

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements problems that have to be answered in this research. The first problem is about how is the English Education Department students' mastery in pronouncing vowel in minimal pairs. The second problem is about what are the English Education Department students' problems in pronouncing vowel in minimal pairs. The data for the first problem is according to students' score of the test and for the second problem is according to error analysis in of student score of the test, questionnaire and interview.

The items test was taken from Ship or sheep book by Ann Baker and it had been consulted with advisor. There are 50 items minimal pairs or 100 words of test. The questionnaire and interview are made based on what the question needed to answer the two statement problem of the research.

Based on the research finished by the researcher during the three months in Banjarmasin Antasari State Institute for Islamic Studies at the sixth semester students of English Education Department here are the real test results about the mastery in pronouncing vowel in minimal pairs.

1. English Education Department Students' Mastery in Pronouncing Vowel in Minimal Pairs.

Since much importance of learn pronunciation as the researcher explain in chapter one it will be useful to know the English Education

Department students' mastery in pronouncing vowel in minimal pairs especially the sixth semester students. As we know the students of English Education Department are set as an English teacher, and they have been taken phonology and pronunciation and further they are must be master in all English subjects.

It has been described that mastery in pronouncing vowel minimal pairs in was defined as the mean of the skills and elements of language that have been tested that have been consulted with the advisor. To know the students' mastery in pronouncing vowels in minimal pairs, the researcher gave the test for 31 students (30%) as the sample from three the sixth semester class of English Education Department. The test consists of 50 items minimal pairs or 100 words that students have to pronounce. There are the data about the students' test result. The test was taken from ship or sheep book and then was adapted and consulted to advisor

Table 4.1 the description of the English Education Department students' mastery in pronouncing vowel in minimal pairs

No	Name	Minimal pairs sound type										Total score
		/i/	/æ/	/u/	/oʊ/	/e/	/ɒ/	/ei/	/Iə/	/ɔ/	/æ/	
		/I/	/e/	/ʊ/	/ɔ:/	/ei/	/aʊ/	/æ/	/eə/	/ɔ:/	/ʌ/	
1	St. 1	10	5	10	5	9	5	5	7	5	5	66
2	St. 2	10	5	10	3	4	5	4	10	5	5	61
3	St. 3	10	5	6	5	5	3	0	5	5	4	48
4	St. 4	8	5	8	3	7	5	5	5	6	5	57
5	St. 5	8	2	8	6	7	5	4	5	5	5	55
6	St. 6	8	6	8	6	3	4	2	8	6	8	59
7	St. 7	10	5	6	8	8	5	3	6	8	2	61
8	St. 8	10	5	2	5	2	4	1	9	7	7	52

9	St. 9	7	5	6	5	6	3	0	6	8	6	52
10	St. 10	9	5	3	5	4	5	5	7	5	5	53
11	St. 11	4	5	6	7	7	4	6	5	8	5	57
12	St. 12	10	9	10	7	8	4	3	9	9	10	79
13	St. 13	10	5	5	7	3	2	3	5	8	5	53
14	St. 14	10	7	7	6	9	6	6	7	9	6	73
15	St. 15	9	5	8	4	4	5	6	10	6	6	63
16	St. 16	10	6	8	7	10	6	5	8	9	6	75
17	St. 17	10	5	8	7	10	8	10	10	9	7	84
18	St. 18	10	8	7	9	10	6	9	8	9	9	85
19	St. 19	8	8	5	7	8	4	8	6	7	10	71
20	St. 20	10	10	8	6	10	6	5	8	8	9	80
21	St. 21	9	8	8	5	4	1	5	9	6	5	60
22	St. 22	5	1	4	5	4	6	5	6	9	4	49
23	St. 23	5	4	6	7	6	2	3	8	9	6	56
24	St. 24	6	7	8	5	6	7	3	7	9	7	65
25	St. 25	9	5	7	4	8	8	5	9	8	5	68
26	St. 26	5	5	5	2	7	10	2	7	6	5	54
27	St. 27	7	4	6	7	7	3	5	7	5	3	54
28	St. 28	7	5	6	8	8	6	2	7	9	6	64
29	St. 29	10	10	10	8	10	7	9	9	6	6	85
30	St. 30	6	9	5	6	7	5	5	7	7	7	64
31	St. 31	6	5	5	7	3	0	14	8	6	7	61
Total												1964
Mean												63.35

Based on the data above, the total score of 31 sixth semester students of English Education Department of Antasari State Snsitute for Islamic studies 1964 and the mean score is 63.35 that can be categorized in “fair” category.

The next table shown the scores gotten by the whole students based on their result

Table 4.2 the frequency distribution of the test result of the test

No	Score	Frequency
1	85	2
2	84	1
3	80	1
4	79	1
5	75	1
6	73	1
7	71	1
8	68	1
9	66	1
10	65	1
11	64	2
12	63	1
13	61	3
14	60	1
15	59	1
16	57	1
17	56	2
18	55	1
19	54	2
20	53	2
21	52	2
22	49	1
23	48	1
Total		31

This can be according to the data above the highest score is 85 and the lowest score is 48. The scores are classified as follows:

Table 4.3 description of classification into some categories

Score	Category	Frequency	Percentage
80-100	Excellent	4	12.9 %
70-<80	Good	4	12.9 %
60-<70	Fair	10	32.25 %
50-<60	Poor	11	35.48%
0-<50	Very Poor	2	6.45%
Total		31	100%

Based on the data above, it can be seen that there are 4 students (12.9%) obtain excellent score (80-100), 4 students (12.9%) get good score (70-<80), 10 students (32.25%) get the scores between 60-<70 that are interpreted as fair, 11 students (35.48%) get poor score and there 2 students (0-<50) who get very poor score.

2. English Education Department Students' Problems in Pronouncing Vowel in Minimal Pairs.

The students' mastery is influenced by some problems. To know what are the students' problems in pronouncing vowel in minimal pairs can be seen in the analysis common error, questionnaire and interview. They will be explained more below.

a. Common Error Analysis

The students' problems in pronouncing vowel minimal pairs can be known by analyze the students' common error. By analyzing the students common error in pronouncing vowel in minimal pairs the researcher can conclude which vowel that the students mostly missed pronounce. To better understand about the most students' common error in pronouncing minimal pairs can be seen in the table below.

Table 4.4 english Education Department students' common error in pronouncing vowel in minimal pairs

No	Number of test	false	Vowel in Minimal pairs sounds		
			/æ/, /e/	/ɒ/, /aʊ/	/æ/, /ʌ/
1	1	23	x		
	2	24	x		
	3	23	x		
	4	24	x		
	5	27	x		
2	1	29		x	
	2	27		x	
	3	27		x	
	4	19		x	
	5	28		x	
3	1	25			x
	2	24			x
	3	13			x
	4	26			x
	5	22			x

On the table above, the researcher presented data about students' common error in pronouncing vowel in minimal pairs. The researcher asked the students to pronounce words with their correct pronunciation. There are 3 types of vowel in minimal pairs that many students made mistake in pronouncing and those become the most students common error in pronouncing vowel in minimal pairs. The three types of minimal pairs are: minimal pairs type (/æ/, /e/), sound type (/ɒ/, /aʊ/) and minimal pairs type (/æ/, /ʌ/). Every type has 5 items of minimal pairs or 10 words. In minimal pairs type (/æ/, /e/), there are 23 students made mistake in pronouncing minimal pairs in number of test 1, 24 students made mistake in pronouncing minimal pairs in number of test 2, 23 students made mistake in pronouncing minimal pairs in number of test 3, 24 students made mistake in number of test 4, and 27 students made mistake in

pronouncing minimal pairs in number 5. In minimal pairs type (/v/, /aʊ/), there are 29 students made mistake in minimal pairs number of test 1, 27 students made mistake in minimal pairs number of test 2 and 3, 19 students made mistake in pronouncing minimal pairs in number of test 4, and 28 students made mistake in pronouncing minimal pairs in number of test 5. In minimal pairs type (/æ/, /ʌ/) there are 25 students made mistake in pronouncing minimal pairs in number of test 1, 24 students made mistake in pronouncing minimal pairs in number of test 2, 13 students made mistake in pronouncing minimal pairs in number of test 3, 26 students made mistake in pronouncing minimal pairs in number of test 4, and 22 students made error in pronouncing minimal pairs in number of test 5.

Table 4.5 the most sixth semester students' common error in pronouncing vowel in minimal pairs

No	Number of test	false	Vowel in minimal pairs sounds		
			/æ/, /e/	/v/, /aʊ/	/æ/, /ʌ/
1	1	29		x	
2	5	28		x	
3	2	27		x	
	3	27		x	
	5	27	x		
4	4	26			x
5	1	25			x

On the table above, the researcher presented more specific data about the most students' common error in pronouncing vowel in minimal pairs. There are 7 minimal pairs that many students made mistake in pronouncing them. The first minimal pairs the most students' made mistake in pronouncing is number of test 1 in minimal pairs type (/v/, /aʊ/)

where 29 students made mistake in pronouncing. The second most common error is number of test 5 in minimal pairs type (/v/, /aʊ/), where 28 students made mistake in pronouncing. The third most common error are in the number of tests 2 and 3 in minimal pairs type (/v/, /aʊ/), and the number of test 5 in minimal pairs type (/æ/, /e/), where 27 students made mistake in pronouncing. The fourth most common error is number of test 4 in minimal pairs type (/æ/, /ʌ/) where 26 students made mistake in pronouncing. The last most common error is number of test 1 in minimal pairs type (/æ/, /ʌ/) where the 25 students made mistake in pronouncing vowel in minimal pairs.

Table 4.6 the percentage of the most students' common error in pronouncing vowel in minimal pairs

No	Vowel in minimal pairs sounds			Percentage
	/æ/, /e/	/v/, /aʊ/	/æ/, /ʌ/	
1		4		57,1%
2			2	28.60%
3	1			14.30%
Total				100%

On the table above, the researcher presented data about percentage the most students' common errors in pronouncing vowel in minimal pairs. There are many students made mistake in pronouncing vowel in minimal pairs in type (/v/, /aʊ/) where 4 items of minimal pairs or almost all the number of test in this type were error pronounced by students. It is the highest common error about 57.1 % error pronunciations. The second most common error is in minimal pairs type (æ/, /ʌ/) where 2 items of minimal

pairs of this type were error pronounced by the students and it is about 28.60%. The last common error is in minimal pairs type (/æ/, /e/) where only one numbers of test in this type or about 14.30% that many students made mistake in pronouncing

b. Questionnaire Analysis

To know the students' problems in pronouncing vowel in minimal pairs the researcher distributed questionnaire to the students. Their interest or like in pronunciation class can be seen in the following table:

Table 4.7 the students' interest or like in pronunciation class

No	Interpretation	Frequency	Percentage
1	Strongly agree	12	38.7 %
2	Agree	18	58.06 %
3	Disagree	0	0 %
4	Strongly disagree	1	3.2%
Total			100%

According to the data above, it can be seen that 12 students (38.7%) are strongly agree in like pronunciation class, and 18 students (58.06%) are agree in like pronunciation class and it is dominant percentage, also 0 students or 0% disagree in like pronunciation class, 1 student (3.2%) is strongly disagree in like pronunciation class.

Table 4.8 the students' interest or like in phonology class

No	Interpretation	Frequency	Percentage
1	Strongly agree	11	35.48 %
2	Agree	19	61.29%
3	Disagree	1	3.2 %
4	Strongly disagree	0	0%
Total			100%

According to the data above, it can be seen that 11 students (35.48%) are strongly agree in like Phonology class, and 19 students

(61.29%) are agree in like phonology class and it is dominant percentage, also 1 student or 1% is disagree in like phonology class, and 0 students (0%) strongly disagree in like phonology class.

Table 4.9 minimal pairs is very important to be learned

No	Interpretation	Frequency	Percentage
1	Strongly agree	8	25.8%
2	Agree	23	74.19%
3	Disagree	0	0 %
4	Strongly disagree	0	0%
Total			100%

According to the data above, it can be seen that 8 students (2.8%) are strongly agree that minimal pairs is very important to be learned, and 23 students (74.19%) are agree that minimal pairs is very important to be learned and it is dominant percentage, there is (0%) or none students disagree and strongly disagree in statement that minimal pairs is very important to be learned.

Table 4.10 vowel in minimal pairs is easy to be pronounced

No	Interpretation	Frequency	Percentage
1	Strongly agree	3	9.67%
2	Agree	18	58.06%
3	Disagree	9	29.%
4	Strongly disagree	1	3.2%
Total			100%

According to the data above, it can be seen that 3 students (9.67%) are strongly agree that minimal pairs is easy to be pronounced, and 18 students (58.06%) are agree that minimal pairs is easy to be pronounced and it is dominant percentage, there is (9%) or 9 students are disagree and

1 student or (3.2%) is strongly disagree in statement that minimal pairs is easy to be pronounced

Table 4.11 vowel in minimal pairs is difficult to be pronounced

No	Interpretation	Frequency	Percentage
1	Strongly agree	1	3.2%
2	Agree	16	51.6%
3	Disagree	14	45.16%
4	Strongly disagree	0	0%
Total			100%

According to the data above, it can be seen that 1 student (3.2%) is strongly agree that minimal pairs is difficult to be pronounced, and 16 students (51.6%) are agree that minimal pairs is difficult to be pronounced and it is dominant percentage, and 14 students (45.16%) are disagree and 0 student or (0%) strongly disagree in statement that minimal pairs is difficult to be pronounced.

Table 4.12 some vowels in minimal pairs are very difficult to be pronounced

No	Interpretation	Frequency	Percentage
1	Strongly agree	1	3.2%
2	Agree	18	58.06%
3	Disagree	12	38.7%
4	Strongly disagree	0	0%
Total			100%

According to the data above, it can be seen that 1 student (3.2%) is strongly agree that vowel in minimal pairs are very difficult to be pronounced, and 18 students (58.06%) are agree that vowel in minimal pairs are very difficult to be pronounced and it is dominant percentage, and 12 students (38.7%) are disagree and 0 student or (0%) strongly disagree

in statement that vowel in minimal pairs are very difficult to be pronounced.

Tables 4.13 sometimes make mistake in pronouncing vowel in minimal pairs

No	Interpretation	Frequency	Percentage
1	Strongly agree	1	3.2%
2	Agree	24	77.4%
3	Disagree	6	19.35%
4	Strongly disagree	0	0
Total			100%

According to the data above, it can be seen that 1 student (3.2%) is strongly agree that sometimes make mistake in pronouncing vowel in minimal pairs, and 24 students (77.4%) are agree that sometimes make mistake in pronouncing vowel in minimal pairs and it is dominant percentage, there are 6 students (19.35%) are disagree and 0 student or (0%) strongly disagree in statement that sometimes make mistake in pronouncing vowel in minimal pairs.

Table 4.14 still confused in pronouncing vowel in minimal pairs

No	Interpretation	Frequency	Percentage
1	Strongly agree	2	6.45%
2	Agree	16	51.6%
3	Disagree	13	41.9%
4	Strongly disagree	0	0%
Total			100%

According to the data above, it can be seen that 2 students (6.45%) are strongly agree that still confused in pronouncing vowel in minimal pairs, and 16 students (51.64%) are agree that still confused in pronouncing vowel in minimal pairs and it is dominant percentage, there are 13 students

(41.9%) are disagree and 0 student or (0%) strongly disagree in statement that still confused in pronouncing vowel in minimal pairs.

c. Interview Analysis

The researcher interviewed all students that have been finished their pronunciation test to know what are their problems in pronouncing vowel in minimal pairs. The researcher found some reason why they are difficult in pronouncing vowel in minimal pairs.

The total numbers of students are 31 students, and based on interview with one student that get highest score think that sometimes she confused how to pronounce vowel in minimal pairs correctly and this reason is same with the students that get lowest score. One student think that why she is difficult in pronouncing vowel in minimal pairs is because her Banjarese background.

Almost all students have some reason why they are difficult in pronouncing vowel in minimal pairs. Sometimes, they are confused how to pronounce because the sound is very similar, how the correct pronunciation is, forget the transcript of sound and slip of the tongue.

The researcher also asked the students which vowel that they think it is difficult to be pronounced. To know which vowels that students' think it is difficult to be pronounced can be seen in the table below.

Table 4.15 the vowels that students' think are difficult to be pronounced

No	Minimal pairs sounds	Students	Percentage %
1	/i:/, /ɪ/	0	0%
2	/æ/, /e/	1	3.8%
3	/u:/, /ʊ/	7	26.9%
4	/oo/, /ɔ:/	5	19.2%
5	/e/, /ei/	2	7.7%
6	/ʊ/, /aʊ/	3	11.5%
7	/ei/, /æ/	1	3.8%
8	/iə/, /eə/	4	15.3%
9	/ʊ/, /ɔ:/	1	3.8%
10	/æ/, /ʌ/	2	7.7%
Total		26	100%

Based on interview with all the students that researcher had tasted about which are minimal pairs that they think are difficult to be pronounced. There is no one students or 0% think minimal pairs sound /i:/, /ɪ/ is difficult to be pronounced. There are 1 student or 3.8% who think minimal pairs sounds /æ/, /e/ is difficult to be pronounced. There are 7 students or 26.9% who think minimal pairs sound /u:/, /ʊ/ is difficult to be pronounced and it is the dominant choice. There are 5 students or 19.2% who think minimal pairs sound /oo/, /ɔ:/ is difficult to be pronounced. There are 2 students or 7.7% who think minimal pairs sound /e/, /ei/ is difficult to be pronounced. There are 3 students or 11.5% who think that minimal pairs sound /ʊ/, /aʊ/ is difficult to be pronounced. There is only one student or 3.8% who think minimal pairs in /ei/, /æ/ is difficult to be pronounced. There are 15.3% or 4 students think minimal pairs sound /iə/, /eə/ is difficult to be pronounced. There are one students or 3.8% students

think minimal pairs sound /ɒ/, /ɔ:/ is difficult to be pronounced. There are 2 students or 7.7% think minimal pairs sound /æ/, /ʌ/ is difficult to be pronounced. The rest, 5 students think that they don't have any difficulties in pronouncing vowel in minimal pairs.

B. Discussion

After finding the data, the researcher discusses all the obtained data to give some considerations on the research.

1. English Education Department Students' Mastery in Pronouncing Vowel in Minimal Pairs

The findings data on the previous subchapter shows that there is 2 student (6.45) get score 0-<50 is in (very poor category), 11 students (35.48%) get the score 50-<60 (poor category), 10 students (32,25%) who get the score 60-<70 (fair category), 4 students (12.9%) who get the score 70-<89 (good category) and there are 4 students (12,9%) who get the score 80-100 (excellent category) with the total score is 1964 of 31 students. The mean score is 63,35 shows that the sixth semester students' mastery in pronouncing vowel in minimal pairs of English Education Department is categorized into fair category.

2. English Education Department Students' Problems in Pronouncing Vowel in Minimal Pairs

The reseacher found some students' problem in pronouncing vowel in minimal pairs based on the common error analysis of test result and from questionnaire and interview. Actually they could pronounce almost all the

minimal pairs correctly but there is some types of minimal pairs that students are very often error in pronouncing.

Based on the common error analysis the researcher found that three types of minimal pairs in vowel they are (/æ/,/e/, /ɒ/,/aʊ/, and /æ/, /ʌ/) that students most often made mistake in pronouncing. The problem is they pronounced this minimal pairs only one sound or in the same sound, they could not pronounce the other sound correctly. For example in minimal pairs type /æ/,/e/, they pronounce the words in a same sound, only /e/ sound they are can be pronounced, but they error in pronouncing the /æ/ sound. Same case with the vowel in minimal pairs type /ɒ/,/aʊ/, the students pronounced in the same sound, there is no different sound in pronouncing. They pronounced correctly only in the /ɒ/ sound and they made mistake in pronouncing /aʊ/ sound. Actually the third type /æ/, /ʌ/ sound of minimal pairs the students also could not differ how to pronounce the sound correctly. They pronounced the minimal pairs sound only in same sound. They pronounced only /ʌ/ sound for both of words. They could not pronounce /æ/ sound correctly.

From the fact of common error analysis above, the researcher concluded that the students have a problem in pronouncing minimal pairs. They could not or difficult in differentiating the vowel in minimal pairs. Further they are often error in pronouncing vowel in minimal pairs types (/æ/,/e/, /ɒ/,/aʊ/, and /æ/, /ʌ/). They pronounced each type only in one sound or in the same sound.

Based on questionnaire analysis the researcher found that almost all of students liked pronunciation and phonology classes. Most of them agree that vowel in minimal pairs are very important to be learned. Also, they thought that sometimes vowel in minimal pairs are easy and sometimes are difficult to be pronounced. They also thought that sometime they make mistake in pronouncing vowel in minimal pairs because they are confused how the correct pronunciation is. So, the researcher concluded the students' problems in pronouncing vowel in minimal pairs is they are confused how to pronounce the sound correctly.

The researcher also did interview to know the students' problems in pronouncing vowel in minimal pairs. Based on the interview, the researcher found the some problems. The problems based on the students are: sometimes they are confused how the correct pronunciation is because they thought the sounds are very similar, they are forgot the transcript of sound and slip of the tongue.

Based on interview, the researcher finally knows which vowels that students' think it is very difficult to be pronounced. There is no one students or 0% thought minimal pairs sound /i:/, /I/ is difficult to be pronounced. There are 1 student or 3.8% who thought minimal pairs sounds /æ/, /e/ is difficult to be pronounced. There are 7 students or 26.9% who thought minimal pairs sound /u:/, /ʊ/ is difficult to be pronounced and it is the dominant choice. There are 5 students or 19.2% who thought minimal pairs sound /oo/, / ɔ:/ is difficult to be pronounced. There are 7.7% or 2 students thought that minimal

pairs sound /e/, /ei/ is difficult to be pronounced. There are 11.5% or 3 students thought that minimal pairs sound /ɒ/, /aʊ/ is difficult to be pronounced. There are 3.8% or only 1 student thought that minimal pairs sound /ei/, /æ/ is difficult to be pronounced. There are 15.3% or 4 students thought minimal pairs sound /iə/, /eə/ is difficult to be pronounced. There are one students or 3.8% students though minimal pairs sound /ɒ/, /ɔ:/ is difficult to be pronounced. There are 2 students or 7.7% who thought that minimal pairs sound /æ/, /ʌ/ is difficult to be pronounced. The rest, 5 students thought that they have not any difficulties in pronouncing vowel in minimal pairs.

From the data above the researcher concluded that many students' thought the vowel in minimal pairs type /u:/, /ʊ/ sound is difficult to be pronounced.

According the result of pronunciation test and common error analysis the researcher found that the students most often made mistake in pronouncing vowel in minimal pairs types (/æ/, /e/, /ɒ/, /aʊ/, and /æ/, /ʌ/) sounds. But based on the interview the students' thought that they are difficult in pronouncing minimal pairs type /u:/, /ʊ/ sound. So the researcher made a conclusion that there is no relation between the students' interview and result of the common error analysis.

Based on the questionnaire and interview analysis, the researcher found the same of the students' problems in pronouncing vowel in minimal pairs. So the researcher concluded the reason why vowel in minimal pairs is difficult to be pronounced are: they are sometimes still confused how to

pronounce vowel in minimal pairs correctly because of the sounds are very similar, sometimes they are forgot the transcript of sound and slip of the tongue.