

AN ANALYSIS OF USING MINIMAL PAIRS IN PRONOUNCING CONSONANTS AND VOWELS

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Abstrak

Penelitian ini bertujuan untuk menggambarkan kesalahan pengucapan dan pengucapan yang benar dalam konsonan dan vokal Bahasa Inggris oleh para peserta di mata kuliah Phonology. Data tersebut berasal dari mahasiswa semester IV program studi pendidikan Bahasa Inggris. Selanjutnya, seluruh siswa yang mengikuti ada 12 siswa. Penelitian ini menerapkan studi deskriptif dengan pendekatan kualitatif. Data penelitian ini dikumpulkan dengan tes dan dokumentasi. Untuk melakukan tes, peneliti memilih kata-kata pasangan minimal yang berfokus pada tiga belas suara konsonan Bahasa Inggris: /ð/, /t/, /d/, /s/, /z/, /f/, /v/, /k/, /g/, /ʔ/, /tʃ/, /dʒ/, dan /h/. Kemudian, sembilan suara vokal, yaitu : /i:/, /ɪ/, /e/, /o/, /ɔ:/, /ei/, /ɑ:/, /əʊ/, dan /æ/. Selain itu, dokumen terdiri dari suara siswa yaitu audio yang direkam. Temuan penelitian dianalisis berapa banyak dari mereka yang membuat kesalahan dalam mengucapkan kata-kata pasangan minimal. Ada 3 langkah dalam menganalisis data, seperti pengurangan data, tampilan data, dan kesimpulan/verifikasi. Untuk hasil penelitian ini, menunjukkan bahwa kesalahan pengucapan dominan yang dibuat oleh semester siswa keempat adalah dalam suara konsonan Bahasa Inggris / s / dan / z / . Siswa yang membuat kesalahan pengucapan adalah 91,7%. Sedangkan, pengucapan kesalahan dominan kata-kata pasangan minimal oleh peserta dalam suara vokal adalah /æ/ dan /ei/. Siswa yang membuat kesalahan pengucapan adalah 91,7%.

Abstract

This research aimed to describe pronunciation error and correct pronunciation in English consonants and vowels by the participants on Phonology subject. The data were from the fourth semester students of English education study program. Furthermore, all of the students that participated there were 12 students. This research applied a descriptive study with qualitative approach. The data of this research was collected by test and documentation. To conduct the test, the researcher chose minimal pair words which are focused on thirteen English consonant sounds: /ð/, /t/, /d/, /s/, /z/, /f/, /v/, /k/, /g/, /ʔ/, /tʃ/, /dʒ/, and /h/. Then, nine vowel sounds, there were : /i:/, /ɪ/, /e/, /o/, /ɔ:/, /ei/, /ɑ:/, /əʊ/, and /æ/. Additionally, the documents consisted of students' voice such as audio recorded. The research finding were analyzed how many of them who made error in pronouncing the minimal pairs words. There were 3 steps in analyzing data, such as data reduction, data display, and conclusion/verification. For the result of this research, it shows that the dominant pronunciation errors made by the fourth students semester was in English consonant sounds /s/ and /z/. The students who made pronunciation error was 91,7%. Whereas, the dominant errors pronunciation of minimal pair words by the participants in vowel sounds were /æ/ and /ei/. The students made pronunciation error was 91,7%.

Keywords : Pronunciation, minimal pairs.

INTRODUCTION

Nowadays, the function of language is very important in human life. "Languages are complex systems of sounds, words and methods to express sentiments and thus learning a language takes time." (Silva, 2010). For that reason, language is the tool to communicate and also express the idea with others people. Language can serve people needs in their communication in any situation. The children started to learn language when they were a child, how the way sounds is made, and then the children start to imitate to make that sound. Every language has their own sounds system, as well as English and Indonesian. The people who learn language should be alert of the sound of English word

and also the differences of language system especially in English. The important part of language is speaking. In speaking, the people should be aware especially in pronouncing the words or the sentence. While, pronouncing the words correctly, the people should concern with the sound system in language.

Pronunciation is one of the language components in English that must be studied to support the development of students' language skills. It has an important role in English teaching. Candlin and Chrichton (2019) states that "Pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and an understandable form." It means that when someone delivers a message to a listener, the message can be received by the listener clearly and can be understood, but sometimes the listener does not understand or even seems confused about what the speaker said.

Then, Murcia et al (2010) states that successful communication involves correct pronunciation, especially in the English as a foreign language context. If someone makes a mistake in pronouncing one word in a sentence while speaking, it can interfere with communication, even this is one of the factors that can cause conversation to break up. Moreover, Poposka (2016) stated that pronunciation is the act or manner of pronouncing words utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is generally accepted or understood. Then, pronunciation is an important thing in speaking, when speaking it is not only requires a lot of vocabulary and good grammar, but also requires pronunciation to produce the sound of the words used in communicating.

As the foreign language learner, there are difficulties found in speaking, either grammatical errors or pronunciation errors. One of pronunciation errors is slip of the tongue. "Slip of the tongue is occur when the speakers actual utterance differ in some way from the intended utterance." (Mustofa and Akhmad, 2018). Actually, the mistakes are not unusual because mistakes are the part of learning process. Brown in Rafael (2019:2) stated that a mistake refers to performance errors that is either random on a slip of the tongue in that it is failure to utilize a known system correctly. It means that when the learners make a mistake in produce the sound, they can make self corrections, but if they make errors they cannot correct themselves. However, error can interfere with achieving the goals in learning process. In the case of phonological error, this error must be avoided because it can cause the meaning of words mistake.

The aim of pronunciation is to ease the speaker and hearer in receiving message on communication. The message will be easily accepted if it is conveyed clearly and can be understood, so that what the speaker wants can be accepted by the listener as his goal. Based on this definition, the researcher concludes that pronunciation is a person's way in which a word or language is sounded and pronounced. Even in communicating a language that aims to convey someone's desire to communicate, so that the communication is clearer and can be understood by the other person. Pronunciation is not only how to produce sound from words so that it can be understood by others but also has characteristics that explain how to produce words which are meaningful and accurate.

Regarding to this research, there are some previous studies that have done discussed about phonological errors. Those are Suryatiningsih (2015) analyzed about pronunciation errors, she focused on analyze the errors made by students in pronouncing English diphthongs. As a result, she found that the difficult diphthong was pronounce by the students is /ou/. Wahdati (2016) analyzed students' error in pronouncing consonant minimal pairs. The common errors found in pronouncing consonant minimal are /θ/ and /t/, /f/ and /v/ and /θ/ and /s/. Admittedly, Risdianto (2017) also focused on description of the English consonant system of Sundanese EFL speaker. It showed that the greatest errors made by the EFL were mispronouncing the minimal pairs of /f/ and /v/ and /s/ and /θ/, and /ð/ and /z/.

Instead of conducting the same research, the researcher focused on analyzing of the pronunciation errors made by the fourth semester students of English Education Study Program at IKIP PGRI Pontianak, especially in English consonants and vowels minimal pairs. This research aims to describe error the words in consonants and vowels minimal pairs.

METHODOLOGY

Research Design

Research design is the researcher's plan that specify how data should be collected and analyzed. "Research design is the researcher's plan how to proceed in its context." (Ary *et al*, 2010:426). This research used descriptive study with a qualitative approach. Qualitative research describes phenomena in the form of words. Ary *et al*. (2010:29) defined qualitative research design as the holistic understanding of a certain event or natural social setting. In line with concepts, the researcher need design analysis to hold the research.

Participants

The fourth semester students of English Education Study Program at IKIP PGRI Pontianak were chosen for the subject in this research. The fourth semester students took Phonology class was chosen for this research. The fourth semester students consist of 6 classes. Thus, the researcher took 12 students from the fourth semester students, 2 people from each class.

Data Collection

This part discusses how the researcher collected primary data from the students. These data obtained combination through direct method and indirect method. The first was direct method. University of Hawai (2015) explained that direct method comes to collect students' performance or product that can be evaluated. In this research, the researcher used two kinds of direct method. The first direct method is pronunciation test which is done by the researcher herself while the students pronouncing consonants and vowels.

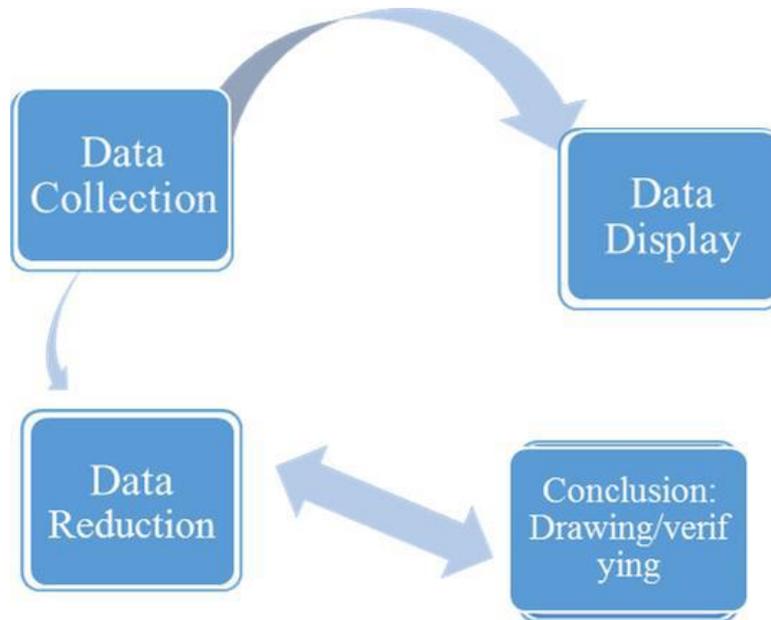
The second was indirect method. The use of indirect method in this research was required to support insufficient data from previous method. University of Hawai (2015) explained that indirect method is possible method to gather the data of students' perception, opinion, attitude, or others. However, in this research, indirect method was doing to replaying the record to confirm the measurement made on the first direct checking. In this case, inter-rater was used to check the students' transcription while pronouncing consonants and vowels into its phonetic symbol.

However, in this research the researchers used the tool of data collection in the form of documentation. Principally researching is measuring, it must be a good measuring tool. However, in order to make this research can run effectively and efficiently, the researcher used test and recording.

Data Analysis

In this research, the researcher used a qualitative data analysis technique. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit" (Moleong, 2010). This research used descriptive study with qualitative

approach to analyze the error pronunciation. Here, in analyzing data, the researcher used Miles & Huberman Model. Miles & Huberman in Sugiyono (2012: 246) stated that there are three activities in analyzing data, namely data reduction, data display, and conclusion drawing/verification.



(Sugiyono, 2012)

The first step was data reduction. Reducing data means summarizing data, pick main points, focus on important things, and look for the pattern (Sugiyono, 2012: 247). The data collected by researcher at the field is in complex and many forms. Therefore, the researcher must do it summarize the data needed to proceed to the next step in analyzing data and get rid of unnecessary data. In this case, the data required is data by discovering values that assist the researcher in making conclusions based on the research method used.

The second was data display. Displaying data is presenting data into patterns. In qualitative research, data can be displayed using brief descriptions, charts, relationships between categories, and so on.

The third was conclusion / verification. Conclusion drawing described all data that has been analyzed.

Data Presentation and Discussion

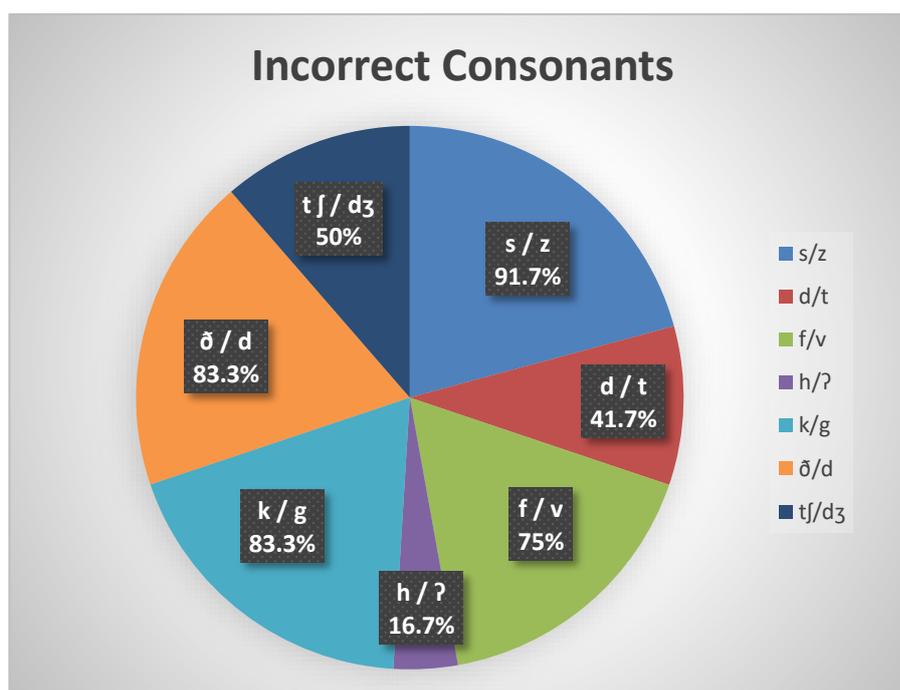
This part explains about the result of pronunciation errors made by the fourth students of English Education Study Program at IKIP PGRI Pontianak. In this research, there were 12 participants, 2 people from each class. The data was according to students' ability in pronunciation of the recorded, the researcher gave 28 listed consonants and vowels minimal pairs to the students, and then counted the dominant errors. The results of the pronunciation data in this research were analyzed by the researcher itself and crosschecked by the Inter-Rater. There were some differences in the transcription of the word transcribed. From 24 listed of words, the dominants differences were in /dʒ/ and /oʊ/, there were 5 students which the pronunciation transcription results were different between the researcher and inter-rater. However, the whole final transcriptions were retrieved by the inter-rater that had been crosschecked.

1. Error in consonants

The researcher conducted this research about errors in consonants. There were 8 consonants that have minimal pair words are chosen to analyze the errors in consonant of the students. Based on the result of the test in pronouncing consonant minimal pairs, it can be seen in this table below:

Table 4.1 Incorrect Consonants

Incorrect Consonant	Students' number	Total	Percentage
s / z	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	11	91, 7%
d / t	7, 12	2	41, 7%
f / v	2, 4, 5, 6, 7, 8, 10, 11, 12	9	75 %
h / ʔ	3, 8	2	16, 7%
k / g	1, 2, 3, 4, ,5, 7, 8, 10, 11, 12	10	83, 3%
ð / d	2, 4, 5, 6, 7, 8, 9, 10, 11, 12	10	83, 3%
tʃ / dʒ	2, 6, 7, 8, 11, 12	6	50%



The explanation of the table above, the students who mispronounced are fourteen words of consonant sounds for testing by the fourth students in English Department of IKIP PGRI Pontianak. From the table above, the dominant errors by students found in pronouncing (s/z) consonant minimal pairs. The total percentage in this error was 91.7%.

a. Consonant (s, z)

Based on table 4.1 above, out of 12 participants, 11 students who mispronounced consonant sounds (s, z) in the words "ice" and "eyes". All students have the same error in pronouncing the minimal pairs "Ice - Eyes". Based on phonetic transcription, "ice" is transcribed as /aɪs/. "Ice" has a voiceless consonant sound, whereas in the phonetic transcription "eyes" has /aɪz/, the voiced consonant sound is used as transcribed as /aɪz/. Therefore, the two pairs of words at least have different consonant sounds. 11 students has the same error, they cannot distinguished voiced and voiceless consonants. All students mistakenly pronounce word "eye" in a voiceless sound, because they think "ice" and "eyes" have the same voiceless sound, even though these words actually have different consonant sounds. The transcription of the students, "eyes" mispronounced was /aɪs/. Based on the table above, the fourth semester

students found the dominant errors in pronouncing (s / z) consonants with a percentage of 91.7%.

b. Consonant (d , t)

From 12 participants, there were 2 students pronounced the consonant (d , t) in word “right” and “ride” incorrectly. The students who make mispronunciation have same mistakes also in pronouncing “right - ride”. In phonetic transcription “right” as /raɪt/ has a voiceless sound, while in phonetic transcription of “ride” a voiced consonant sound employs as /raɪd/. Therefore, the minimal pair words have different consonant sounds. 5 students have the same mistake in pronouncing the words. They could not differentiate voiced and voiceless consonant sounds. Both of students’ mispronounced “right” and “ride”. The transcription of students’ mispronunciation of “right” is /raɪk/. The result of the table above, the fourth semester students had found errors in pronouncing consonant (/d/ - /t/) carry mistakes for the percentage of 41,7%.

c. Consonant (f , v)

From 12 participants, there were 9 students pronounced the consonant sound (f,v) in word “life” and “live” incorrectly. The students have different mistakes in pronouncing “life - live”. In the phonetic transcription of “life” is transcribed as /laɪf/. “Life” has voiceless sounds, while the phonetic transcription of “live” is transcribed as /laɪv/ which has voiced sounds. Therefore, minimal pair words have different consonant sounds. A few students have the same mistakes, they could not differentiate between voiced and voiceless sounds and it also happens in their vowel pronunciation. They mispronounced in word “live” as they consider “life” and “live” have the same sound, while the minimal pair words actually have different sounds. The transcription of the student’s mispronouncing of “live” as /laɪf/. Whereas, the transcription of /laɪf/ to belong of the word “life”. While, a few students mispronounced “life” and “live” is transcribed as “laɪp”. The result of the table above, the fourth semester students had found errors in pronouncing consonant (/f/ - /v/) carry mistakes for the percentage of 75%.

d. Consonant (h , ?)

There were 2 students pronounced the consonant sound /h/ - /ʔ/ in word “hair” and “air” incorrectly. The phonetic transcription of “hair” is transcribed as

/heə(r)/, while phonetic transcription of “air” is transcribed as /eə(r)/. In this case, 1 student mispronounced in word “hair” is transcribed as /hair/. The fourth semester students had found errors in pronouncing consonants sound (/h/ - /ʔ/) carry the least mistakes with the percentage of 16, 7%.

e. Consonant (k , g)

All of the participants, 10 students pronounced the consonant sound /k/ - /g/ in the word “back” and “bag” incorrectly. The students have the same mistakes when the students pronounced “back” transcript as /bek/ and “bag” transcript as /bek/. Thus, the students did not know distinguished to the pronunciation of minimal pair words which is the same pronunciation. Even though, /k/ is voiceless sounds and /g/ is voiced sounds, they could not pronounce “back” and “bag” correctly. They were stressing in vowel /e/ not /æ/. Moreover, all students have the same mistakes in pronouncing the word “bag”, they were pronounced /bek/ as a transcription, while /k/ consonant is voiceless sounds and /g/ consonant is voiced sounds. The transcription of /bæk/ is “back”. Meanwhile, correct phonetic transcription the word “bag” is /bæg/. The result, 12 students did not know how to distinguish words then they pronounced it with the same consonant sound. The fourth semester students had found errors in pronouncing consonant (/k/ - /g/) carry mistakes for the percentage of 83,3%.

f. Consonant (ð , d)

All of the participants, 10 students pronounced the consonants sound /ð/ - /d/ in the word “this” and “disk” incorrectly. In this case, 10 students have the same mistakes in pronouncing “this” and “disk”. The phonetic transcription “this” is [ðɪs] and “disk” is [dɪsk]. Moreover, students made pronunciation error in the word “this” transcript as [dɪs], they changed /ð/ into /d/ consonant sound. Therefore, /ð/ is voiceless sounds and /d/ is voiced sounds. Moreover, 4 students pronounced “disk” transcribed as /dɪs/, they did not mention /k/ consonant sound in the suffix. While, 4 students pronounced the word “disk” transcribed as /dɪks/. The fourth semester students had found errors in pronouncing consonant (/ð/ - /d/) carry mistakes for the percentage of 83,3%.

g. Consonant [tʃ , dʒ]

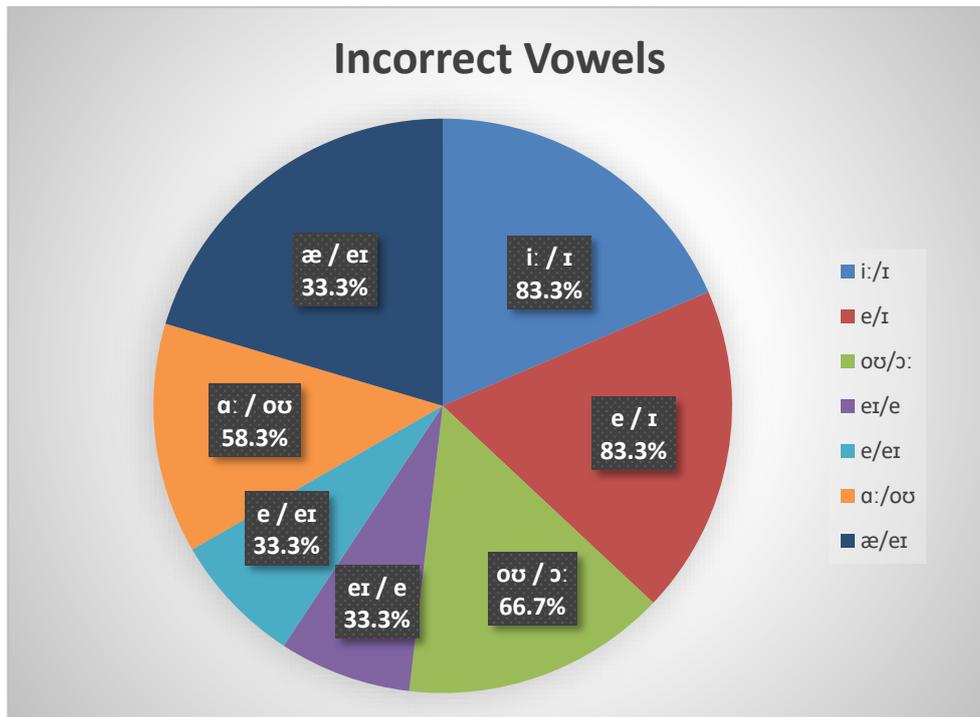
From 12 participants, there were 6 students pronounced the consonant sound /tʃ/ - /dʒ/ in word “rich” and “bridge” incorrectly. The phonetic transcription of “rich” is /rɪtʃ/ and “bridge” is /brɪdʒ/. The consonant sound of /tʃ/ is voiceless sound and /dʒ/ is a voiced consonant sound. In this case, the students are not be able to pronounce between minimal pair words which are consists of /tʃ/ and /dʒ/ consonants. They pronounced it with the same pronunciation. They have a mistake on the word "bridge". The result of phonetic transcription is pronounced with /brɪdtʃ/ while the minimal pair is different from phonetic transcription. The word "bridge" has the suffix /dʒ/, which is voiced sound, but students pronounced it with the suffix /tʃ/ which is a voiceless sound. Based on this result, they cannot distinguish fricative consonant between voiced and voiceless sound. The fourth semester students had found errors in pronouncing the consonants (/ tʃ / - / dʒ /). The percentage obtained is 50%.

1. Errors in Vowels

Many people learning English have a difficulty in speaking English when pronouncing vowels. The reason for this pronunciation of vowels is due to the absence of physical contact between the tongue and mouth when making vowels. Vowels are usually found in the middle of a syllable. Researchers chose at least seven pairs that include vowels. The result of the fourth students of English Department at IKIP PGRI Pontianak, the total of error pronunciation in vowels which shown in *table 4.2*.

Table 4.2 Incorrect Vowels

Incorrect Vowels	Students' number	Total	Percentage
i: / ɪ	2, 3, 4, 5, 6, 7, 8, 10, 11, 12	10	83, 3%
e / ɪ	2, 3, 5, 6, 7, 8, 9, 10, 11, 12	10	83, 3%
oo / ə:	1, 2, 3, 6, 8, 9, 10, 12	8	66, 7%
eɪ / e	6, 9, 11, 12	4	33, 3%
e / eɪ	2, 4, 11, 12	4	33, 3%
ɑ: / oo	2, 3, 5, 7, 8, 10, 11	7	58, 3%
æ / eɪ	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	11	91, 7%



From explanation of the table above, the researcher gave seven minimal pairs on vowel sounds. The total was fourteen words of vowel sounds were pronounced by the fourth semester students. From that table, the students find difficulties in pronouncing vowel (æ /ɛɪ).

a. Vowel (i: , ɪ)

From 12 participants, there are 10 students who was error vowel /i:/ - /ɪ/ in word “feel” and “fill” incorrectly. In this case, minimal pair words “feel” and “fill” consists of 2 vowels monophthong but it different in pronounce, “feel” has long vowel monophthong and “fill” has short vowel monophthong. Moreover, the differences between those words were based on short and long its vowel monophthong. Some students who got the same mistake in pronouncing the word “feel” and “fill”. They mispronounced in vowel /ɪ/, which is short vowel sound. They pronounced word “feel” as /fɪl/. Otherwise, the word “feel” should be has long vowel monophthong, but some of students pronounced it in short vowel monophthong. The fourth semester students had

found errors in pronouncing consonant (/i:/ - /ɪ/) carry mistakes for the percentage of 83,3%.

b. Vowel (e/ɪ)

From all of the participants, 10 students who mispronounced vowel /e/- /ɪ/ in the word “left” and “lift”. Vowel /e/ and /ɪ/ are the same short vowel monophthong. However, some students pronounce “left” transcript as //lef/ and /lep/. While some students pronounce “lift” transcribe as “/lɪf/ and /lɪp/. They are mispronouncing in the suffix which is stressing in the least of /t/ consonant, while for second words they are mispronouncing in the suffix which is stressing in /t/ consonant also. Then, one student pronounced “lift” transcript as /laɪf/. From the result of vowel sounds above, the correct transcription of “left” and “lift” are /left/ and /lift/. The fourth semester students had found errors in pronouncing consonant (/e/ - /ɪ/) carry mistakes for the percentage of 83,3%.

c. Vowel (oʊ / ɔ:)

From 12 participants, 8 students were mispronounced vowel /əʊ/ - /ɔ:/ in word “*bow*l” and “*ball*” incorrectly. There were 8 students who made mistakes in both minimal pair of words. They pronounce the word “*bow*l” which was transcribed as [bɔ:l], in that case they emphasize less on vowel /o/ in their pronunciation and replace with vowel /ɔ:/ which is supposed to be included in the vowel “*ball*”. Furthermore, there were 4 students who pronounced “*ball*” incorrectly. They pronounce the word “*ball*” transcript as /bal/. Based on the phonetic transcription the students pronounce it by replacing vowel /a/ which should use vowel /ɔ:/. 1 student who pronounced the word “*bow*l” and “*ball*” unpredictable. The fourth semester students had found errors in pronouncing (/oʊ/ - /ɔ:/) carry mistakes for the percentage of 66,7%.

d. Vowel (eɪ , e)

From 12 participants, 4 students who mispronounced vowel /eɪ/ - /e/ in word “*late*” and “*let*” incorrectly. Furthermore, 2 students who made pronunciation error in word “*late*” as /let/, it pronounced by /e/ vowel monophthong. 1 student more who made pronunciation error in the word “*late*” as /laɪt/, it pronounced by /aɪ/ vowel diphthong. Therefore, based on correct pronunciation “*late*” as /leɪt/ and “*let*” as /let/. 1 student who pronounced the word “*bow*l”

and “ball” unpredictable. The fourth semester students had found errors in pronouncing (/eɪ/ - /e/) carry mistakes for the percentage of 33,3%.

e. Vowel (/e/ - eɪ/)

All of the participants, 4 students pronounced the vowel sound /e/ - /eɪ/ in word “wet” and “wait” incorrectly. Students who made pronunciation errors in vowel sound had same mistakes, they could not differentiate between monophthong and diphthong vowel. 2 students who made pronunciation error in diphthong vowel “wait”, they were considered to pronounce “wait” transcribed as /wait/. While 2 other students pronounced the words “wait” transcribed as /wet/. Whereas, /wet/ transcription of pronunciation from “wet” and “wait” is /weɪ/. The fourth semester students had found errors in pronouncing (/e/ - /eɪ/) carry mistakes for the percentage of 33,3%.

f. Vowel (ɑː , oʊ)

From 12 participants, there were 7 students who made pronunciation vowel /ɑː/ - /oʊ/ in word “not” and “note” incorrectly. In this case, the minimal pair word consists of two different vowel sound, those were monophthong and diphthong. Based on correct transcription of the words “not” and “note” are [nɑːt] and [noʊt]. Some students who got the same mistake in pronouncing the word “not” and “note”. 5 students had mispronounced word “note” as /not/. For the next, there was 1 student mispronounced word “note” as [nɑː t]. It pronounced word “note” with long vowel pronunciation, whereas, that word should be uses vowel diphthong. Based on correct transcription, that word has /oʊ/ vowel diphthong. Moreover, they still cannot pronounce a word that should has vowel diphthong. They could not pronounce /ɑː/ vowel monophthong. Furthermore, 2 students mispronounced word “not” as [not], while 2 other students mispronounced word “not” as /nat/. Even though, the word “note” has vowel diphthong but they pronounce it with short vowel, while word “not” has vowel monophthong with long vowel pronunciation, however they pronounce it with only short vowel. They pronounced that words with the same pronunciation, it means that they could not distinction between minimal pair words are. The fourth semester students w had found errors in pronouncing (/ɑː/ - /oʊ/) carry mistakes for the percentage of 58,3%.

g. Vowel (æ , eɪ)

From 12 participants, 11 students pronounce the vowel /æ/ - /eɪ/ in word “hat” and “hate” incorrectly. However, 9 students have mispronouncing in word “hat”, they pronounced as /het/. 2 students who made pronunciation error in the word “hate” as /hat/. While 5 students had same mistake in word “hate”, they were pronounce “hate” as /het/. They pronounced “hat” and “hate” same sounds, even that two words are different pronunciation in a vowel. “Hat” is stressing in /æ/ vowel monophthong. However, “hate” uses /eɪ/ vowel diphthong and “hat” consists of /æ/ vowel monophthong. The fourth semester students had found difficulties in pronouncing (/æ/- /eɪ/) carry most mistakes for the percentage of 91,7%.

Discussion

The researcher found some mistakes in the students pronouncing the consonant minimal pairs and vowel minimal pairs based on the test results. Actually students were able to pronounce almost all the minimal pair words correctly, but there were some mistakes that were pronounced by the students. In this research, the researcher focused on thirteen consonant sounds in English: /ð/, /t/, /d/, /s/, /z/, /f/, /v/, /k/, /g/, /ʒ/, /tʃ/, /dʒ/, and /h/, then 9 vowel sounds, there are: /i:/, /ɪ/, /e/ , /ɔ:/, /eɪ/, /ɑ:/, /oʊ/, and /æ/. Based on the result from the test shows that the dominant errors found in consonant minimal pairs were (/s/ - /z/) and the dominant errors found in vowel minimal pairs were (æ/ eɪ/). There were several English sounds that were not or rarely in Indonesian that were difficult for the participants to pronounce. For example, the vowel /æ/ does not exist in the Indonesian vowel. For example, the participants replaced /æ/ with /e/ in the word “hat”.

This error occurs in the placement of language in articulation, this is influenced by the habits of participants in pronouncing vowels in their first language. It indicates that may subjects are unsuccessful to produce sounds in the place of articulation. Minimal pairs are pairs of words that differ in meaning on the basis of a change in only one sound (Tuan, 2010). Therefore, the students must be given more drill to pronounce English consonant and English vowel sounds especially in minimal pair words.

The dominant errors were found in the pronunciation of the consonants /s/ and /z/. The phonetic transcription of the word "ice" is /aɪs/, while "eyes" is /aɪz/. Here, many students mispronounced the word “ice”, they pronounced a word similar to the word

“eyes”. The students with Indonesian language backgrounds experience difficulty in pronunciation /z/. Many Indonesian words contain the phoneme /z/ but at the beginning of the word, so there is no difficulty pronouncing the phoneme /z/ if it is put at the beginning words. In the list of words, there is no letter z which usually represents the phoneme /z/, thus the students' tendency to pronounce it as the phoneme /s/. Further on vowel sounds, the most mistakes occur on /æ/ and /eɪ/ vowel sounds. There were minimal pair words between diphthong and monophthong vowel sounds. The vowels were chosen by the researcher as "hat" and "hate" for their respective representatives. Phonetic transcriptions of these words are /hæt/ and /heɪt/. Here, many students mispronounced the word "hate". They pronounced a word similar to the word "hat", even though there were actually different vowels. They pronounced "hate" as /hæt/, therefore, when pronouncing the sound there is no difference.

Recently, there was a research conducted by Wahdati (2016) related to pronunciation errors of consonant sounds. She found that English learners tended to produce errors in the pronunciation of some English words, especially deep consonant sound. The common error were found in consonant minimal pairs of the fourth semester students of English Department of Antasari State Institute for Islamic Studies Banjarmasin were (θ/t) , (f/v) and (θ/s). In addition, Hasanah (2019), she found that the most pronunciation error made by Junior High School students in Waru Sidoarjo is English consonant sounds /tʃ/ - /dʒ/. The students who made pronunciation errors was 58 students from 60 participants which are 96%. Based on the data sources of pronunciation error committed by Junior High School students in Waru Sidoarjo, it showed the students who get the most pronunciation error in minimal pair words are from Junior High School 1 Waru, while Junior High School 4 Waru students are the least from the other schools which made pronunciation error in minimal pair words.

From those previous researches, one of the research focused on students' consonants sounds. The second one, focused on consonant and vowel sounds. In short, the result showed that the students have a mistake in different vowels and consonants sound. In this research the analysis focused also on both consonant and vowel. In spite of this analysis showed different result from those previous studies which the dominant errors in pronouncing s/z. It showed that the students' tendency to pronounce words containing consonant and vowel sounds.

Mondal (2016) stated that oral language is based primarily on imitation, pronunciation, and intonation patterns are best learned through imitation, the value of imitation must be recognized in the teaching of any language especially English. In this case, they have to imitate native speakers because they are imitating their mother tongue for better pronunciation. Not only imitating, they can also practice language with countless repetitions of words, they can learn how to pronounce words correctly, but in reality, they do not practice or imitate words at home. They know the theory, but do not change the tongue, theory does not automatically change the way they produce sounds, therefore students have to practice and imitate more, learning pronunciation in class is not enough, they have to do more. Give time to practice English every day, but it takes time but this can help students to improve pronunciation, for example they can recite something or a story about their day by recording their voice and then listening, they can find out their mistakes in pronouncing words.

CONCLUSIONS

The objectives of this research there are finding a common error pronunciation of English words on the fourth students of English Department at IKIP PGRI Pontianak. Clearly, after analyzing data, the researcher concludes that kinds of pronunciation errors by the fourth semester students there are in English consonant /ð/, /t/, /d/, /s/, /z/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/. While, in English vowel /əʊ/ /eɪ/ /aɪ/ /ɪ/ /e/ /i:/ /ɑ:/ /ɔ:/ /oo/, /æ/. The dominant errors in pronunciation of minimal pair words by the participants in consonant sounds is /s/ and /z/ because the most participants there were made pronunciation error in words *ice* and *eyes*. Based on the result, the researcher got 91,7%. Whereas, the dominant errors pronunciation of minimal pair words by the participants in vowel sounds is /æ/ and /eɪ/ in word *hat* and *hate*. The researcher got 91,7%.

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