURRICULUM VITAE

The researcher is Binta Qisthia. Her nickname is Binta. She was born in Bandar Lampung, Lampung exactly on June 19th, 2000. She is the first of three children of Mr. Sapro'i and Mrs. Mashuroh daughter. She has one brother and one sister. Her brother's name is Habib Taqiyya, and her sister's name is Niswah Luthfiya Naja.

In her academic background, she started at the Elementary School of MI Al-Muhajirin Bandar Lampung and graduated in 2012. In the same year, she continued to MTsN 1 Bandar Lampung and graduated in 2015. After that, she continued her study at MAN 2 Bandar Lampung in 2015 until 2018. After graduating, she had a gap year then she continued her study at UIN Raden Intan Lampung. She registered as a student of the English Education program of Tarbiyah and Teacher Training Faculty of the State Raden Intan Lampung.

In addition, the researcher was also active in competition activities, as at the MTsN level by participating in the PPKN quiz contest and winning at the SMP/MTs level throughout Lampung Province in 2014. Then, she continued her education at MAN 2 Bandar Lampung, the researcher returned to participate in the MADRASAH SCIENCE COMPETITION (KSM) with 2nd place in Geography KSM at the Bandar Lampung City level. The researcher was not only involved in competitions, but she participated in a student organization and worked (freelance) when she was a student of the State Raden Intan Lampung. The researcher is a member of the English Students Association (ESA), an internal campus organization, and also had work experience (freelance) as a video interview transcript. Then she completed her education as an undergraduate in the English Language Education Program, Faculty of Tarbiyah and State Teacher Training, Raden Intan Lampung.

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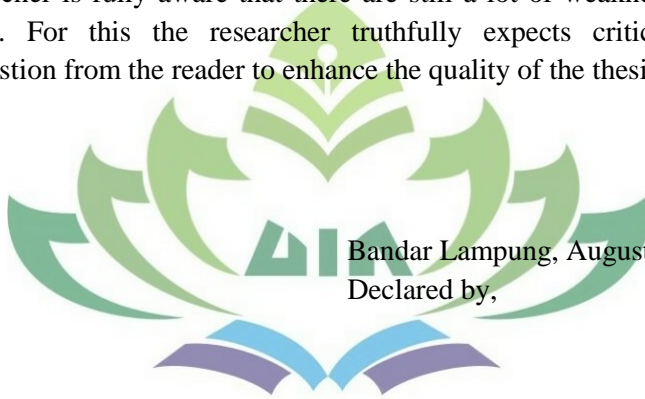
Praise be to Allah SWT, the Most Beneficent, the Merciful and the Almighty for the blessing given the researcher his guidance, mercy, blessing, and health to complete this research. Shalawat and salam are forever for a noble character, the prophet Muhammad SAW, who has brought the human beings from the darkness to the lightness and from the bad character to the good one. This thesis entitled “The Influence of Minimal Pairs Technique towards Students’ Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year” is submitted as one of the necessary requirements for receiving the S-1 Degree in the English Department Study Program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

In this occasion, the researcher would like to express the great thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
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8. Her big family, who always give motivation and supporting on completing this thesis.
9. Her beloved friends who stay in Jadiddah boarding house, KKN's family, and (E)njoy class.

May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.



Bandar Lampung, August 10, 2023
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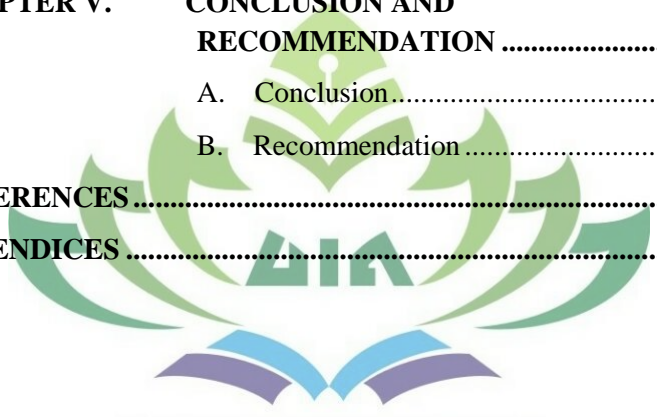
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CHAPTER I INTRODUCTION

A. Title Confirmation

As the first step understand the title of this research and to avoid misunderstanding, the researcher feels the need to explain the title of this research entitles “*The Influence of Minimal Pairs Technique towards Students’ Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year*”. As for description of some terminology contained in the title of this research are:

Influence is the power that causes something to happen, in the sense of something that can shape and change something else, in other words, influence is the cause of something happening or can change something into the desired form.¹ In this research, the influence of using the minimal pairs technique towards the students' pronunciation mastery at the eighth grade of Al-Muhajirin junior high school.

Minimal pairs technique is pairs of words which differ in only one sound that is used as a technique in the classroom (e.g. 'ship/sheep').² In this research, the use of the minimal pairs technique in the classroom focused on vowel sounds (monophthong and diphthong). The examples are [Heel /hi:l/ - Hill /hɪl/], [Fit /fɪt/ - Feet /fi:t/], [Coal /kəʊl/ - Call /kɔ:l/], etc.

Pronunciation mastery in this research is the ability or skill to understand the manner of pronouncing words that are conducted on some indicators at the segmental feature that are

¹ Badudu Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 1996), 1031.

² Diane Larsen, and Freeman. *Techniques and Principles in Language Teaching* 2nd ed, (New York: Oxford University Press, 2000), 49.

monophthong short vowel, monophthong long vowel, and diphthong. Monophthong short vowel [ɪ/,e/,æ/,ʌ/,ʊ/,ɒ/], monophthong long vowel [i:/ɜ:/,ɑ:/,u:/,ɔ:/] and diphthong [Iə/,eə/,uə/,ei/,ai/,ɔi/,əʊ/,aʊ/]. The example of monophthong short vowel is bit/bet/bat [bit/bet/bæt], the example of monophthong long vowel is seat/sit [si:t/sit], and the example of diphthong is coal/call [kəʊl/ko:l].

In addition, in this research, the researcher used the minimal pairs technique which was expected to influence students' mastery of pronunciation at the eighth grade of Al-Muhajirin Junior High School Bandar Lampung in the academic year of 2022/2023. The use of the minimal pairs technique in this research focused on segmental feature. There were several indicators of segmental feature that were monophthong short vowel, monophthong long vowel, and diphthong. Monophthong short vowel [ɪ/,e/,æ/,ʌ/,ʊ/,ɒ/], monophthong long vowel [i:/ɜ:/,ɑ:/,u:/,ɔ:/] and diphthong [Iə/,eə/,uə/,ei/,ai/,ɔi/,əʊ/,aʊ/].

B. Background of the Problem

When speaking English, pronunciation is important because it helps the listener understand the message that is being conveyed. The listener will misunderstand the message due to improper pronunciation. Furthermore, Fraser stated that speaking is the most crucial language skill, particularly pronunciation.³ He maintained that strong pronunciation makes a speaker understandable even when they make other mistakes, while poor pronunciation makes it very difficult for listeners to comprehend a speaker even when they are otherwise accurate. Understanding the significance of pronunciation, teachers should motivate students to work on their English

³ Helen Fraser, *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*, (Canberra: DETYA (ANTA Innovative Project), 2000), 7.

pronunciation skills and teach them how to pronounce English sounds correct. Pronunciation is the main aspect of speaking in English. According to Suwartono, pronunciation is an essential part of a language, for the nature of language is spoken.⁴ Also, Yates stated that pronunciation is the production of sounds used to make meaning.⁵ Pronunciation is the most important part of speaking because mispronunciation can make a difference in meaning and purpose, resulting in errors in communication, and difficult problems that non-native English speakers have to face when studying English. A common mistake made by many students who study English as a foreign language is not paying attention to English pronunciation well. Mispronunciation is also a problem that is usually done by students because the lack of understanding in students makes it difficult for students to pronounce words with the correct pronunciation, and it is also difficult to distinguish words that are different but have almost the same pronunciation. Many words in English that have pronunciation are almost the same or may be the same but have different meaning. Let's take a few examples: the words *shit*, *sheet*, *sit*, *seat*; *Dessert* with *Desert*; *Sent* with *Cent*; *Find* with *fine*; *Ball* with *Bawl*; *Their* with *There*; *Beach* with *Bitch*. It has supported by the previous research by Isnani et.al, based on the researchers' observation at grade VIII F of SMP Negeri 2 Pontianak, it showed 85% students making errors in pronouncing the words, especially pronouncing the words that have similar sounds. For example, the students have the most difficulty in differentiating and pronouncing vowel sounds in words [meet /mi:t/ - mitt /mit/] and [least /li:st/ - list /list/]. In addition, the students also have difficulty in differentiating and

⁴ Suwartono. "Learning English Pronunciation through Voiceover Techniques". *Educational Scientific Journal*. Number. 1 (2006): 41-56. <https://journal.uny.ac.id/index.php/cp/article/view/8564>.

⁵ Yates, L., & Zielinski, B. *Give It a Go: Teaching Pronunciation to Adults*. (Australia: AMEPRC, 2009), 5.

pronouncing consonant sounds in the words [live /larv/ - life /laɪf/].⁶

Based on the problem above students commonly did which is pronouncing the words, this problem was also found in Al-Muhajirin Junior High School students, this was obtained from the results of preliminary research in the form of an interviewed with the teacher. The researcher interviewed one of the English teachers there, namely Mrs. Vera Selviani, S.Pd. Mrs. Vera said that pronunciation is an important part of speaking because if the pronunciation is wrong causes misunderstandings, and it will have a different meaning. She also explained students' problems often face, namely difficulties in pronouncing sentences during speaking learning sessions due to the influence of their mother tongue, and other problems when students still have difficulty distinguishing different English words with one sound in the same position, especially in vowel sounds. Errors in pronouncing vowels are more common than consonants, for example when students find it difficult to distinguish the pronunciation of the words "white" and "with"; "new" and "now"; "sheep" and "ship" in other long vowel pairs as well as other pairs such as "far" and "fur", even though they are afraid of making mistakes, especially when speaking, Ms. Vera said that students have great potential and high enthusiasm for learning English. She would correct them with the correct pronunciation and then ask them to repeat it with the correct pronunciation. She teaches speaking to students commonly using dialogue, singing songs, and storytelling, in which dialogue is part of the audio-lingual method. As in "*Teaching by Principles*" book by Brown, he adapts the characteristics of the audio-lingual method proposed by Prator and Celce-Murcia as two of its characteristics,

⁶ Isnani, Iwan Supardi, and Zainal Arifin, "Improving Students' Pronunciation by Using Minimal Pairs in Junior High School," *Journal of Education and Learning* 1, (2016): 1-11, <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/16778/14421>.

namely Material is presented in dialogue form, great importance is attached to pronunciation, etc.⁷

The researcher also conducted interviews with some of the eighth-grade students, 10% of the 82 total population. Thus, the researcher conducted interviews with eight students who were representatives of classes VIII-1, VIII-2, and VIII-3 (interview results are in appendix 2). From the results of interviews with some of these students, it was revealed that they really like English lessons for several reasons, as stated by DBT that English is a unique language and this was also expressed by NM, also MA added that English is important for continuing higher education and important in the world of work, even though they like English subject, they also faced difficulties as expressed by FKP that it is difficult to remember because the spoken and written words are different. MA also added that in making sentences it is often wrong, so it doesn't match the correct structure. Other problems students face when pronouncing English are shyness, nervousness, afraid of being wrong as expressed by DBT, RSR, and MA. They also feel they still need to learn pronunciation by asking for corrections from their teacher because they feel they are still not fluent, need to learn a lot and feel they are still stiff in pronouncing English as expressed by FKP, MA, SN, VM, and DBT. The researcher also asked whether they knew that in English there were two pairs of words only differed by one sound in the same position, some of them knew it and they said it was difficult to distinguish the pronunciation of pairs of words. DBT, NM and SN gave the examples of their difficulties such as "head vs hat"; "new vs now" and the word "the" in two different ways of reading. Based on the results of the interviews, it was explained that students had difficulty pronouncing words, so a mispronunciation occurred. It has an impact on their learning

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 4th ed. (New York: Pearson Education, 2015), 22.

outcomes, and their pronunciation mastery scores are still low. This can be seen from the pronunciation scores in their speaking performances as follows:

Table 1.1
The Students' Score of Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School Bandar Lampung in the Academic Year of 2022/2023

No	Class	Score		Mean Score	Students Total
		≥ 75	< 75		
1	VIII-1	10	19	69.83	29
2	VIII-2	8	18	66.92	26
3	VIII-3	8	19	67.41	27
Number of students		26	56	82	
Percentage		31.71%	68.29%	100%	

Source: Teacher's document of students' pronunciation mastery score at the eighth grade of Al-Muhajirin Junior High School Bandar Lampung in the academic year of 2022/2023

Table 1 reveals that there are three classes with a total of 82 students in eighth grade. Some students do not get grades the minimum completeness requirements or stated grade standards. The minimum completeness score for Al-Muhajirin Junior High School is 75. Based on the table above, 56 students (68.29%) have scores below 75, and 26 students (31.71%) have scores above the 75-point threshold or pass. The mean scores obtained from the three classes also varied, with class VIII-1 getting a mean score of 69.83, class VIII-2 getting 66.92, and VIII-3 getting 67.41 (the complete students' score is in appendix 3). The researcher concluded that the eighth-grade

students' pronunciation scores were still quite low and many students had problems with their pronunciation mastery.

From the results of interviews with Ms. Vera and the students, it can be concluded that the student's problem that they were afraid of saying the wrong words in spoken English because they cannot pronounce the words correctly, and students still have difficulty distinguishing words that different by a single sound in the same position, especially in vowel sounds. Thus, students of Al-Muhajirin Junior High School need techniques to learn pronunciation to be good on pronunciation mastery. Using the minimal pairs technique, it is expected that later Al-Muhajirin Junior High School students will be able to correct errors in pronunciation and be able to speak well and clearly. According to Larsen and Freeman, minimal pairs technique is pairs of words which differ in only one sound that is used as a technique in the classroom (e.g. 'ship/sheep').⁸ Also, Kelly stated that minimal pairs technique is a technique using words or utterances which differ by only one phoneme. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds that have been causing difficulties for students.⁹ Using minimal pairs technique is very interesting because this technique uses a pair of words that have different phonemes. Then, the advantage of using minimal pairs for Al-Muhajirin students as a technique to teach pronunciation is that minimal pairs can create a contrastive environment where these sounds are phonemically presented in such a way that they can be perceived with utmost ease and high motivation.¹⁰ The researcher is interested in conducting this research regarding

⁸ Diane Larsen, and Freeman. op. cit., 49.

⁹ Gerald Kelly. *How To Teach Pronunciation*. (England: Longman, 2001), 18.

¹⁰ Luu Trong Tuan, "Teaching English Discrete Sounds through Minimal Pairs," *Journal of Language and Research* 1, no. 5 (2010): 540-561. <https://doi.org/10.4304/jltr.1.5.540-561>.

minimal pairs technique that is expected to influence students' pronunciation mastery of English words.

Furthermore, one of the distinguishes this research from previous research lies in the focus to be studied. From some of the relevant research, the researchers focused more on fricative sounds, consonant sounds, and all consonant and vowel sounds without specific letters, while this research focused on vowel sounds guided by Ann Baker and Sharon Gholostein's book entitled *Pronunciation Pairs "An Introduction to the Sounds of English"* 2nd edition (Cambridge University Press, 2009). Thus, the title of this research is "The Influence of Minimal Pairs Technique towards Students' Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year".

C. Identification and Limitation of the Problem

The followings are the identification and limitation of the problem based on the background of the problem above.

1. Identification of the Problem

Based on the background of the problem above there were some problems:

- a. Students are difficult in pronouncing sentences during speaking learning sessions due to the influence of their mother tongue.
- b. Students are afraid to make mistakes because they have not been able to pronounce words correctly.
- c. Students still have difficulty distinguishing English words that different by a single sound in the same position, especially in vowel sounds.

2. Limitation of the Problem

Based on the background and identification of the problem above, this research focused on teaching pronunciation using minimal pairs technique to influence the students' pronunciation mastery. The minimal pairs technique was used in this research focused on the segmental features, namely vowel sounds (monophthong and diphthong) guided by Ann Baker and Sharon Gholostein's book entitled *Pronunciation Pairs "An Introduction to the Sounds of English"* 2nd edition (Cambridge University Press, 2009) at the eighth grade of Al-Muhajirin Junior High School Bandar Lampung in the academic year of 2022/2023 that is located in Panjang, Bandar Lampung.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follows "Is there any influence of using minimal pairs technique towards students' pronunciation mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year?"

E. Objective of the Research

Based on the formulation of the research above the objective of the research were formulated as "To find out the influence of using minimal pairs technique towards students' pronunciation mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar Lampung of 2022/2023 Academic Year".

F. Significance of the Research

The findings of this research were expected to be useful to give some contribution to the development of the teaching

and learning process. The significance of the research was explained as follows:

1. Theoretical Contribution

The findings of this research are expected to give information about the influence of the minimal pairs technique to influence students' pronunciation mastery that focused on vowel sounds (monophthong and diphthong). Both for students and future researchers.

2. Practical Contribution

a. For the Students

It is expected that the findings of this research can motivate and practice students to improve their learning process, especially when learning English pronunciation using the minimal pairs technique and focusing on vowel sounds (monophthongs and diphthongs).

b. For the English Teachers

This technique makes it easier for teachers to teach speaking, especially on the pronunciation component, and is expected to make a useful contribution to teaching speaking and provide other ways for teachers to develop students' skills in pronouncing correct and good English sentences.

c. For the Next Researchers

The findings of this research are expected to be useful as their reference source and also to inform readers about the influence of the minimal pair technique towards students' mastery of pronunciation.

G. Relevant Research

This research entitled "*The Influence of Minimal Pairs Technique towards Students' Pronunciation Mastery at the Eighth Grade of Al-Muhajirin Junior High School in Bandar*

Lampung of 2022/2023 Academic Year” isn't conducted yet by the researcher. The research was inspired by some previous research as research entitled:

The first relevant research is conducted by Isnani, Iwan Supardi, and Zainal Arifin entitled “Improving Students’ Pronunciation by Using Minimal Pairs in Junior High School”. This research was conducted using Classroom Action Research to improve students’ English pronunciation by using minimal pairs technique. The subject of this research was the eighth-grade students in class F of SMP Negeri 2 Pontianak which consisted of 35 students. This research was done in two cycles. In the first cycle, the students’ mean score was 62.42 which was categorized as ‘good’ but it was not satisfying. Then, in the second cycle, the students’ mean score was 81.86 which was categorized as ‘excellent’ and it was satisfying. Based on the students’ mean score, it was found that the students’ pronunciation improved from the first cycle to the second cycle.¹¹

The second relevant research is conducted by Tri Fatmawati, Jos E. Ohoiwutun, and Nur Sehang Thamrin entitled “The Application of Minimal Pairs to Improve the Pronunciation of Voiced and Voiceless Sounds”. This research was aimed at proving that the application of minimal pairs can improve the pronunciation of voiced and voiceless sounds of the eighth-grade students of SMPN 13 Palu. The researchers applied a true-experimental research design which involved experimental and control groups. The result of the data analysis was that the value of the t-counted was 4.093 with degree of freedom (df) of $54-2 = 52$ and 0,05 of critical value, it was found that the value of the t-table was 2.063. It showed that the t-counted value was higher than the t-table value. It means that

¹¹ Isnani, Iwan Supardi, and Zainal Arifin, “Improving Students’ Pronunciation by Using Minimal Pairs in Junior High School,” *Journal of Education and Learning* 1, (2016): 1-11, <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/16778/14421>.

the hypothesis of the research was accepted. Therefore, it could be concluded that the application of minimal pairs technique was effective in teaching English pronunciation.¹²

The third relevant research is conducted by Fara Zikara Putri entitled “The Effectiveness of Minimal Pairs towards Students’ Ability in Pronouncing Similar Sounds of Words”. This research was conducted using A Quasi-Experimental Research to improve students’ English pronunciation by using minimal pairs technique. The subject of this research was the eighth-grade students in class VIII BP was selected as experimental class and class VIII C as controlled class of MTs Khazanah Kebajikan. Both experimental class and controlled class consist of 20 students. The data collecting is done by giving the test (pre-test and post-test). This research used the T-test formula as the technique of data analysis. The result of the data analysis shows that the value of t-count was 2.52 while the value of t-table in the significance level 5% was 2.02. Therefore, the score of t-count is higher than the t-table or $2.52 > 2.02$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected (H_0). Based on the research, it can be drawn from the conclusion that minimal pairs are effective to improve students’ ability in pronouncing similar sounds of words.¹³

The fourth relevant research is conducted by Nikmatul Hasanah entitled “Teaching English Pronunciation by Using Minimal Pair (An Experimental Research at the Eighth Grade of Mts Darul Amanah Kendal in the Academic Year of 2017/2018)”. The purpose of the research was to find the effectiveness of teaching English pronunciation by using

¹² Tri Fatmawati, Jos E. Ohoiwutun, and Nur Sehng Thamrin, “The Application of Minimal Pairs to Improve the Pronunciation of Voiced and Voiceless Sounds,” *ELTS JOURNAL*, number. 1 (2014): 1-15, <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/3024/2098>.

¹³ Fara Zikara Putri, “The Effectiveness of Minimal Pairs towards Students’ Ability in Pronouncing Similar Sounds of Words” (Thesis, Syarif Hidayatullah State Islamic University, 2015), 5.

minimal pair. The population of this research was the students at the eighth grade of MTs Darul Amanah. The quasi-experimental design with a non-equivalent control group design was applied. After collecting the data, it was found that the average score of pre-test of experimental group was 63.096 and for controlled group was 66.884, meanwhile, the average score of post-test of experimental group was 63.333 and for controlled group was 58.384. Thus, the computation of t count was 1.750 and the t-table was 1.67, the t-count was higher than t table, it means that H_a was accepted and H_o was rejected. Finally, it could be concluded that teaching English pronunciation by using minimal pair was effective for students at the eighth grade.¹⁴

Then, the last relevant research is conducted by Tomy Kartika Putra and Dewi Rochsantiningsih entitled "Improving Students' Pronunciation Ability in Fricative Sounds Through Minimal Pairs". This research aimed to: (1) discover whether the use of Minimal Pairs can improve students' pronunciation ability in fricative sounds, and (2) identify whether the use of that technique can improve the students' motivation in English learning. The technique used in this research is Classroom Action Research by implementing Minimal Pairs, the students' pronunciation ability in fricative sounds which consisted of /v/, /θ/, /ð/, and /ʃ/ improved. It can be seen from the tests result. In pre-test, the students' mean score was 45.42. Then, it improved to 68.33 in cycle 1 test. At last, after cycle 2 was done, the students could reach 76.25.¹⁵

¹⁴ Nikmatul Hasanah, "Teaching English Pronunciation by Using Minimal Pair (An Experimental Study at the Eighth Grade of Mts Darul Amanah Kendal in the Academic Year of 2017/2018)" (Thesis, Walisongo Islamic State University, 2018), 15.

¹⁵ Tomy Kartika Putra and Dewi Rochsantiningsih, "Improving Students' Pronunciation Ability in Fricative Sounds Through Minimal Pairs," *English Education Department* 11, (2018): 26-36, <https://jurnal.uns.ac.id/englishedu/article/view/35829>.

Based on some of the relevant research reviews above, the following are the differences between the relevant research above and this research. First, the differences between the research by Isnani, Iwan Supardi, and Zainal Arifin entitled "Improving Students' Pronunciation by Using Minimal Pairs in Junior High School" and this research lies in the research design used, the limitations of the problem, and the research location. Isnani et.al used classroom action research while this research used a quasi-experimental research design, then the research by Isnani et.al did not have any limitations in their research while this research focused on the segmental features, namely vowel sounds (monophthong and diphthong).

Second, the differences in the research by Tri Fatmawati, Jos E. Ohoiwutun, and Nur Sehang Thamrin entitled "The Application of Minimal Pairs to Improve the Pronunciation of Voiced and Voiceless Sounds" with this research lies in the research design used, the limitations of the problem, and research sites. Fatmawati et.al used true-experimental research while this research used a quasi-experimental research design, then research by Fatmawati et.al focused on voiced and voiceless sounds while in this research focused on the segmental features, namely vowel sounds (monophthong and diphthong).

Third, the differences between the research by Fara Zikara Putri entitled "The Effectiveness of Minimal Pairs towards Students' Ability in Pronouncing Similar Sounds of Words" and this research lies in the limitation of the problem, and the research location. Research by Putri did not have limitation of the problem (covering all similar sounds of words), while this research focused on the segmental features, namely vowel sounds (monophthong and diphthong).

Fourth, the differences in the research by Nikmatul Hasanah entitled "Teaching English Pronunciation by Using Minimal Pair (An Experimental Research at the Eighth Grade of Mts Darul Amanah Kendal in the Academic Year of

2017/2018" with this research lies in the limitation of the problem, and the research location. Research by Hasanah did not have limitation of the problem (covers all similar sounds of words) while this research focused on the segmental features, namely vowel sounds (monophthong and diphthong).

The last, the differences between the research by Tomy Kartika Putra and Dewi Rochsantiningsih entitled "Improving Students' Pronunciation Ability in Fricative Sounds Through Minimal Pairs" with this research lies in the research design used, the limitations of the problem, and the research location. Tomy and Dewi's research used classroom action research, while this research used a quasi-experimental research design. Their research focused on fricative sounds, while this research focused on the segmental features, namely vowel sounds (monophthong and diphthong).

H. Systematics of the Research

In order to give the guidance for the researcher and the readers in reading the research paper, the researcher made an outline about the contents of the research as follows:

1. Chapter I is an introduction that consists of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant of the research and systematics of the research.
2. Chapter II is underlying theories of pronunciation, minimal pairs technique and hypothesis.
3. Chapter III presents research method which deals with place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, research procedure, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

4. Chapter IV is the findings and discussion that consist of data description, description of treatments, and discussion, this chapter includes all of the data that has been collected.
5. Chapter V encloses the conclusion and recommendation, this chapter presents the research findings and providing recommendations in light of them.



CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

Before testing the hypothesis, the researcher first determined whether the data are normal and homogeneous. From the results of this research, it concluded that the data are normal because the sig. pre- and post-test experimental class and control class results > 0.05 . Furthermore, the data are homogeneous as seen from the sig. (based on mean) $0.156 > 0.05$. This research has normal and homogeneous data results so the hypothesis test used a parametric test, which was the independent sample t-test. Based on the analysis of data calculations in hypothesis testing, a significant effect could be seen in the dependent sample t-test table where the value of Sig. (2-tailed) of the same variant which is $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted that minimal pairs technique could have a positive and better effect on students' pronunciation mastery. This can be seen clearly from the acquisition of students' scores before treatment and after treatment compared to the values of the control class which were taught using the usual techniques carried out by their teachers. By applying the minimal pairs technique, students' mastery of pronunciation can be influenced. Hence, based on research conducted at Al-Muhajirin Junior High School second semester of the academic year of 2022/2023 and analysis of students' pre-test and post-test data in both classes, the researcher concluded that there is a significant influence of using the Minimal Pairs Technique towards students' pronunciation mastery.

B. Recommendation

Recommendations are written in this section, depending on the research, research findings, and conclusions. These recommendations are given to those involved in teaching and learning English, they are students, English teachers, and next researchers related to the linear implementation of this research, which is the effect of using the minimal pairs technique on students' pronunciation mastery.

1. For the Students

From the results of this research, there are several recommendations for students regarding the use of minimal pairs technique for students' mastery of pronunciation as follows:

- a. Students must learn more about how to pronounce sentences in English by using a minimal pairs of vowel sounds (monophthong short vowels, monophthongal long vowels, and diphthongs), as well as consonant sounds. Students can use the ELSA Speak Application, pronunciation pairs book, and even YouTube for self-study so that when speaking in English there are no misunderstandings of meaning.
- b. Students must concentrate more on the teacher and the lesson when using the minimal pairs technique in the classroom, and it must be conducive to better understanding the material and achieving higher scores for the next test. The solution to this problem, as stated by Pollard in the following explanation in Chapter 2, was that disadvantage can be solved by using group work.

2. For the English Teachers

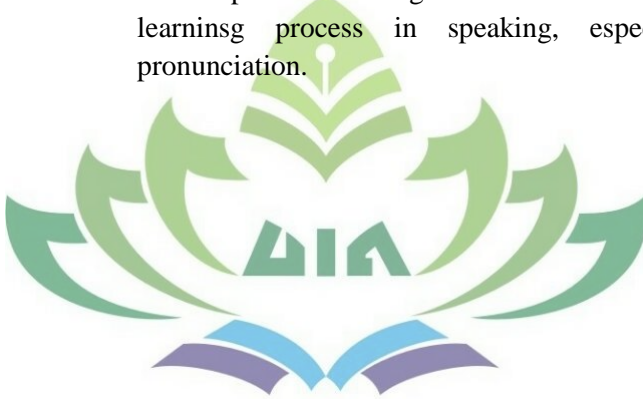
- a. It is important to provide more and appropriate techniques like minimal pairs technique as a new reference that help and make it easier for students to master their pronunciation.
- b. The teacher must also be creative in teaching, teach pronunciation seriously by using the minimal pairs technique, create a conducive classroom atmosphere by mastering the class and the material, also get used to using English for communication in class, and make group work for students as stated by Pollard , “Group work involves students working together in groups of 3/4/5 people, etc. The advantages of using groups are that students can use time more efficiently and are more actively involved in their work, without making noise in the classroom”.
- c. In order to get satisfying results, they can apply a minimal pairs technique with media such as tape recordings or videos. However, teachers should immediately give feedback and re-play the tape recordings and videos to give students more opportunities to master the sounds.

3. For the Next Researchers

- a. In this research, pronunciation was focused on segmental aspects only, that is vowel sounds. Other researches can focus on other aspects, namely suprasegmental. Next researchers can also do it on other topics.
- b. In this research, the use of the minimal pairs technique was supported by the use of the ELSA Speak application to check students' pronunciation, then in this research, there was limited time so it did

not use supporting media such as projectors and tape recorders, it would be better if next researchers choose schools whose time allocation is appropriate to the level they should be [e.g. junior high school 2x40 minutes], and must ensure the effectiveness of time in the process of using supporting media that will be well prepared and can maximize the use of minimum pairs technique.

- c. Next researchers can take the minimal pairs technique to be applied at various levels of students because it is very interesting to use in class, it can also be applied to high school or even elementary students. All of this will expand knowledge about the teaching and learning process in speaking, especially in pronunciation.



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