THE ENGLISH PRONUNCIATION OF BUGINESE STUDENTS IN ENGLISH DEPARTMENT OF IAIN PALOPO

A Thesis

Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education
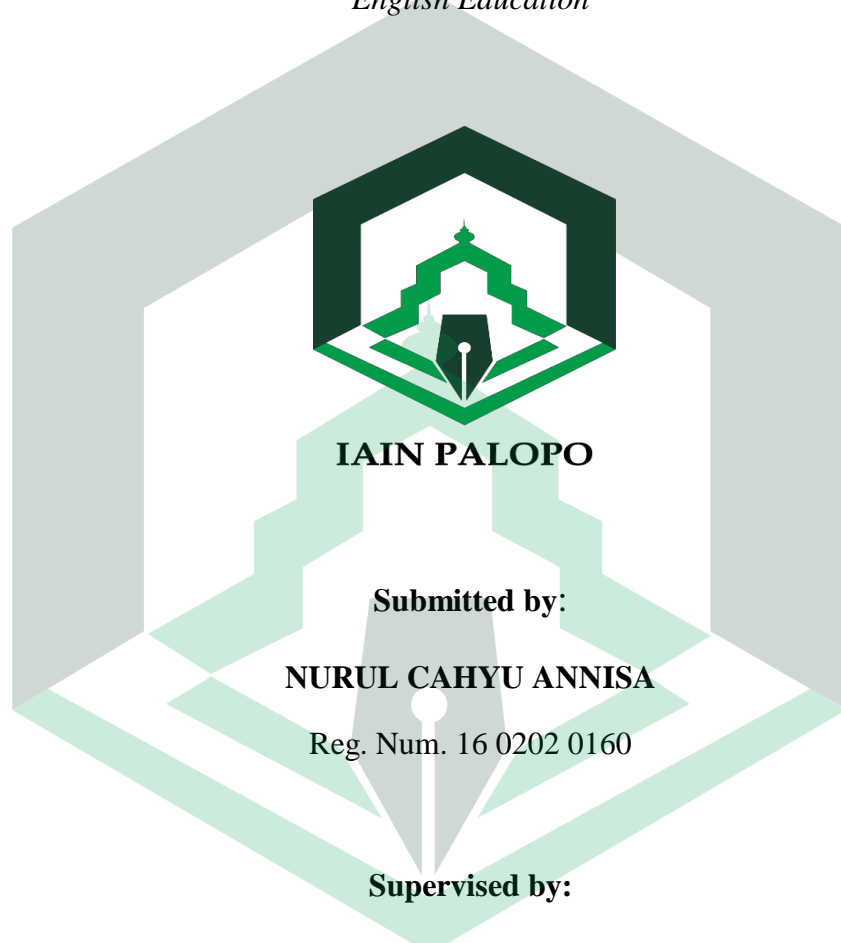
IAIN PALOPO

Submitted by:

NURUL CAHYU ANNISA

Reg. Num. 16 0202 0160

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

2020

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1. **Amalia Yahya, S.E., M.Hum**

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ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

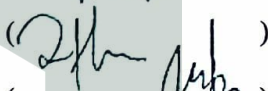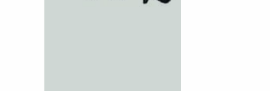**2020**

THESIS APPROVAL

This thesis entitled **"The English Pronunciation of Buginese Students in English Department of IAIN Palopo"** Which is written by **Nurul Cahyu Annisa, Reg. Number 16 0202 0160**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Thursday, 03rd of September 2020 M, concided with 15th Muharram 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd** degree in English language teaching.

<div align="right">

Palopo, 03rd September 2020
15th Muharram 1442 H

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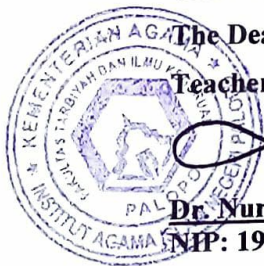
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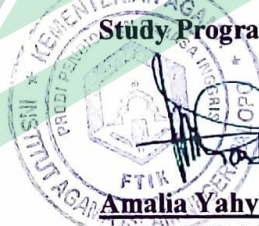Skripsi berjudul The English Pronunciation of Buginese Students in English Department of IAIN Palopo yang ditulis oleh Nurul Cahyu Annisa Nomor Induk Mahasiswa (NIM) 16 0202 0160, Mahasiswa program studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari kamis, tanggal 27 Agustus 2020 bertepatan dengan 8 Muharram 1442 Hijriyah telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji, dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

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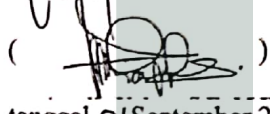
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In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of the requirements to finished study in English Education Department of IAIN Palopo.

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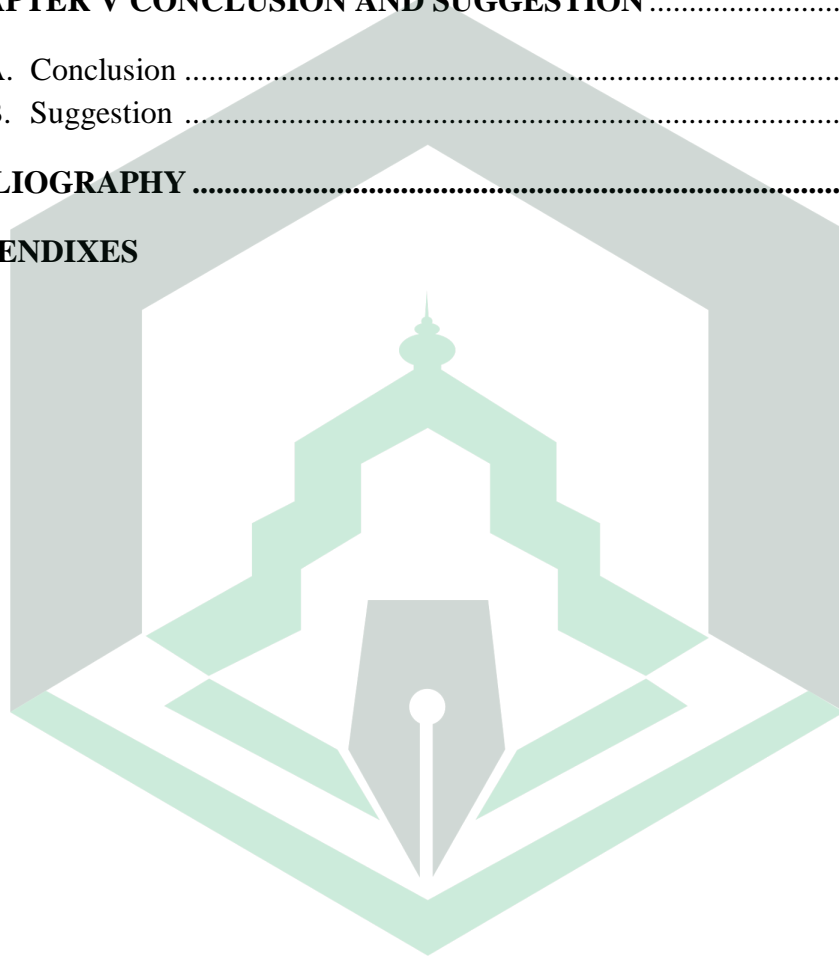
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The author realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this work becomes even better. Finally, the writer hopes that the writing of this thesis final project can provide benefits.

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ABSTRACT

Nurul Cahyu Annisa, 2019. "*The English Pronunciation of Buginese Students in English Department of IAIN Palopo*". Thesis of the English Department Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. Supervised by Amaliya Yahya and Wahibah.

This thesis is a research on English pronunciation, especially about the labiodental fricative sound by Students with a Buginese background in the English Department at Tarbiyah Faculty and Teacher Training in 2019-2020. The research question is how do the students with Buginese background produce English labiodental fricative sound in the English Department of IAIN Palopo? The purpose of this study was to determine the ability of students with Buginese backgrounds to produce labiodental fricative sounds in English.

The method used in this research is descriptive qualitative method. With the populations were Buginese students in English department at the Tarbiyah Faculty and Teacher Training at IAIN Palopo. The total population is 505 people consisting of 4 semesters and 16 classes. To take the number of samples, researchers used a random sampling technique, in which researchers took samples at random from a population. Then the researchers took 10 samples divided into several levels, namely 2 people from the second semester, 2 people from the fourth semester, 4 people from the sixth semester, and 2 people from the eighth semester. All samples are students with Buginese background.

From the series of research that has been carried out, the results obtained in this study are students with a Buginese background, most of whom are able to produce labiodental fricative sounds well.

Keywords: *Pronunciation, Buginese, Labiodental Fricative*

CHAPTER I

INTRODUCTION

A. Background

Communicative competence takes the element of pronunciation as one of the things that make oral communication successful. Why Good pronunciation is essential because it is the basis of good communication[1]. As one component of language, pronunciation needs to be known by students. But in reality, some Indonesia students who are familiar with their mother tongue which is mainly different in sound and spelling from English find it difficult for Indonesia students to pronounce English words correctly.

There are many differences between the Buginese language and English, especially in terms of symbols and sounds. Ramelan said that it was difficult for students to learn foreign languages if there were many similarities between them.[2] For example, in English "fan" is pronounced /fæn/ but usually, students say it /fan/ as written. That was because he was accustomed to speaking their mother tongue which was mainly different from English pronunciation. Therefore, it is important to teach pronunciation. According to harmer, for all people who learn English and are aware of pronunciation problem, it will benefit them, both for their

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[1]Alfred Charles Gimson, *An Introduction to the Pronunciation of English,* 3 edition (London: Cambridge University Press 1980), 4.

[2] Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press, 1985),

production or for their understanding of spoken English.[3] That is students who have good pronunciation will be easy to understand English spoken and understood by others.

From observation made by the researcher in the English department of IAIN Palopo, the researcher realized that there were still many students who did not pay attention to the pronunciation when speaking English words. Even though in terms of grammar, they are superior. This is unfortunate because seeing in the world of work that will be widely used in spoken English not written English. This is because good pronunciation with weak grammar will be easier for native speakers to understand than vice versa. Because bad pronunciation can damage perfect grammar.[4] That is, students who have better pronunciation will have more opportunities to communicate naturally with native speakers.

Mispronounced words in English can create misunderstandings and miscommunication. This is often found among Indonesia students who study English as a foreign language. For example, the word "live" is spelled as "life", or the word "love" is spelled as "laugh". This can be very fatal for students who have difficulty understanding and being understood by other language communities. That is, if someone mispronounced English words, it would have a completely different meaning from what

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[3] Jeremy Hammer, *The Practice of Language Teaching* (Cambridge: Longman, 1998), 183

[4] Helen Fraser, *Teaching Pronunciation: A handbook for teachers and trainers* (Canberra: DETYA, 2001), 5

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the speaker said because English words have many words that are almost similar to each other in saying it.

In learning English as a foreign language, pronunciation mistakes can occur because the phonological system of English is different from Indonesian. Indonesian students also find many difficulties in learning English, especially in producing English sounds accurately. One of the sounds of English is consonants. Although some English consonants are similar to Indonesia consonants, many Indonesia students mispronounce them. The use of Indonesia as a mother tongue by Indonesia students influences the production of English sounds. Problems arise when Indonesia students produce English sounds that are not in Indonesia by using the most similar speech. Sometimes, the replace existing or original words.

Betty said asserts that difficulties in learning English occur because some English sounds are not present in the learner's mother tongue.[5] David links pronunciations with the basic field of linguistics that deals with scientific studies of the structure of language, which is phonology.[6] Furthermore, he mentioned that it was different from other fields of linguistics. Where in phonology, the structure of language that is owned by the structure of sound in a language. According to Richards, Platt & Weber, phonology discusses two main things, are phonemic namely the

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[5] Betty Lanteigne, "Common," *persistent errors in English by Brazilian Portugese speakers TEFL Web Journal, 4*(1). Retrieved August 21, 2017, from http://www.teflweb-j.org/v4n1/Brazilians.pd.
[6] David Odden, *Introducing phonology* (Cambridge: Cambridge University Press, 2006).

3

study of different sound units and phonetics which are mainly related to speech sounds.[7] It should be noted that at the same level as phonology, pronunciation is in essence, also related to sound.

The way the sound is made is called the articulation method. The way articulation is focused on the wat consonant sounds are pronounced. There are several types of articulation methods such as stop articulation, fricative articulation, and approximation. Based on the type of articulation above, this study focuses on fricative because students make the most mistakes in pronouncing fricative consonant sound that is labiodental fricative consonants. But in this study, researchers only took one fricative consonant sound that is labiodental fricative sounds. This research will focus on the way students, especially students with Bugis background produce fricative sound labiodental.

According to Indriani, labiodental fricatives are sounds produced by involving the lower lip and the edge of the upper teeth[8]. This sound is produced when the soft palate is raised and the nasal resonator is turned off. Meanwhile, the lower lip with the edge of the upper teeth touches each other so that the air that comes out-produces friction.

Based on the observations of researchers in the English department of IAIN Palopo, researchers looked at various kinds of mother tongue used in daily interactions. However, of the many English students at IAIN

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[7] J. Richards. J. Platt and H. Weber, *Longman dictionary of applied Linguistics* (Essex: Longman, 1992)

[8] M. Indriani, *english pronunciation: the english speech sound theory & practice* (Jakarta:PT. Gramedia Pustaka Utama, 2005).

Palopo, students who speak Luwunese are more dominant, followed by students who speak Bugis and other mother tongues. Because in the beginning, the researcher focused his research on the fricative labiodental sound (f, v), the researcher would focus on students with a Bugis language background because, in the Bugis Language symbol, there is no fricative labiodental symbol (f and v). Therefore, researchers took the initiative to research the title "THE ENGLISH PRONUNCIATION OF BUGIS STUDENTS IN ENGLISH DEPARTMENT OF IAIN PALOPO"

B. Problem Statement

Based on the background, the problem that needs to be answered at this research is how do the students with Buginese background produced English labiodental fricative sounds at the English department of IAIN Palopo?

C. The objective of the Research

The objective of this research is to find out the ability of students with a Buginese background in producing English labiodental fricative sounds.

D. Significance of the Research

This research is expected to provide the following significance:

1. Theoretically

This research is expected to develop language studies especially phonetic and phonology domains.

2. Partially

    a. The Teachers

The results of this study are expected to be a useful input for English teachers to get alternative solutions in teaching pronunciation.

    b. Students

The results of this study will help and provide opportunities for students to get active learning and solve their problems in pronunciation.

    c. Further Researchers

Finally, the findings of this study can be used by other researchers interested in English to obtain useful information.

E. Scope of the Research

This research is focused on segmental features namely labiodental fricative sounds produced by English department students with the Buginese background. The voiced and the voiceless labiodental fricative sounds are [f] and [v].

F. Operational Definition

1. Pronunciation

Pronunciation is the activity of saying words by producing sound. According to Yate (2002: 1), pronunciation is the process of producing a sound that has meaning from the segmental and suprasegmental aspects. That is, if we want to convey a message orally, then the message can be received and understood by others.

2. Buginese People

Bugis people are included in the bilingual because they use two dominant languages in different situations or communication. Like Indonesian or Bugis language itself. Usually, Bugis people always use their language when talking to fellow Bugis or when in the majority environment is a Bugis community.

3. Labiodental Fricative

Labiodental fricative sounds are consonant sounds, /f/ and /v/, which are produced with a continuous airflow through the mouth with involving the lower lip and the upper teeth. For example; everything, laugh and before, /evriθɪŋ/, /la:f/, /bɪ'fo:(r)/.
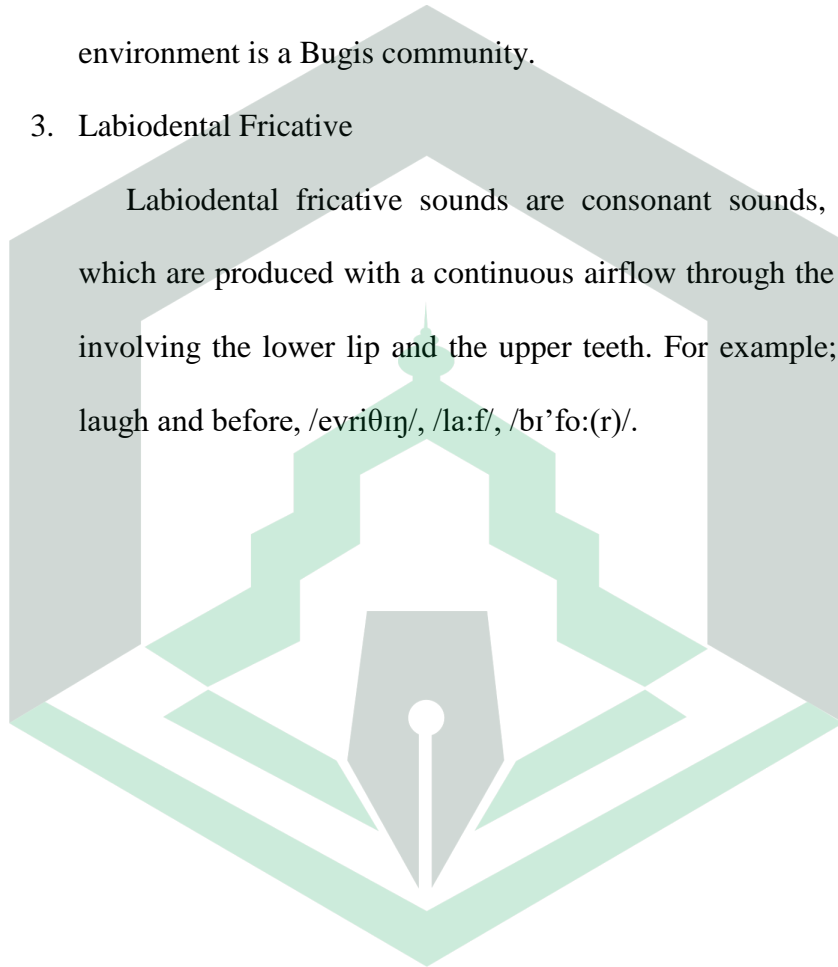
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Nur Padhilla with the title is "The causal factors of Buginese-bone accent interference on the pronunciation in English conversation". Conclude that English students have some problems to be solved. Students must be aware of their first language interference in which the effect on their English pronunciation in English conversation. Also, the teachers have to support the students by attending to their English pronunciation.[9]

In another research, Jeni Isnarani entitled *An Analysis of Fricatives Consonants pronounced by the Sixth Semester Students of English Education Department of IAIN Salatiga*. The researcher state that there were several factors causing students errors in pronouncing fricatives consonants; there were no examples to read the words correctly, the unfamiliarity of students to say it in daily conversation, the inconsistency between the written words in English to the sounds, the high level of anxiety, the lower grade they got, the low level of motivation, they never been taught to pronounce the word correctly at Senior High School.[10]

Ilham Syarifuddin entitled *The Pronunciation of English Fricative by Makassarese Students in Second Semester of English Literature*

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[9] Nur Padhillah, *The Causal Factor of Buginese-Bone Accent Interference on the Pronunciation in English Conversation,* (Makassar: UIN Alauddin Makassar,2017), 48

[10] Jeni Isnarani, *An Analysis of Fricatives Consonants Pronounced by the Sixth Semester Students of English Education Department of IAIN Salatiga*, (Salatiga: IAIN Salatiga, 2017), 75

Department of Adab and Humanities Faculty. The researcher concludes that Makassarese students in the English program stay at the low level how to pronounce English fricative consonants in all positions. They are difficult to pronounce ð, θ, ʃ, and ʒ. It because in Makassar language only has 2 fricative consonants.[11]

Additionally, Sudarman concludes his research that the ability of the eleventh year students of PMDS Putri Palopo in their English pronunciation on interdental voiced /Δ/ and voiceless /T/ fricative are in the poor category.[12]

In this study, the researcher tried to find more evidence to see whether the results of the study are following the reality found by the authors in the field. But in this study, the researcher focused on labiodental fricative sounds in students with a Buginese background.

B. English Pronunciation

1. Definition of Pronunciation

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). Boyer stated that a necessary part of

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[11] Ilham Syarifuddin, *The Pronunciation of English Fricative by Makassarese Students in Second Semester of English Literature Department of Adab and Humanities Faculty,* (Makassar: UIN Alauddin Makassar, 2014), 39

[12] Sudarman, *Improving Student's Pronunciation Through Minimal Pairs at the Eleventh Year Students of PMDS Putri Palopo,* (Palopo: STAIN Palopo, 2008), 58

intelligible pronunciation in English also involves knowing how to stress words correctly and to use intonation appropriately.[13]

Moreover, Christian Dalton and Barbara Seidlhofer in pronunciation book stated that pronunciation in general terms as the production of significant sound in two senses.[14] The first sense is to talk about pronunciation as the production and reception of sound speech. Then the second is to talk about pronunciation about acts of speaking. In simple words, the researcher can define pronunciation as a part of speaking skill that related to how to make correct sounds to achieve meaning in the context of use.

2. Aspect of Pronunciation

Pronunciation has two main features, there are segmental and super segmental features. Segmental features include phoneme that consists of vowel and consonant. Also, super segmental includes stressing and intonation. Penny Ur stated that the concept of pronunciation may be said to include the sound of language, stress, and rhythm.[15]

There are two fields of pronunciation they are phonetics and phonology. Phonology deals with the sound system of languages and phonetics deals with the physical realization of the elements of the sound system, e.g. how the sound is physically produced (articulatory phonetics) or the acoustic characteristics of the speech sound (acoustic phonetics).

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[13] Susan Boyer, *Understanding English Pronunciation: an Integrated Practice Course,* (Australia: Boyer Educational Resources, 2001), 1

[14] Christiane Dalton and Barbara Seidlhofer, *Pronunciation*, (USA, Oxford University Press, 1995)

[15] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), 47

Pronunciation is the act of manner, pronunciation something articulate utterance. A way of speaking a word, especially a way that is accepted on generally understood. And the graphic representation of the way a word is using the phonetic symbol. On the other hand, pronunciation is the way to produce words like a native speaker. It becomes a problem if we speak in English but we cannot speak like the native speaker.

Jeremy Harmer adds three areas to know about pronunciation. There are:[16]

a.   Sounds. all words are made up of sounds like this, and speakers of a language need to know these sounds if they understand what is said to them and be understood in their turn. Some problems of the speaker in the English language, that they have difficulty with individual sounds. for example, the Javanese says a word that sounds like "light" instead of the intended "right".

b.   Stress is the part of the word or phrase which has the greatest emphasis because the speakers increase the volume or change the pitch of their voice. Native speakers of language unconsciously know about stress and how to use works. They know which syllables of words are stressed and they know how to use stress to change the meaning of phrase, sentences, and questions.

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[16] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Cambridge University Press, 1991)

c. Intonation is important then and the competence users of the languages, recognize what meaning it has and can change the meaning of what they say through using it in different ways.

C. Phonetic and Phonology

Peter stated that only by studying both phonetics and phonology it is possible to acquire a full understanding of the use of sound in English speech.[17] Ashar (1989:3) stated that the purpose of phonetic is provided an inventory and description of the sound found in speech, there are several ways of looking at these sounds.[18] First, the sound is generated by source; second, sounds as transmitted through a medium, and third, sounds as perceived by the receiver.

1. Phonetics

Phonetics is the study of the sounds of speech, phonemes and allophones and the way they are produced, transmitted, and received by the listener.[19] Besides, phonetic is the study of the production, transmission, and reception speech sounds.[20] Phonetic is the science which studies the characteristic of human sound-making, especially those sound used speech and provides methods for their description, classification, and transcription.[21] And based on the opinions above, it can be concluded that

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[17] Peter Roach, *English Phonetic, and phonology,* (Britain: Cambridge University, 1996), 35

[18] Ashar Arsyad, *English Phonology: An Introduction,* (Ujung Pandang: IAIN Alauddin, 1989), 3

[19] Mary Finocchiaro, *The Foreign Language Lerner/Mary Finocchiaro, Michael Bonomo,* (New York: Regents Publishing, 1973), 271

[20] Victoria Fromkin, *An Introduction to Language,* Ninth Edition, (Los Angeles: Michael Rosenberg, 2003), 28

[21] David Crystal, *A Dictionary of Linguistics and Phonetics,* (London: Blackwell, 1985), 230

phonetics is the study of how the vocal track producing the sounds and received by the listener.

The purpose of phonetics is to provide an inventory and description of the sound found in speech. To learn how to speech sounds are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators and the study of them called articulator phonetic.

The concrete phonetic characteristic of the sounds used in a language is a) Acoustic Phonetic, The study of the physical characteristic of sounds in language uses laboratories instrument. b) Auditory phonetic studies the way of perception in produce sounds. c) Articulator phonetic studies how speech sounds are made (articulated) by the vocal organs.[22]

2. Phonology

Phonology is the study of how sounds are combined form word.[23] Besides, Roger stated that phonology is about phonetic things it requires the concept, terminology, and notations of phonetics.[24] And Peter stated that phonology is the description of the system and pattern of sounds that occur in a language.[25]

So, it can be said that phonology is the study of how the sounds are combined from words. Phonology is concerned with the sound structure of language. It involves studying a language to determine its distinctive

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[22] David Crystal, Loc. Cit.

[23] Victoria Fromkin, op. cit.

[24] Roger Lass, *Phonology: An Introduction to Basic Concepts*, (Cambridge, UK; New York; Melbourne, Australia: Cambridge University Press, 1984), 1

[25] Peter Ladefoged, *A course in phonetics*, 2nd ed, (London: Harcourt Brace Jovanovich, 1982), 22

sounds and to establish a set of rules that describe the set of changes that take place in sounds.

Everybody can understand what people think because they know the meaning of a sound (language). When they occur in a different relationship with other sounds, we can identify a small number of regular sounds (vowel and consonant). From the practical phonetics standpoints, it is convenient to distinguish two types of speech sounds. Simply because the majority of sounds described and classified most appropriately according to two types of this sounds. Speech consists of an alternation of two major sound-type: vowels and consonants.[26]

a. Vowels

This category of sounds is normally made with a voiced regressive air-stream without any closure or narrowing such as would result in the noises component characteristic of many consonants sounds moreover, the escape of the air is characteristically accomplished in any impeded way over the centerline of the tongue.

A description of vowel sounds can be explained by three factors as follows; a). The position of the soft palate raised for oral vowel lowered for nasalized vowels; b).The kind of aperture formed by the lips-degree of spreading or rounding. c).The part of the tongue is raised and the degree of the raising.

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[26] Patricia Ashby, *Understanding Phonetics,* (London: Hodder Education, 2011), 4

VOWELS

Front   Near front   Central   Near back   Back

Vowels at right & left of bullets are rounded & unrounded.
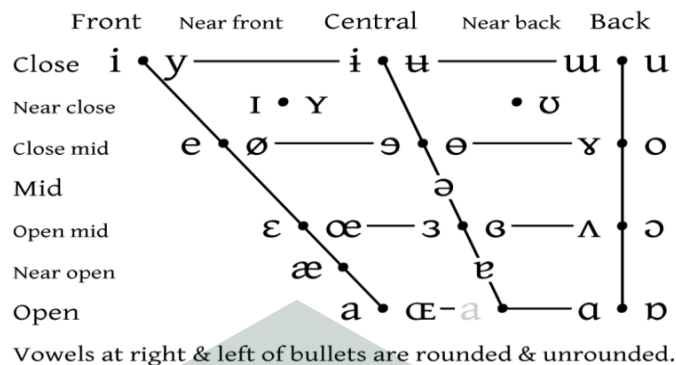
Figure 2.1.1 Vowel Chart[27]

b. Consonant
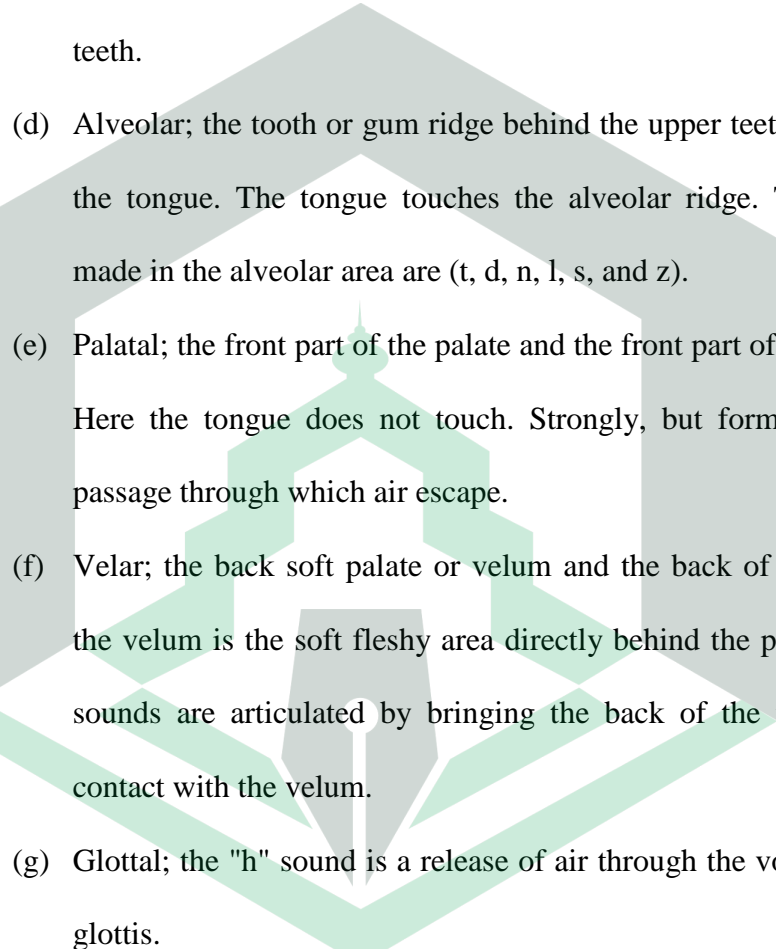
Consonant articulations are relatively easy to feel and as a result most conveniently described in terms of place and manner of articulation. According to the position of the vocal cords, the consonant can be divided by voiceless (p,t,k,f,s,ʃ, Ǿ,h) and voiced (the rest of consonant).

Steinberg (1982:176) state that to describe consonant by the position at which part of the mouth come together to produce a closure or a near closure that allow the passage of a narrow stream of air.[28] These positions are called the point of articulation, for English consonant, there are seven primary of the point from front to back, they are;

(a) Bilabial (literally two lips) the upper and lower lips. Bilabial sounds are p, b, m, and w.

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[27] *Peter Ladefoged, "American English". Handbook of the International Phonetic Association. (Cambridge: Cambridge University Press, 1999), 41–44*

[28] David P. Aline, Danny D Steinberg, and Hiroshi Nagata, *psycholinguistic: Language, Mind, and World,* (New York: Longman, 1982), 176

(b) Labiodental, the upper teeth, and the lower lip. Labiodental sounds are made by bringing the lower lip into contact with the upper teeth. They are f (voiceless) and v (voiced).

(c) Dental (interdentally), the upper teeth, and the tip of the tongue. Interdental sounds are made by placing the tongue tip between the teeth.

(d) Alveolar; the tooth or gum ridge behind the upper teeth and tip of the tongue. The tongue touches the alveolar ridge. The sounds made in the alveolar area are (t, d, n, l, s, and z).

(e) Palatal; the front part of the palate and the front part of the tongue. Here the tongue does not touch. Strongly, but forms a narrow passage through which air escape.

(f) Velar; the back soft palate or velum and the back of the tongue, the velum is the soft fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the tongue into contact with the velum.

(g) Glottal; the "h" sound is a release of air through the vocal cord of glottis.
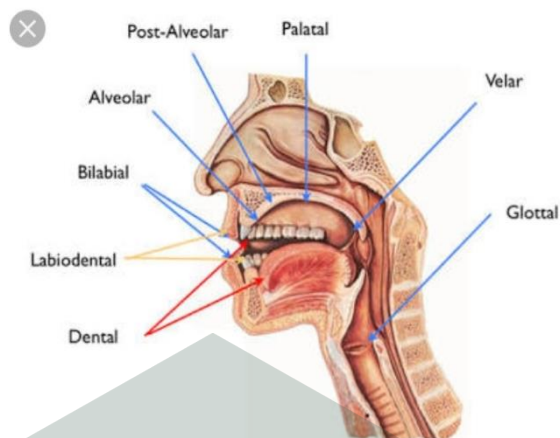
Figure 2.2.1 Picture place of Articulation[29]

Manner of articulation is the air stream from the mouth, is modified (blocked, restricted, diverted, etc.). Provide a means of classifying consonants. Based on the definition of manner of articulation it the type of closure of narrowing at the point of articulation it divided into five types.

Roach notes that consonant with a characteristic that when they are produced, air escapes through a small passage and makes a rising sound. All languages have fricative, fricative is continuant consonants, which means that you can continue making them without interruption as long as you have enough air in your lung.

Besides the place of articulation and the condition of the glottis (whether the sounds are voiced or voiceless) must be referred to a third characteristic to uniquely describe a speech sounds. This is the manner of

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[29] The Mimic Methode, "Place of Articulation",2019, https://www.mimicmethod.com/ft101/place-of-articulation/, June 16, 2020.

articulation-the action of the vocal apparatus as sounds are being produced.

Table 2.1 table of English consonant phonemes[30]

MANNER		VOICING	PLACE						
			Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid Lateral	Voiced				l			
	Liquid Rhotic	Voiced					r (ɹ)		
	Glide	Voiced	w				j	(w)	

In this consonant table, there are two consonant sounds. They are voiceless and voiced.

D. Labiodental Fricatives

After we understand about articulation, the researcher will narrow the scope into labiodental fricative or /f/ and /v/. Labiodental fricatives are sounds that are produced by involving the near-contact of the lower lip to the upper front teeth.[31] This sound is produced when the soft palate is raised and the nasal resonator being shut off. While the inner surface of the lower lip makes contact with the edge of the upper teeth so that the air which is escaping produces friction.

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[30] Chris Lee, "Phonetics: Consonants, Vowels, Diphthongs, IPA Chart Definition and Examples", February 8, 2017, https://www.myenglishteacher.eu/blog/phonetics-consonants-vowels-diphthongs-ipa-chart/, June 16, 2020

[31] M.I. Indriani, *English Pronunciation: The English Speech Sound Theory & Practice,* (Jakarta: PT Gramedia Pustaka Utama, 2005)

Akmajian (2001) Fricatives are sound produced when the airflow is forced through a narrow opening in the vocal tract so that noise produced by friction is created.[32] Related to the place, labiodental, there are two sounds of labiodental fricatives; voiceless labiodental fricative /f/ and voiced labiodental fricative /v/. The difference between the two sounds is the way of air streamflow.
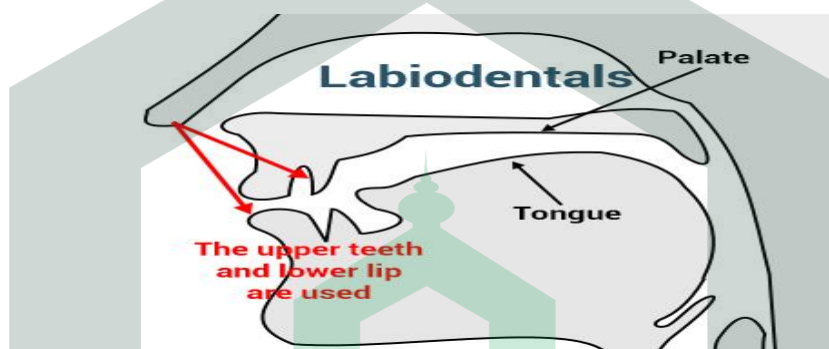
Figure 2.3.1 Section of Labiodental[33]

Voiceless and voiced sounds relate to the airflow. When during the airflow the vocal cords are apart, the airflow freely through the glottis and supraglottal cavities, it will be voiceless sound.[34] While, if the vocal cords are closed, the air stream forces its way through and causes them to vibrate, the sound will be voiced one.

In this research, we see labiodental fricative in the three positions (consonant distribution). They are *initial, medial,* and *final.* Initial is the position of the letter in the word, where the letter position at the beginning

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[32] Adrian Akmajian et al., *Linguistics: An Introduction to Language and Communication,* fifth edition, (London: Massachusetts Institute of Technology)

[33] The Mimic Methode, "Place of Articulation",2019, https://www.mimicmethod.com/ft101/place-of-articulation/, June 16, 2020.

[34] Fromkin, Rodman and Hyams, *An Introduction to Language,* (CA: Heinle Publishing, 2003)

of the word. Medial is the position of the letter in the word, where the letter position in the middle of the word. Final is the position of the letter in the word, where the letter position in the last of the word.

E. Buginese

1. Bugis Tribe

Bugis people is one of Indonesian ethnic which are the inhabitant of South Sulawesi. This tribe is the biggest three after Javanese and Sundanese. Besides the indigenous who live in South Sulawesi, the immigrant of Minangkabau who wanders from Sumatra to Sulawesi and the Malay people are being called as Bugis people. At present, The Bugis is spread all over Indonesia like Sulawesi Tenggara, Sulawesi Tengah, Papua, Kalimantan Timur, Kalimantan Selatan even to going abroad. Bugis people are the most group who insist to spread the Islamic religion.[35]

The Bugis originated in the southwest limb of Celebes, where they were well known for their adventurism and maritime skill. They levied nominal customs duties in the city of Makassar, which made it a prosperous trading port. By 1667, however, Makassar had fallen to the Dutch East India Company, and the Bugis began to emigrate from Celebes to places in the Malay Archipelago not yet reached by western European powers. During the 17th century, they established settlements

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[35] Helper, "The Excellency of Bugis Tribe – South Sulawesi", July 7, 2017, https://www.indonesia-tourism.com/forum/showthread.php?1980-The-Excellency-of-Bugis-Tribe-South-Sulawesi, June 17, 2020

along the banks of the Kelang and Selangor rivers, in the southwestern segment of the Malay Peninsula.

By 1710 they had created a Buginese state in the Selangor region, and by 1722 they had established themselves in Riau, an area spanning the east-central part of the island of Sumatra. The expansion of the Bugis jeopardized the Dutch East India Company's position, especially in the tin trade. By the 1770s Selangor, assisted by Riau, had attacked the Dutch in Malacca (now Melaka).

The Bugis leader Raja Haji personally led a fleet to the Malay Peninsula and was killed in June 1784. The Dutch were able to control Riau until the end of the 18th century when the British intervened; a Malay sultan was reinstated, and the Dutch garrison was removed from Riau. The Bugis Raja Ali subsequently seized power and drove away from the Malay sultan, which caused trouble for many years in the Malay world. The conflict between the Bugis and the Malay states weakened both powers and led to the demise of Bugis supremacy after 1800.

In the early 1600s after the Islam missionary spread the Islam religion to Makassar, the Bugis held the animist religion, then, they were converted to Islam 1611.[36] A few west coast rulers converted to Christianity in the mid-sixteenth century, but it was the failure by the Portuguese at Malacca to provide priests to preach the gospel, it meant that this did not last.

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[36] Ibid.

On daily speaking, The Bugis use their dialect called "Bahasa Ugi" or Ugi language and they have their literacy called "Aksara Bugis". This literacy was founded in 12 century during the entrance of Hindu in Indonesia archipelago.

Bugis people are the group who have strong philosophy from their own, there are four principals that they are a concern to build their life philosophy, they are:

a. The principal of persistent life

b. Solidarity and loyalty

c. Siri or Pride

d. Etiquette and Manners[37]

Those principals are the essential things that build The Bugis to be a social human being. To be a unique group in diversities.

2. Bugis Language

Buginese or Bugis (*basa ugi,* elsewhere also *Bahasa ugi, Buginese, Ugi*) is a language spoken by about five million people mainly in the southern part of Sulawesi, Indonesia. The word Buginese derives from the word Buginese in Malay.

In South Sulawesi are on 4 of sorts form alphabet that never worn, that is 1) alphabet lontaraq, 2) alphabet, not alphabet Say it, 3) say it and

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[37] Ibid.

4) alphabet Arab Attack.[38] Lontaraq When placed in frame culture Bugis, have prayer definition that is: 1) lontaraq as history and science knowledge, 2) lontaraq as writing. How we must difference second definition the is to depend on from context its placement. For talks we on the discussion- meeting Furthermore, then that speaks up lontaraq is a category that second that form and amount the letters as seen on the table in under this:

Table 2.2 aksara Lontara

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[38] Nurhayati Rahman, "Sejarah dan Dinamika Pengembangan Huruf Lontaraq di Sulawesi Selatan", *International Workshop on Endangered Scripts of Island Southeast Asia, Tokyo University of Foreign Studie,* (2014, 2), https://lingdy.aa-ken.jp/wp-content/uploads/2014/02/140227-intl-symp-and-ws_nurhayati_rahma_paper.pdf
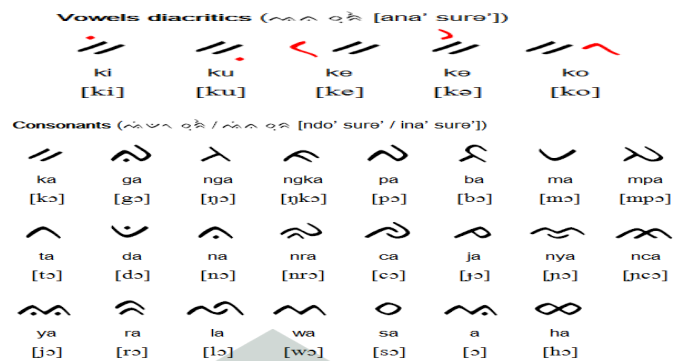
Pigure 2.4.1 vowel and consonant script of Lontara

3. Bugis Fricative Consonant

The researcher present English and Bugis consonants chart. With E as English and B as Bugis language.

Table 2.3 English and Bugis consonant[39]

Menner	Bilabial		Labiodentals		Dental		Alveolar		Palatal		Velar		Glottal	
Place	E	B	E	B	E	B	E	B	E	B	E	B	E	B
Fricatives			F v	- -	Θ ð		s z	S	∫				h h	h h
Affricatives									t∫ dʒ	c j				
Nasal			M	M			n	N			Ŋ	ŋ		
Lateral							l	L						
Trill							r	R						
Approximant			W	W					Y	y				
Plosives	P	P					t d	t d			K G	k g		

In this Bugis and English consonant table, there are two consonant sounds. They are bugis consonant sounds dan English consonant sounds.

[39] Cristian Kalombo, *The Difficulties Faced by The Fifth Semester Students Of English and Literature Department In Pronouncing Fricatives,* (Makassar, Hasanuddin University, 2007)

The Bugis consonant sounds, is in the right side and the English sounds is in the left side.

F. Interference

Interference is also called language transfer or cross-linguistic influence, though these terms refer to a broader phenomenon is often used interchangeably. Transfer suggests a practice in which some kind of influence is essential for it to happen. In simple terms, Hakan state that it is a process in which the learner tends to assume that the system of L2 is more or less the same as his L1 until he discovers that it is not.[40] In other words, one's native language (or another previously acquired language) influences the language being studied, with the result being one of transfer. Noor state that such influence may be called positive when it facilitates the learning of a skill, given similarities between two languages, or negative when a skill transferred from the L1 results in a production that is different from target language expectations.[41]

Interference is a symptom of a change in the system of a language because of the touch of that language with another language by bilingual speakers.[42] Interference is a symptom of the entry of other language elements into the language that is being used by the speaker, causing

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[40] Hakan Ringbom, *The Role of the First Language in Foreign Language Learning*, (Clevon: Multilingual Matters, 1987)

[41] Noor, *Some Implications of the Role of the Mother Tongue in Second Language Acquisition*, (linguitica communication, 1994), vol 6, 98

[42] Chaer, Abdul dan Leonie Agustina, *Sosiolinguistik Perkenalan Awal*, (Jakarta: Rineka Cipta, 2004), 120

deviations from the rules of the standard language spoken.[43] Meanwhile, according to Kridalaksana explained interference as the use of other language elements by bilingual individuals individually in a language. Interference refers to language errors in the form of the use of the language elements themselves into other languages or dialects being studied.[44] According to what Elis said in Pringgawidagda that the first and second language patterns the same supports the learning process, while the patterns are different cause trouble.[45]

Interference occurs with bilingual speakers. Bilingual speakers who have the same first and second language skills, certainly will not be difficult to use these two languages. Bilingual speakers with mastery of the first language and second language at the same level are called parallel language skills.[46] Whereas speakers with the first language skills are better than the second language are called compound language skills. It is speakers with multiple language skills who have difficulty using their second language because they are influenced by the first language.

G. Conceptual Framework

English and Bugis have the different phonological systems, and it can cause difficulty for the students to produce certain English consonant sounds because of those consonants do not occur in Bahasa Indonesia and their local language (Buginese, Java, Toraja, etc). From table 2.5 it can be

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[43]Abdul Chaer, *Linguistik Umum,* Third Edition, (Jakarta: Rineka Cipta), 66.

[44] Harimurti Kridalaksana, *Kamus Linguistik,* (Jakarta: Gramedia, 1984), 66.

[45] S. Pringgawidagda, *Strategy penguasaan berbahasa,* (Yogyakarta: Adicita Karya Nusa, 2002), 169.

[46] Chaer, Abdul dan Leonie Agustina, op. Cit. 121.

seen that in the labiodental fricative column, the sound in English is not in the Bugis sound. They are /f/ and /v/ named labiodental fricative sounds.

This research takes Buginese students especially at the English department of IAIN Palopo, who have learned English for years and some also have begun when they joined the English department. The researcher has an opinion that the students at IAIN Palopo have varieties to pronounce the labiodental fricative sounds. To get data from the research, the researcher using some of the procedure likes observation, interview, and recording. According to the steps the researcher gets the information and can make the conclusion in the end how the students with Buginese background produced labiodental fricative sounds.

The conceptual of the framework in this research is given in the following flow chart:

Table 2.4 conceptual framework

Buginese Society

English Department Students with Buginese Background

Pronouncing Lbiodental Fricative Sounds

Students English Pronunciation
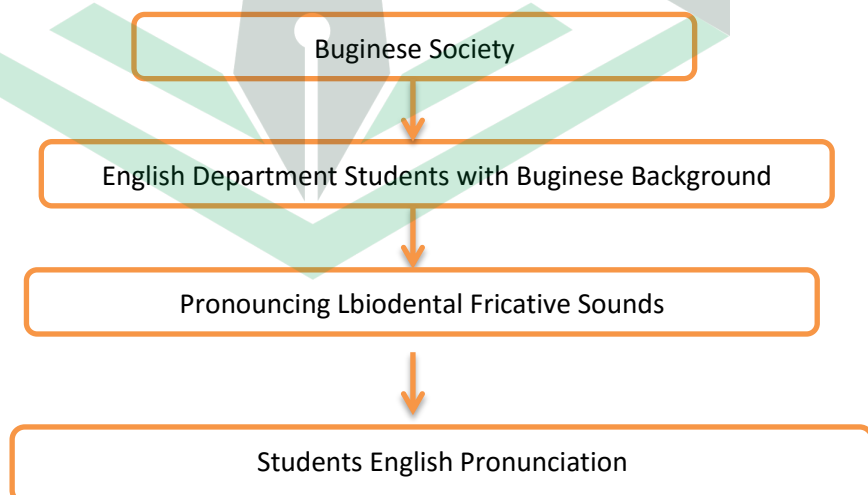
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Methode

The research method used in this research is qualitative research. It is used to describe how the students with Buginese background pronounce certain English Consonant labiodental fricative sounds in the three positions, they are initial, medial, and final position. This study used a direct observation method by recording the sounds of the chosen English consonants produced by students in the English department with the Buginese background of IAIN Palopo.

B. Location of the Research

This research located at the English Department of IAIN Palopo.

C. Subject of the Research

The subjects of this research were students with a Buginese background who were learning English with the following data:

No	Respondent	Mother Tongue	Origin	Current Address
1	R1	Bahasa Indonesia	Luwu	Luwu Utara
2	R2	Bahasa Indonesia	Luwu Timur	Luwu Timur
3	R3	Bahasa Bugis	Bone	Bone
4	R4	Bahasa Bugis	Jambi	Luwu Utara
5	R5	Bahasa Bugis	Bone	Luwu

6	R6	Bahasa Bugis	Soppeng	Luwu
7	R7	Bahasa Bugis	Bone	Luwu
8	R8	Bahasa Bugis	Bone	Luwu
9	R9	Bahasa Bugis	Luwu Timur	Palopo
10	R10	Bahasa Bugis	Luwu Utara	Luwu

Table 3.1 Data of Respondents

Based on the table above, for the selection of research respondents, the researcher took students with a Buginese background and was able to use Buginese language in communicating.

D. Source of Data Research

Researchers get data from several instruments. Data were taken from interviews and recordings. The purpose of this study is to identify the specific English labiodental sounds made by students. Researchers get data sources from students. The results of interviews and recordings are processed as data that can explain how students with a Bugis background pronounce the fricative labiodental sounds

E. The instrument of the Research

The researcher will use two kinds of instruments, namely:

1. Pronunciation task.

To find out the student's pronunciation, the researcher will ask the students to read the *word list, sentences, and paragraph reading tasks.* Reading task is the reading which contains the sounds of certain English

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labiodental fricatives. The words used in reading text are contained labiodental fricative sounds such as /f/ and /v/ sounds.

a. Word List Reading Task

This task contains the voiced /v/ and voiceless /f/ in English labiodental fricative sound. These certain English labiodental fricatives are distributed in three-word positions (initial, medial, and final).

b. Sentence Reading Task

The sentence reading task is created based on the word list. All of the words in the word list are also found in the sentences of the sentence task.

c. Paragraph Reading Task

The paragraph will also use the word list in it. It should be noted that the words containing English labiodental fricative sounds are not italicized format when they are given to the respondents to read to make their pronunciation more natural.

2. Interview

The interview was conducted to validate the survey result. The instrument of the interview that was used to help the researcher to obtain valid data is recording.

F. **The procedure for Collecting Data**

The procedure of data collection to find out the Buginese students in pronouncing English labiodental fricative sounds are;

1. The writer shows these words to the students of Buginese, then asks them to pronounce all of the word lists from initial, medial, and final positions of English labiodental fricative sounds.

2. The researcher saving the data results by using a voice record application on the Samsung A20 mobile phone.

3. The analyzing and classifying, the researcher focused on the initial, medial, and final position of English labiodental fricative sounds.

G. **The Technique of Data Analysis**

Data analysis is the process of systematically searching and compiling data obtained from the results of interviews, field notes, and documentation, by organizing data into categories, break down into units, do synthesis, arrange inward patterns, choosing which ones are important and which will be learned, and making conclusions so that they are easily understood by yourself and others.[47] The following is a data analysis technique that will be carried out by this research.

1. Transcription of Recording Data

After recording the recorded speech of the Bugis language speakers, the researcher then transcribes the data by converting the spoken language of the Bugis language speakers recorded into orthographic units.

2. Data Identification

After the recorded data is transcribed, the researcher then carries out the process of identifying the data. The researcher identified the data

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[47] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung : ALFABETA, 2008), cet. IV, hlm. 244.

by marking words with fricative labiodental sounds that experienced sound changes.

3. Record the data table that has been provided.

Data marked at the next identification stage is recorded in a table. Copies of data, intended to facilitate the classification of data made based on the similarity of certain characteristics or characteristics.

4. Data Classification

After copying the data in the table, the researcher then classifies the data, i.e., grouping the data found based on the similarity of characteristics in the data.

5. Analyzing Data

Data that has been classified are then analyzed by the researcher. The analysis was carried out by observing the changing labiodental fricative sound. The researcher describes the symptoms of the sound change by opposing the original English sound symbol shape with the sound symbol spoken by the Bugis language speaker, and then explains the shape of the change that occurred.

6. Data percentage

To find out the participants' score of pronouncing test, it can be calculated using the following formula:

$$\% = \frac{N}{T} x\ 100$$

% = Percentage

N = Frequency of occurrence

T = Number of occurrence

7. Data Verification

Verification or conclusion is the last step in data analysis. At this stage the researcher summarizes the symptoms observed in the data by making statements stating the conclusions of the data found.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous chapter, the researcher described how the researcher obtained the data and the analysis process. Because seeing the current conditions during a pandemic, the researchers conducted research online.

Data is taken from the pronunciation of students when reading the pronunciation task that has been given previously. They read words, sentences, and paragraphs that have been given by researchers by recording sounds. After collecting all the recordings from each respondent, the researcher then transcribed the recordings. Then, the researcher analyzed the English sound symbols that the respondents have produced and compared them with the original sound symbols.

After researching respondents, the researcher found bys are the existence of some mistakes made by respondents in producing sound / f / and / v /. Such as sound change / f / to / v /, sound changes / f / to / p /, sound changes / v / to / f / and sound changes / v / to / p /. For more details, the researcher has presented the results of the pronunciation assignment that the researcher obtained as follows.

1. Word List

The result of students' answers through Word List Recordïng.

Table 4.1 Sound /f/ in the initial position.

NO	Respondents	Fire /ˈfaɪə/	Flag /ˈflæg/	Flower /flaʊər/	Phone /ˈfəʊn/	Fresh /freʃ/
1	R 01	| faɪə |	| ˈflæg |	| flaʊər |	| ˈfəʊn |	| freʃ |
2	R 02	| feə |	| ˈflæg |	| flaʊər |	| ˈfəʊn |	| freʃ |
3	R 03	| faɪə |	| ˈflæg |	| flaʊər |	| pɔːn |	| freʃ |
4	R 04	| faɪə |	| ˈflæg |	| flaʊər |	| paʊnd |	| freʃ |
5	R 05	| ˈfaɪə |	| flæt |	| ˈflaʊə |	| fəʊn |	| freʃ |
6	R 06	| ˈfaɪə |	| flæg |	| ˈflaʊə |	| fəʊn |	| freʃ |
7	R 07	| ˈfaɪə |	| flæg |	| ˈflaʊə |	| fəʊn |	| freʃ |
8	R 08	| ˈfaɪə |	| fleɪk |	| ˈflaʊəz |	| fəʊn |	| freʃ |
9	R 09	| faɪə |	| ˈflæg |	| flaʊər |	| ˈfəʊn |	| freʃ |
10	R 10	| faɪə |	| ˈflæg |	| flaʊər |	| pəʊn |	| freʃ |

Based on the table above, in pronouncing the sound /f/ which is in

the initial position, three people change from the target language, namely

R3, R4, and R10.

Table 4.2 Sound /f/ in the middle position.

NO	Respondents	Before /bɪˈfɔːr/	Different /ˈdɪfrənt/	Office /ɒfɪs /	Offside /ɒfˈsaɪd/	After /ˈɑːftə/
1	R 01	| bɪˈfɔːr |	|ˈdɪfrənt |	| əv feɪs|	| ɒfˈsaɪd|	| ˈɑːftə |
2	R 02	| bɪˈfɔːr |	|ˈdɪfrənt |	| ɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
3	R 03	| bɪˈfɔːr |	|ˈdɪfrənt |	| ɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
4	R 04	| bɪˈfɔːr |	|ˈdɪfrənt |	| ɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
5	R 05	| bɪˈfɔː |	| ˈdɪfrənt |	| ˈɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
6	R 06	| bɪˈfɔː |	| ˈdɪfrənt |	| ˈɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
7	R 07	| bɪˈfɔː |	| ˈdɪfrənt |	| ˈɒfɪs |	|ɒfˈsaɪd |	| ˈɑːftə |
8	R 08	| bɪˈfɔː |	| ˈdɪfrənt |	| ˈɒfɪs |	| ɒfˈsaɪd |	| ˈɑːftə |
9	R 09	| bɪˈfɔːr |	| ˈdɪfrənt |	| ɒfɪs |	| ɒfˈsaɪd |	| ˈɑːftə |
10	R 10	| bɪˈfɔːr |	| ˈdɪfrənt |	| ɒfɪs |	| ɒfˈsaɪd |	| ˈɑːftə |

Based on the table above, in pronouncing the sound / f / which is in the middle position, all respondents are able to produce sounds according to the target language.

Table 4.3 Sound /f/ in final position.

NO	Respondentss	Enough /ɪˈnʌf /	Stuff /stʌf/	Golf /gɒlf /	Laugh /lɑːf/	Wolf /ˈwʊlf /
1	R 01	| ɪˈnʌf |	| stʌf |	| ˈgov |	| ˈlʌv |	| ˈwʊlf |
2	R 02	| ɪˈnʌf |	| stəʊv |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |
3	R 03	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |

4	R 04	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| wuːf |
5	R 05	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |
6	R 06	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |
7	R 07	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |
8	R 08	| ɪˈnʌf |	| stʌf |	| gɒlf |	| lɑːf |	| ˈwʊlf |
9	R 09	| ɪˈnʌf |	| stʌf |	| gɒlf |	| ˈlʌv |	| ˈwʊlf |
10	R 10	| ɪˈnʌf |	| stʌf |	| ˈgov |	| ˈlʌv |	| waf |

Based on the table above, when pronouncing the sound / f / which

is in the final position, most respondents mispronunciation of the word

"laugh".

Table 4.4 Sound /v/ in the initial position.

NO	Respondents	Vocation /vəʊˈkeɪʃn̩/	Value /ˌvæljuː/	Vampire /ˈvæmpaɪər/	View /vjuː/	Virus /ˈvaɪərəs/
1	R 01	|vəʊˈkeɪʃn̩|	|ˌfɒləʊ|	| frəm pɪər |	| vjuː |	|ˈvaɪərəs|
2	R 02	|vəʊˈkeɪʃn̩|	|ˌvæljuː |	|ˈvæmpaɪər|	| vjuː |	|ˈvaɪərəs|
3	R 03	|vəʊˈkeɪʃn̩|	| ˈvæljuː|	| ˈvæmpaɪər|	| fjuː |	|ˈvaɪərəs|
4	R 04	|vəʊˈkeɪʃn̩|	|ˌvæljuː |	|ˈvæmpaɪər |	| fjuː |	|ˈvaɪərəs|
5	R 05	| vəˈkeɪʃn̩ |	| ˈvæljuː|	| ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
6	R 06	|vəʊˈkeɪʃn̩|	|ˈvæljuː |	|ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
7	R 07	|vəʊˈkeɪʃn̩|	| ˈvæljuː|	| ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
8	R 08	| vəˈkeɪʃn̩ |	| ˈvæljuː|	|ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
9	R 09	|vəʊˈkeɪʃn̩|	| ˌvæljuː|	| ˈvæmpaɪər|	| fjuː |	|ˈvaɪərəs|

| 10 | R 10 | \|vəʊˈkeɪʃŋ\| | \| Vanue \| | \| ˈvæmpaɪər\| | \| fjuː \| | \|ˈvaɪərəs\| |

Based on the table above, when pronouncing the sound / v / in the initial position, some respondents subtitude the v sound into the f sound. As done by R3, R4, R9 and R10.

Table 4.5 Sound /v/ in medial position.

NO	Respondents	Service /ˈsɜːvɪs/	However /haʊˈevə/	Available /əˈveɪləbḷ/	Invite /ɪnˈvaɪt/	Investing /ɪnˈvestɪŋ /
1	R 01	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	|ɪnˈvestɪŋ|
2	R 02	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
3	R 03	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|Infight|	| infisting|
4	R 04	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
5	R 05	| ˈsɜːvɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
6	R 06	| ˈsɜːvɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
7	R 07	| ˈsɜːvɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
8	R 08	| ˈsɜːvɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
9	R 09	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|
10	R 10	| ˈsɜːfɪs |	|haʊˈevə|	| əˈveɪləbḷ|	|ɪnˈvaɪt|	| ɪnˈvestɪŋ|

Based on the table above, in pronouncing the sound / v / which is in the middle position, all respondents are able to produce sounds according to the target language.

Table 4.6 Sound /v/ in final position.

NO	Respondentss	Observe /əbˈzɜːv/	Drive /draɪv/	Active /ˈæktɪv /	Improve /ɪmˈpruːv/	Stove /stəʊv /
1	R 01	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
2	R 02	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
3	R 03	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stʌf |
4	R 04	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
5	R 05	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
6	R 06	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
7	R 07	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
8	R 08	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
9	R 09	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stəʊv |
10	R 10	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	|ɪmˈpruːv|	| stɒp |

Based on the table above, when pronouncing the / v / sound which is in the final position, some respondents mispronounced the word "stove". they subtitude the sound / v / become / p / so it sounds like the word "stop".

2. Sentences

The result of students' answers through Sentence Recordïng.

Table 4.7 Sounds /f/ and /v/ in sentences

NO	R	1. His wife will drive the van. 2. I have five knives and four forks. 3. Will you phone before you visit the farm?

	E S P O N D E N T S	4. My family loves to laugh on vacation. 5. Save the four wolves who live in the cave. 6. Please forgive me for forgetting the leftover food!. 7. However, he invited me to see his vampire collection. 8. Stove washing service is available. 9. The soccer player is in an offside position. 10. Investing money is his job 1. | hɪz waɪf ˌwiːl ˈdraɪv ðə væn | 2. |ˈaɪ həv faɪv naɪvz ənd ˌfɔːr fɔːks | 3. | ˌwiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm|? 4. | maɪ ˈfæməli ˈlʌvz tu lɑːf ˈɒn vəˈkeɪʃn | 5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv | 6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd| ! 7. | haʊˈevə| ˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ | 8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ | 9. |ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |
1	R 01	1. | hɪz waɪf ˌwiːl ˈdraɪv ðə fʌn | 2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔːr fɔːks | 3. | ˌwiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm | ? 4. | maɪ ˈfæməli ˈlʌvz tu lʌk ˈɒn vəˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv | 6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈlet ˈəʊvə fuːd | ! 7. | haʊˈevə |ˈhiː ɪnˈvaɪt tu miː ˈsiː ɪz vampir kəˈlekʃn̩| 8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ | 9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |
2	R 02	1. | hɪz waɪf ˌwiːl ˈdraɪv ðə fʌn | 2. | ˈaɪ həv faɪv kenives ənd fə fɒks | 3. | ˌwiːl ju pəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm | ? 4. | maɪ ˈfæməli ˈlʌvz tu lɒk ˈɒn vəʊˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv | 6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | ! 7. | haʊˈevə |ˈhiː ɪnˈvaɪt miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ | 8. | stəʊv wasing ˈsɜːvɪs ɪz əˈveɪləbl̩ | 9. |ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

3	R 03	1. | hɪz waɪf ˌwi:l ˈdraɪv ðə fʌn | 2. | ˈaɪ həv faɪv kenives ənd ˌfɔ:r fɔ:ks | 3. | ˌwi:l ju ˈfəʊn bɪˈfɔ: ju ˈvɪzɪt ðə fɑ:m | ? 4. | maɪ ˈfæməli ˈlʌvz tu ˈlʌv ˈɒn vəˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔ:r wʊlvz ˈlaɪv ɪn ðə keɪv | 6. | pli:z fəˈgɪv mi: fə fəˈgetɪŋ ðə ˈleftəʊvə fu:d | ! 7. | haʊˈevə |ˈhi: ɪnˈvaɪtɪd mi: tu ˈsi: ɪz vampir kəˈlekʃn̩ | 8. | stəʊv wasing ˌsɜːfɪs ɪz əˈveɪləbl̩ | 9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |
4	R 04	1. | hɪz waɪf ˌwi:l ˈdraɪv ðə væn | 2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔ:r fɔ:ks | 3. | ˌwi:l ju ˈfəʊn bɪˈfɔ: ju ˈvɪzɪt ðə fɑ:m | ? 4. | maɪ ˈfæməli ˈlʌvz tu laug ˈɒn vəˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔ:r wʊlvz ˈhu: ˈlaɪf ɪn ðə keɪv | 6. | pli:z fəˈgɪv mi: fə fəˈgetɪŋ ðə ˈleftəʊvə fu:d | ! 7. | haʊˈevə |ˈhi: ˈɪnfɪnət tu ˈsi: ɪz ˈvæmpaɪə kəˈlekʃn̩ | 8. | stəʊv ˌwɒʃɪŋ ˌsɜːfɪs ɪz əˈveɪləbl̩ | 9. | ðə ˈʃɒk əv pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |
5	R 05	1. | hɪz waɪf ˌwi:l ˈdraɪv ðə væn | 2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔ:r fəʊks | 3. | ˌwi:l ju ˈfəʊn bɪˈfɔ: ju ˈvɪzɪt ðə fɑ:m | ? 4. | maɪ ˈfæməli ˈlʌvz tu lɑ:f ˈɒn vəˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔ:r wʊlvz ˈhu: ˈlaɪv ɪn ðə keɪv | 6. | pli:z fəˈgɪv mi: fə fəˈgetɪŋ ðə ˈleftəʊvə fu:d | ! 7. | haʊˈevə |ˈhi: ɪnˈvaɪtɪd mi: tu ˈsi: ɪz ˈvæmpaɪə kəˈlekʃn̩ | 8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ | 9. |ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |
6	R 06	1. | hɪz waɪf ˌwi:l ˈdraɪv ðə væn | 2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔ:r fɔ:ks | 3. | ˌwi:l ju ˈfəʊn bɪˈfɔ: ju ˈvɪzɪt ðə fɑ:m | ? 4. | maɪ ˈfæməli ˈlʌvz tu lɑ:f ˈɒn vəˈkeɪʃn̩ | 5. | seɪv ðə ˌfɔ:r wʊlvz ˈhu: ˈlaɪf ɪn ðə keɪv | 6. | pli:z fəˈgɪv mi: fə fəˈgetɪŋ ðə ˈleftəʊvə fu:d | ! 7. | haʊˈevə |ˈhi: ɪnˈvaɪtɪd mi: tu ˈsi: ɪz ˈvæmpaɪə kəˈlekʃn̩ | 8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ | 9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ | 10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

7	R 07	1. | hɪz waɪf ˌwiːl ˈdraɪv ðən væn |
		2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔːr fəʊks |
		3. | ˌwiːl ju faʊnd bɪˈfɔː ju ˈvɪzɪt ðə fɑːm | ?
		4. | maɪ ˈfæməli ˈlʌvz tu lɑːf ˈɒn vəˈkeɪʃn̩ |
		5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv |
		6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | !
		7. | haʊˈevə |ˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ |
		8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ |
		9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ |
		10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

8	R 08	1. | hɪz waɪf ˌwiːl ˈdraɪv ðə væn |
		2. | ˈaɪ həv faɪv naɪvz ənd fə fəʊks |
		3. | ˌwiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm |
		4. | maɪ ˈfæməli ˈlʌvz tu lɑːf ˈɒn ə vəˈkeɪʃn̩ |
		5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv |
		6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd |
		7. | haʊˈevə |ˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ |
		8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ |
		9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ |
		10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

9	R 09	1. | hɪz waɪf ˌwiːl ˈdraɪv ðə fʌn |
		2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔːr fɔːks |
		3. | ˌwiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm | ?
		4. | maɪ ˈfæməli ˈlʌvz tu ˈlʌv ˈɒn vəˈkeɪʃn̩ |
		5. | seɪv ðə ˌfɔːr wʊlvz ˈhuː lɪvz ɪn ðə keɪv |
		6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | !
		7. | haʊˈevə |ˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ |
		8. | stəʊv ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ |
		9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ |
		10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

10	R 10	1. | hɪz waɪf ˌwiːl ˈdraɪv ðə pæn |
		2. | ˈaɪ həv faɪv naɪvz ənd ˌfɔːr fɔːks |
		3. | ˌwiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm | ?
		4. | maɪ ˈfæməli ˈlʌvz tu left ˈɒn vəˈkeɪʃn̩ |
		5. | saɪd ðə ˈfɔːm ˈwɔːl ˈhuː ˈlaɪv ɪn ðə keɪv |
		6. | pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | !
		7. | haʊˈevə |ˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ |
		8. | stɒp ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ |
		9. | ðə ˈsɒkə pleɪər z ɪn ən ɒfˈsaɪd pəˈzɪʃn̩ |
		10. | ɪnˈvestɪŋ ˈmʌni z ɪz dʒɒb |

Based on the recorded sentence table above, only a few mistakes were made by the respondent. They only make a few mistakes when the words when the / f / and / v / sounds are in one sentence. as in sentence "My family loves to laugh on vacation."

3. Paragraph

The result of students' answers through Paragraph Recordïng.

Table 4.8 Sounds /f/ and/v/ in Paragraph

NO	Respondents	A Little Rainbow of Her Own
		Vegetables come in a large variety of shapes, sizes, and colors. My neighbor, Vi, owns a vegetable farm. The farm belonged to her parents until they became too old to work on it. Vi started farming when she was seven. She didn't know how much she loved her vegetable farm until she tried something else.
		For a few years, she saved her money to become a vet. She liked animals and thought she would enjoy helping them. She volunteered at a veterinary clinic. During her visit, she observed mostly nice animals, but some were very mean.
		After this experience, she was convinced that she wasn't brave enough to work as a veterinarian. Besides, she liked the privacy she had while working on the farm. Having and working on her land gave her a strong sense of satisfaction. She believed that she was part of her environment and that was her driving force to grow the freshest vegetables in the valley.
		Vi was positive that her vegetable farm was her own piece of heaven. She loved what she did and that was enough for her.
		| ə ˈlɪtl̩ ˈreɪmbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ʃeɪps |ˈsaɪzɪz |ənd ˈkʌlərz |maɪ ˈneɪbə |sɪks |əʊnz ə ˈvedʒɪtəbl̩ fɑːm |ðə fɑːm bɪˈlɒŋd tu hə ˈpeərəntsʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt |sɪksˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ |ˈʃiː ˈdɪdntˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːmʌnˈtɪl ˈʃiː ˈtraɪd ˈsʌmθɪŋ els | |fər ə fjuː ˈjiəz |ˈʃiːseɪvd hə ˈmʌni tu bɪˈkʌm ə vet |ˈʃiː

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ˈlaɪkt ˈænɪml̩z ənd ˈθɔːt ˈʃiː wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm |
ˈʃiː ˌvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk |. | ˈdjʊərɪŋ hə
ˈvɪzɪt |
ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z |
bət səm wə ˈveri miːn |
ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt
breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən |
bɪˈsaɪdz |
ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm |
ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd geɪv hər ə strɒŋ
sens əv ˌsætɪsˈfækʃn̩ |
ˈʃiː brɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt
ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu grəʊ ðə ˈfreʃɪst
ˈvedʒɪtəbl̩z ɪn ðə ˈvæli | | sɪks wəz ˈpɒzətɪv ðæt hə
ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ |
ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə |

Zoo Fire

There was a fire at the zoo last week. All of the animals lived, but an elephant, giraffe, buffalo, and fox got out through a burnt fence.

The sheriff and the fire chief have their staff looking for them right now. They hope the animals didn't run into the forest or fall off a cliff.

They heard the animals like the smell of coffee, breakfast, waffles, and muffins, and may try to find the animals using these four things. They want to find the animals fast.

| zuː ˈfaɪə |
ðə wəz ə faɪər ət ðə zuː lɑːst wiːk |
ɔːl əv ði ˈænɪml̩z lɪvd |
bət ən ˈelɪfənt |
dʒɪˈrɑːf |
ˈbʌfələʊ |
ənd fɒks ˈgɒt aʊt θruː ə bɜːnt fens |
ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm
ˈraɪt naʊ |
ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf
ə klɪf | | ˈðeɪ hɜːd ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi |
ˈbrekfəst |

		ˈwɒflz |
		ənd ˈmʌfınz |
		ənd meı ˈtraı tu faınd ði ˈænıml̩z ˈjuːzıŋ ðiːz ˌfɔːr ˈθıŋz |
		ˈðeı ˈwɒnt tu faınd ði ˈænıml̩z fɑːst |
1	R 01	| ə ˈlıtl̩ ˈreınbəʊ əv hər əʊn |
		ˈvedʒıtəbl̩ ˈkʌm ın ə ˈlɑːdʒ vəˈraıəti əv ˈʃeıps |
		ˈsaızız |
		ənd ˈkʌlərz |
		maı ˈneıbə |
		sıks |
		əʊnz ə ˈvedʒıtəbl̩ fɑːm |
		ðə fɑːm bıˈlɒŋıŋ tu hə ˈpeərənts ʌnˈtıl ˈðeı bıˈkeım tuː əʊld tu ˈwɜːk ˈɒn ˈıt |
		sıks ˈstɑːtıd ˈfɑːmıŋ wen ˈʃiː ˈhæz ˈsevn̩ |
		ˈʃiː ˈdıdnt ˈnəʊ haʊ tu ˈmʌtʃ ˈlʌv wıð hə ˈvedʒıtəbl̩ fɑːm ʌnˈtıl ˈʃiː rıˈtaıəd ˈsʌmθıŋ els |
		fər ə fjuː ˈjıəz |
		ˈʃiː seıvd hə ˈmʌni tu bıˈkʌm ə fıt |
		ˈʃiː ˈlaıkt ˈænıml̩z ənd ˈθɔːt ˈʃiː wʊd ınˈdʒɔı ˈhelpıŋ ðəm |
		ˈʃiː ˌvɒlənˈtıəd ət ə ˈvetrınri ˈklınık || ˈdjʊərıŋ hə ˈvızıt |
		ˈʃiː əbˈzɜːvd ˈməʊstli naıs ˈænıml̩z |
		bət ˈsʌmweə ˈveri miːn |
		ˈɑːftə ðıs ıkˈspıərıəns |
		ˈʃiː wəz kənˈvınst ðæt ˈʃiː ˈwɒznt breıv ıˈnʌf tu ˈwɜːk əz ə ˌvetrəˈnerıən |
		bıˈsaıdz |
		ˈʃiː ˈlaıkt ðə ˈprıvəsi ˈʃiː həd waıl ˌwɜːkıŋ ˈɒn ðə fɑːm |
		ˌhevi ənd ˌwɜːkıŋ ˈɒn ði əʊn ˈlænd geıv hər ə strɒŋ sens əv ˌsætısˈfækʃn̩ |
		ˈsi: bıˈliːvd ðæt ˈsi: wəz pɑːt əv hər ınˈvaıərənmənt ənd ðæt wəz hə ˈdraıvıŋ ˈfɔːs tu grəʊ ðə ˈfɜːst hedz ˈvedʒıtəbl̩z ın ðə ˈpælət || sıks wəz ˈpɒzətıv ðæt hə ˈvedʒıtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ |
		ˈʃiː ˈlʌv ˈıt wɒt ˈʃi: dıd ənd ðæt wəz ıˈnʌf fə hə |
		| zuː ˈfaıə |
		ðə wəz ə faıər ət ðə zuː lɑːst wiːk |
		ɔːl əv ði ˈænıml̩z ˈliːv ˈıt bət ən ˈelıfənt |
		dʒıˈrɑːf |
		ˈbʌfələʊ |
		ənd fɒks ˈgɒt aʊt θruː ə bɜːnt fens |
		ðə ˌsevn ənd ðə faıə tʃiːf həv ðeə stʌf ˈlʊkıŋ fə ðəm ˈraıt

		naʊ |
		ˈðeɪ help ði ˈænɪml̩z ˈdɪdnt ˈtɜːn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf kɪl | ˈðeɪ hɜːd ði ˈænɪml̩z laɪk ðə ˈmel əv ðə ˈkɒfi | ˈbrekfəst | ˈwʊlf lez ənd ˈmʌfɪnz | ənd meɪ tu faɪnd ˈænɪml̩z ˈjuːzɪŋ ðə stɔː ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst |
2	R 02	| ə ˈlɪtl̩ ˈreɪnbəʊ ɔː hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn əˈlɜːt farty set | saɪz ənd ˈkʌlər | maɪ net wɜːθ sɪks | əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm ˌwiːl ˈwɜːk tu hə ˈpeərənts ʌnˈtɪl ðen bɪˈkʌm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃi ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːm ʌnˈtɪl ˈʃiː ˈtraɪd ˈsʌmθɪŋ els | fər ə fjuː ˈjiəz | ˈʃi seɪv hə ˈmʌni tu bɪˈkʌm ə vet | ˈsi laɪk ˈænɪml̩z ənd ˈtɔːk ˈsi ˈwɜːld ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈsi ˈfɔːlən streɪt ənd ˈfeðəri ˈklɪnɪk || ˈdjʊərɪŋ hə ˈvɪzɪt | ˈsi əbˈzɜːv ˈməʊstli naɪs ˈænɪml̩z | bət ˈsʌmweə ˈfeəri miːnz | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv rˈnʌf tu ˈwɜːk əz ə ˈfetə leɪn ˈeərɪən | bɪˈsaɪdz | ˈʃi laɪk ðə professi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhʌfɪŋ ənd ˌwɜːkɪŋ ˈɒn hə ˈaʊə ˈlænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈʃi bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ənd fɪər ˈɒn mæn ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu grəʊ ðə freʃ ˈvedʒɪtəbl̩z ɪn ˈfili || sɪks wəz ˈpɒzətɪv ðə heə ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz rˈnʌf fə hɪə | | zuː ˈfaɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði ˈænɪml̩z lɪvd | bət ən ˈelɪfənt | gɪər ʌp | ˈbʌfələʊ |

		ənd fɒks ɡɜːl ɔː twelv ə bɜːnt fens | ðə ˈserɪf ənd ðə faɪə seɪf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ həv ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə faɪt ɔː fɔːl ɒf ə klɪf | ðə hɜːt ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˌwel fɑːst ənd move-ins | ənd maɪ ˈtraɪ tu faɪt ði ˈænɪmlz ˈjuːzɪŋ dʒəst ˌfɔːr ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ænɪml fɑːst |
3	R 03	| ə ˈlɪtl̩ ˈreɪmbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ neikbor sɪks ˈwɒnts ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm ˈjʌŋɡə tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd pəˈfɔːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈsiː ðeə ˈnəʊ haʊ məʊst bɪˈlʌvɪd hə ˈvedʒɪtəbl̩ frəm ʌnˈtɪl stɑːt ˈsʌmθɪŋ els | fər ə fjuː ˈjiəz | ˈʃiː seɪvd ˈfɔːθ ˈhɑːməni tu bɪˈkʌm vet | ˈʃiː laɪk ænɪml ənd tʌf ˈʃiː wɒt ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː ˈplɑːntɪd ət ˈvetrɪnri ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈsiː əbˈzɜːv məst naɪs ˈænɪml̩z | bət ˈsʌmweə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪd | ˈʃiː laɪkt ðə ˈprɪvəsi cn ˌwiːl ˈwɜːkɪŋ ˈɒn ðə fɑːm | ˈhelpɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ənd ɡeɪv hər ə strɒŋ sets əv ˌsætɪsˈfækʃn̩ | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ˈɪt wəz hə ˈdraɪvɪŋ ˈfɔːs tu ɡrəʊ ðə fɪʃ ˈvedʒɪtəbl̩z ɪn ðə ˈfɪli | | sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈsiː ˈlʌvd wɒt ˈsiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | zuː friː | ðæt wəz ə ˈfriː ət ðə zuː lɑːst wiːk | ɔːl əv ði ˈænɪml̩z laɪv | bət ən ˈelɪfənt | dʒɪˈrɑːf | ˈbʌfələʊ

		ənd fəʊks ˈɡɒtə ˈnəʊ əˌbaʊt frendz | ðə ˈserɪf ənd ðə faɪv ˈsi: ɪf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ hɜːt ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒfl̩z | ənd ˈmʌfɪnz ənd ˈmeɪbi ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðɪs fə ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst |
4	R 04	| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ˈʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ frəm ʌnˈtɪl ˈʃiː ˈtraɪd | fər ə fjuː ˈjiəz | ˈʃiː seɪvd hə ˈmʌni tu bɪˈkʌm ə vet | ˈsəʊ laɪk ˈænɪml̩z ənd dəʊnt ˈʃiː wɔːk ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː falender ət ə ˈvenjuː nɪə ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət səm wə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns | ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə faɪə ˈnjʊərɒn | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu ɡrəʊ ðə ˈfreɪz ˈvedʒɪtəbl̩ ɪn ˈvæli | | sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd wəz ɪˈnʌf fə hə | | zuː feə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk |

		ɔːl əv ði ˈænɪmlz laɪf | bət ən ˈelɪfənt | ɡreɪv | ˈbʌfələʊ | ənd fəʊks ˈɡɒt aʊt θruː ə bɜːnt fens | ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ həʊp ði ænɪmlz ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ ˈwɜːd ði ænɪmlz laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒflz | ənd ˈmɑːvlz | ənd maɪ ˈtreɪd tu faɪnd ði ˈænɪmlz ˈjuːzɪŋ ðiːz ˌfɔːr ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪmlz fɑːst |
5	R 05	| ə ˈlɪtl ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəblz ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə sɪks əʊnz ə ˈvedʒɪtəbl fɑːmz | ðə fɑːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːm ʌnˈtɪl ˈʃiː ˈtraɪd ˈsʌmθɪŋ els | fər ə fjuː ˈjɪəz | ˈʃiː sɜːvd hə ˈmʌni tu bɪˈkʌm əv ðæt | ˈʃiː ˈlaɪkt ˈænɪmlz ənd ˈθɔːt ˈʃiː wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː ˈfɒləʊd ɪm ət ə ˈvetrɪnri ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ə ˈməʊstli naɪs ˈænɪmlz | bət səm wə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈnerɪən | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd ɡeɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu ɡrəʊ ðə ˈfreʃɪst ˈvedʒɪtəblz ɪn ðə ˈvæli | | sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə |

		| zuː ˈfaɪə | ðə wəz ə faɪər ət ðə zuː laːst wiːk | ɔːl əv ði ˈænɪml̩z lɪvd | bət ən ˈelɪfənt | dʒɪˈraːf | ˈbʌfələʊ | ənd fɒks ˈɡɒt aʊt θruː ə bɜːnt fens | ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstaːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ hɜːd ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒfl̩z | ənd ˈmʌfɪnz | ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðiːz ˌfɔːr ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z faːst |
6	R 06	| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə laːk vəˈraɪəti əv ˈʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks | əʊnz ə ˈvedʒɪtəbl̩ faːm | ðə faːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstaːtɪd ˈfaːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ faːm ʌnˈtɪl ˈʃiː traɪd ˈsʌmθɪŋ els | fər ə fjuː ˈjɪəz | ˈʃiː seɪvd hə ˈmʌni tu bɪˈkʌm ə vet | ˈʃiː ˈlaɪkt ˈænɪml̩z ənd ˈθɔːt ˈʃiː wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː ˌvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk || ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət səm wə ˈveri miːn | ˈaːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə faːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz paːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu grəʊ ðə ˈfreʃɪst ˈvedʒɪtəbl̩z

		ɪn ðə ˈvæli | | sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | ˈzɪərəʊ ˈfaɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði ˈænɪml̩z laɪf | bət ən ˈelɪfənt | dʒɪˈrɑːf | ˈbʌfələʊ | ənd fɒks ˈget aʊt drɒp ə bɜːnt fens | ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn tu ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ hɜːt ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒfl̩z | ənd ˈmʌfɪnz | ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðɪs fə ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst |
7	R 07	| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ˈʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks | əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːm ʌnˈtɪl ˈʃiː traɪd ˈsʌmθɪŋ els | fər ə fjuː ˈjɪəz | ˈʃiː seɪvd hə ˈmʌni tu bɪˈkʌm ə vet | ˈʃiː ˈlaɪkt ˈænɪml̩z ənd ˈθɔːt ˈʃiː wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː ˈvɒləntri ət ə ˈvetrɪnri ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət səm wə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈnerɪən | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd geɪv hər ə strɒŋ

sens əv ˌsætɪsˈfækʃn̩ |
ˈʃi: bɪˈli:vd ðæt ˈʃi: wəz pɑ:t əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔ:s tu grəʊ ðə ˈfreʃɪst ˈvedʒɪtəbl̩z ɪn ðə ˈvæli |

| sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑ:m wəz hər əʊn pi:s əv ˈhevn̩ |
ˈʃi: ˈlʌvd wɒt ˈʃi: dɪd ənd ðæt wəz ɪˈnʌf fə hə |

| zu: ˈfaɪə |
ðə wəz ə faɪər ət ðə zu: lɑ:st wi:k |
ɔ:l əv ði ˈænɪml̩z lɪvd |
bət ən ˈelɪfənt |
dʒɪˈrɑ:f |
ˈbʌfələʊ |
ənd fɒks ˈɡɒt aʊt θru: ə bɜ:nt fens |
ðə ˈʃerɪf ənd ðə faɪə tʃi:f həv ðeə ˈstɑ:f ˈlʊkɪŋ fə ðem ˈraɪt naʊ |
ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔ: fɔ:l ɒf ə klɪf |
ˈðeɪ hɜ:d ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi |
ˈbrekfəst |
ˈwɒfl̩z |
ənd ˈmʌfɪnz |
ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈju:zɪŋ ði:z ˌfɔ:r ˈθɪŋz |
ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑ:st |

| 8 | R 08 |
| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn |
ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑ:dʒ vəˈraɪəti əv ˈʃeɪps |
ˈsaɪzɪz |
ənd ˈkʌlərz |
maɪ ˈneɪbə |
sɪks |
əʊnz ə ˈvedʒɪtəbl̩ fɑ:m |
ðə fɑ:m bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tu: əʊld tu ˈwɜ:k ˈɒn ˈɪt |
sɪks ˈstɑ:tɪd ˈfɑ:mɪŋ wen ˈʃi: wəz ˈsevn̩ |
ˈʃi: ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃi: ˈlʌvd hə ˈvedʒɪtəbl̩ fɑ:m ʌnˈtɪl ˈʃi: traɪd ˈsʌmθɪŋ els |
fər ə fju: ˈjɪəz |
ˈʃi: sed hə ˈmʌni tu bɪˈkʌm ə vet |
ˈʃi: ˈlaɪkt ˈænɪml̩z ənd ˈθɔ:t ˈʃi: wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm |

		ˈʃiː ˌvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk ‖ ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət səm wə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd ˈget hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ˈɪt wəz hə ˈdraɪvɪŋ ˈfɔːs tu ˈɡrəʊ ðə ˈfreʃɪst ˈvedʒɪtəbl̩z ɪn ðə ˈvæli ‖ sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | ‖ zuː ˈfaɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði ˈænɪml̩z lɪvd | bət ən ˈelɪfənt | dʒɪˈrɑːf | ˈbʌfələʊ | ənd fɒks ˈget aʊt θruː ə bɜːnt fens | ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstɑːf ˈlʊkɪŋ ˈraɪt naʊ | ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ hɜːd ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒfl̩z | ənd ˈmʌfɪnz | ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðiːz ˌfɔːr ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst	
9	R 09	‖ ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ˈʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks | əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks stɑːt ˈfɔːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːm ʌnˈtɪl ˈʃiː traɪd ˈsʌmθɪŋ els | fər ə fjuː ˈjiəz | ˈʃiː sɜːvd hə ˈmʌni tu bɪˈkʌm ə jet	

		ˈʃiː ˈlaɪkt ˈænɪml̩z ənd ˈθɔːt ˈʃiː wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃiː ˌvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃiː əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət səm wə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns ˈʃiː wəz kənˈvɪnst ðæt ˈʃiː ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | ˈʃiː ˈlaɪkt ðə ˈprɪvəsi ˈʃiː həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˈhævɪŋ ənd ˌwɜːkɪŋ ˈɒn hər əʊn ˈlænd gɪv hər ə strɒŋ sens əv satisfication | ˈʃiː bɪˈliːvd ðæt ˈʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔːs tu grəʊ ðə ˈfreʃɪst ˈvedʒɪtəbl̩z ɪn ðə ˈfɪli | | sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ frəm wəz hər əʊn piːs əv ˈhevn̩ | ˈʃiː ˈlʌvd wɒt ˈʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | zuː ˈfaɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði ˈænɪml̩z lɪvd | bət ən ˈelɪfənt | dʒɪˈrɑːf | ˈbʌfələʊ | ənd fɒks ˈgɒt aʊt θruː ə bɜːnt fɪnz | ðə ˈʃerɪf ənd ðə faɪə tʃiːf həv ðeə ˈstɑːf ˈlʊkɪŋ fə ðəm ˈraɪt naʊ | ˈðeɪ help ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔː fɔːl ɒf ə klɪf | ˈðeɪ hɜːd ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi | ˈbrekfəst | ˈwɒfl̩z | ənd ˈmʌfɪnz | ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðɪs fə ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst |
10	R 10	| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩z ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ˈʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks | əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃiː wəz ˈsevn̩ | ˈʃiː ˈdɪdnt ˈnəʊ haʊ ˈmʌtʃ ˈʃiː ˈlʌvd hə ˈvedʒɪtəbl̩ fɑːm

		ʌnˈtɪl ˈʃi: ˈtraɪd ˈsʌmθɪŋ els
		fər ə fju: ˈjɪəz
		ˈʃi: ˈsed hə ˈmʌni tu bɪˈkʌm ə vet
		ˈʃi: ˈlaɪkt ˈænɪml̩z ənd ˈθɔ:t ˈʃi: wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm
		ˈʃi: ˈvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk || ˈdjʊərɪŋ hə ˈvɪzɪt
		ˈʃi: əbˈzɜ:vd ˈməʊstli naɪs ˈænɪml̩z
		bət səm wə ˈveri mi:n
		ˈɑ:ftə ðɪs ɪkˈspɪərɪəns ˈʃi: wəz kənˈvɪnst ðæt ˈʃi: ˈwɒznt breɪv ɪˈnʌf tu ˈwɜ:k əz ə ˌvetrəˈneriən
		bɪˈsaɪdz
		ˈʃi: ˈlaɪkt ðə ˈprɪvəsi ˈʃi: həd waɪl ˌwɜ:kɪŋ ˈɒn ðə fɑ:m
		ˈhævɪŋ ənd ˌwɜ:kɪŋ ˈɒn hər əʊn ˈlænd geɪv hər ə strɒŋ sens əv satisfication
		ˈʃi: bɪˈli:vd ðæt ˈʃi: wəz pɑ:t əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə ˈdraɪvɪŋ ˈfɔ:s tu grəʊ ðə freʃ ˈvedʒɪtəbl̩z ɪn ðə ˈvæli || sɪks wəz ˈpɒzətɪv ðæt hə ˈvedʒɪtəbl̩ fɑ:m wəz hər əʊn pi:s əv ˈhevn̩
		ˈʃi: ˈlʌvd wɒt ˈʃi: dɪd ənd ðæt wəz ɪˈnʌf fə hə
		‖ zu: ˈfaɪə ‖
		ðə wəz ə faɪər ət ðə zu: lɑ:st wi:k	
		ɔ:l əv ði ˈænɪml̩z lɪvd	
		bət ən ˈelɪfənt	
		kreɪv	
		ˈbʌfələʊ	
		ənd fɒks ˈgɒt aʊt θru: ə bɜ:nt fens	
		ðə ˈʃerɪf ənd ðə faɪə tʃi:f həv ðeə ˈstɑ:f ˈlʊkɪŋ fə ðəm ˈraɪt naʊ	
		ˈðeɪ həʊp ði ˈænɪml̩z ˈdɪdnt ˈrʌn ˈɪntə ðə ˈfɒrɪst ɔ: fɔ:l ɒf ə klɪf	
		ˈðeɪ ˈeɪtʃ ði ˈænɪml̩z laɪk ðə smel əv ˈkɒfi	
		ˈbrekfəst	
		ˈwɒfl̩z	
		ənd ˈmʌfɪnz	
		ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈju:zɪŋ ði:z ˌfɔ:r ˈθɪŋz	
		ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑ:st	

Based on the reading table above, almost all respondents are able to produce sounds / f / and / v / correctly. This is because many words with the sound / f / and / v / are repeated so that the respondent is familiar with how to pronounce them.

According on the table word list, sentence, and passage reading task it can be conclud that most of the respondents can pronounce this target sound well. It is indicated by the frequency of the occurrence of the target sound which higher its variations. Based on the data analysis that has been described, it can be known the highest frequency of the variations occur as follow:

Table 4.9 Target sound /f/ in the word list

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /f/	134	89.3%
2	Substituted by /v/	9	6%
3	Substituted by /p/	7	4.7%
4	Total	150	100%

Based on the word list frequency table above, it can be concluded that most of the respondents were able to make the sound / f / in the initial, middle, and final position. It appears that 89.3% had produced the target sound / f /.

Table 4.10 Target sound /f/ in sentence

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /f/	150	93.5%

2	Substituted /v/	8	5%
3	Substituted /p/	2	1.5%
4	Total	160	100%

Based on the sentence frequency table above, it can be concluded that most of the respondents were able to make the sound / f / in the sentence. It appears that 93.5% had produced the target sound / f /.

Table 4.11 Target sound /f/ in the reading passage

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /f/	428	95.1%
2	Substituted by /v/	15	3.3%
3	Substituted by /p/	7	1.6%
4	Total	450	100%

Based on the reading passage frequency table above, it can be concluded that most of the respondents were able to make the sound / f / in the reading passage. It appears that 95.1% had produced the target sound /f/.

Table 4.12 Target sound /v/ in the word list

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /v/	134	89.3%

2	Substituted by /f/	15	10%
3	Substituted by /p/	1	0.7%
4	Total	150	100%

Based on the word list frequency table above, it can be concluded that most of the respondents were able to make the sound /v/ in the initial, middle, and final position. It appears that 89.3% had produced the target sound / v /.

Table 4.13 Target sound /v/ in sentence

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /v/	197	93.5%
2	Substituted by /f/	10	4.9%
3	Substituted by /p/	3	1.6%
4	Total	210	100%

Based on the sentence frequency table above, it can be concluded that most of the respondents were able to make the sound / v / in the sentence. It appears that 93.5% had produced the target sound / v /.

Table 4.14 Target sound /v/ in reading passage

NO	Sound Production	Frequency of occurrence	Percentage
1	Target sound /v/	308	93.3%

2	Substituted by /f/	12	3.4%
3	Substituted by /p/	10	3.3%
4	Total	330	100%

Based on the word list frequency table above, it can be concluded that most of the respondents were able to make the sound / v / in reading passage. It appears that 93.3% had produced the target sound / v /.

From the data table above, the researcher saw that most respondents could pronounce the target sound well. This is indicated by the frequency of appearance of the target voice which is getting higher with variations and based on the results of interviews conducted by previous researchers. Where at the time of presenting the questionnaire, the researcher asked about the level of English of each respondent, since when did they learn English, did they always read the Al-Qur'an and since when?

B. **Discussions**

This chapter discusses the profile of labiodental fricative sounds uttered by students. The researcher discussed the data of fricative consonant pronunciation taken from students of the English Education Department of IAIN Palopo. In this research, the number of words used as a pronunciation test was 30 labiodental fricative words, which were divided into 15 words with a / f / sound and 15 words with a / v / sound, 10 sentences, and 2 reading passage.

From the results of the analysis that has been carried out, it can be seen that of the 10 respondents studied, some respondents have a good pronunciation of English words and are good at using target English accents, namely: R5 to R8. This is due to their habit of pronouncing words in English. They have an intermediate level of English skills and their habit of reading Arabic letters, in this case reading the Al-Qur'an.

Meanwhile, respondents who had problems with English pronunciation said that they rarely practice using English. They only use English in class. This causes them to make many mistakes in the pronunciation of English words as in the previous findings. However, if they pronounce the words in the local language, the words sound nice and clear. This approximates the interference factor where the language patterns between Bugis and English have differences. So that some of the respondents experienced difficulties in pronouncing English words as Pringgawidagda said in the previous chapter.

From the data table and analysis results, the researcher obtained several descriptions of the speech errors made by the respondents as follows:

a. Word List

In the wordlist, sound /f/ there was several mistakes made by the respondent. Like the consonant 'gh' in the word "laugh" should be pronounced with the sound /f/, but from 10 respondents, only 1 people or about 10% pronounce the sound, and 9 people or about 90% changed the

sound from 'f' to sound 'v'. In consonant 'ph' in the word "phone" should be pronounced with the sound /f/, but from 10 respondents, there are 7 people or about 70% pronounce the sound, and 3 people or about 30% changed the sound from /f/ to sound /p/. the consonant 'f' in the word "golf" should be pronounced with the sound /f/, but from 10 respondents, there are 2 people or about 20% changed the sound from /f/ to sound /v/ and 8 people or about 80% pronounce the sound. The consonant 'ff' in the word "stuff" should be pronounced with the sound /f/, but from 10 respondents, only 1 people or about 10% pronounced the sound, and 9 people or about 90% changed the sound from 'f' to sound 'v'.

In addition, there were also several mistakes made by respondents regarding the / v / sound. Like the consonant 'v' in the word "value" should be pronounced with the sound /v/, but from 10 respondents, just 1 people or about 10% changed the sound from /v/ to sound /f/ and there are 9 people or about 90% pronounce the sound. The consonant 'v' in the word "service" should be pronounced with the sound /v/, but from 10 respondents, there are 4 people or about 40% pronounce the sound, and 6 people or about 60% changed the sound from /v/ to sound /f/. The consonant 'v' in the word "stove" should be pronounced with the sound /v/, but from 10 respondents, 2 people or about 20% changed the sound. Among others are 1 people change sound from /v/ to sound /f/ and 1 people change sound from /v/ to /p/, and 8 people or about 80% pronounce the sound.

From the word analysis that has been done like the data above, it can be seen that some respondents made mistakes in several words. This is called a negative transfer. Where Noor said in the previous chapter that negative transfer is a way for someone to produce a language or sound that is not by the target language or voice.

b. Sentences

Apart from the word list, the respondent also made several mistakes in producing the sounds / f / and / v /. Like the word "laugh" that ends with the sound /f/ in the sentence "My family loves to laugh on vocation" Out of 10 respondents, there are 6 people or about 60% who change the sound /f/ into /v/ sound. So the word laugh turns into the word love. The word "live" that ends with the sound /v/ in the sentence "save the four wolves whos live in the cave" Out of 10 respondents, there are 2 people or about 20% who change the sound /v/ into /f/ sound. So the word "live" turns into the word "life".

Interference also occurs in the data analysis section above. The respondent also made negative transfers in producing the / f / and / v / sounds in the sentence.

c. Reading passage

From the analysis that has been done by researchers, in the reading section, almost all of them have read it well. Only a few made mistakes, or about 4.9% of respondents made pronunciation errors of the / f / sound and

around 6.7% of the /v/ sound. As we can see in the previous data in table 4.11 and table 4.14.

So, based on all the discussions related to the results of this study, it can be seen that most respondents have been able to produce the target sound / f / and / v /. This is because of their always reading the Al-Qur'an properly. As Amalia Yahya said in her research, if the participants have a good ability in pronuncing in Arabic sound in this case reading Qur'an (based on makhraj huruf), they can pronunce English fricative pronunciation well.

But there were also some students who made mistakes in the pronunciation of the target language, because they are not used to using it in everyday conversation. This is in accordance with Jeni Isnarani's findings that there are several factors that influence students in producing fricative consonants. One of them is that students are not used to using fricative consonants in daily conversations. Therefore, from the results of the data analysis conducted by the researcher, it can be concluded that most students with Buginese backgrounds are able to produce fricative labiodental sounds correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the findings and discussions of the data in chapter IV, it can be seen that most or about 92.3% of students with Buginese background can produce good labiodental fricative sounds, namely / f / and / v / sounds. From the percentage of students who pronounced the target language correctly, the part of the pronunciation task that most students pronounced correctly was the target sound / f / in the reading. That is as many as 428 words out of 450 words pronounced correctly.

Meanwhile, 7.7% of students made changes from the target sound as in the voice change / f / to / p / as in the word phone. And in this case, many students make changes from the target language, namely in the target sound section / v / part of the word list. Therefore, from the percentage results that have been discussed previously, it can be concluded that in producing labiodental fricative sound in this case, the sound / f / and / v / students with a Buginese background are said to be able to reproduce these sounds (/ f / and / v /) well.

B. Suggestions

Based on the results and previous conclusions, the researcher wants to make the following suggestions:

1. It is suggested to teachers or lecturers who teach English, especially at IAIN Palopo, to encourage students to practice more diligently to improve students' pronunciation in English.

2. For further researchers, it is suggested to examine more deeply in order to develop what has been done in this research.

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APPENDIXES

APPENDIX 1

Pronunciation Task

CLUE : Please read the pronunciation task below and record your voice with your smartphone or tape recorder, after that send me your recording via WhatsApp.

A. Word List

SOUND	POSITIONS		
	INITIAL	MEDIAL	FINAL
Voiceless [f]	Fire / faɪə /	Before /bɪˈfɔːr/	Enough /ɪˈnʌf /
	Flag /ˈflæg /	Different /ˈdɪfrənt/	Stuff /stʌf/
	Flower /flaʊər/	Office /ɒfɪs /	Golf /gɒlf /
	Phone /ˈfəʊn/	Offside /ɒfˈsaɪd/	Laugh /lɑːf/
	Fresh /freʃ/	After /ˈɑːftə/	Wolf /ˈwʊlf /

SOUND	POSITIONS		
	INITIAL	MEDIAL	FINAL
Voiced [v]	Vocation /vəʊˈkeɪʃn̩/	Service /ˈsɜːvɪs/	Observe /əbˈzɜːv/
	Value /ˌvæljuː/	However /haʊˈevə/	Drive /draɪv/
	Vampire /ˈvæmpaɪər/	Available /əˈveɪləbl̩/	Active /ˈæktɪv /
	View /vjuː/	Invite /ɪnˈvaɪt/	Improve /ɪmˈpruːv /
	Virus /ˈvaɪərəs/	Invest /ɪnˈvest /	Stove / stəʊv /

B. Sentences
3. His wife will drive the van.
4. I have five knives and four forks.
5. Will you phone before you visit the farm?
6. My family loves to laugh on vacation.
7. Save the four wolves who live in the cave.
8. Please forgive me for forgetting the leftover food!.
9. However, he invited me to see his vampire collection.
10. Stove washing service is available.
11. The soccer player is in an offside position.
12. Investing money is his job

C. Paragraph

A Little Rainbow of Her Own

Vegetables come in a large variety of shapes, sizes, and colors. My neighbor, Vi, owns a vegetable farm. The farm belonged to her parents until they became too old to work on it. Vi started farming when she was seven. She didn't know how much she loved her vegetable farm until she tried something else.

For a few years, she saved her money to become a vet. She liked animals and thought she would enjoy helping them. She volunteered at a veterinary clinic. During her visit, she observed mostly nice animals, but some were very mean.

After this experience she was convinced that she wasn't brave enough to work as a veterinarian. Besides, she liked the privacy she had while working on the farm. Having and working on her own land gave her a strong sense of satisfaction. She believed that she was part of her environment and that was her driving force to grow the freshest vegetables in the valley.

Vi was positive that her vegetable farm was her own piece of heaven. She loved what she did and that was enough for her.

Zoo Fire

There was a fire at the zoo last week. All of the animals lived, but an elephant, giraffe, buffalo, and fox got out through a burnt fence.

The sheriff and the fire chief have their staff looking for them right now. They hope the animals didn't run into the forest or fall off a cliff.

They heard the animals like the smell of coffee, breakfast, waffles, and muffins, and may try to find the animals using these four things. They want to find the animals fast.

APPENDIX 2

<u>**QUESTIONNAIRE RESEARCH**</u>

<u>**THE ENGLISH PRONUNCIATION OF BUGINESE STUDENTS IN ENGLISH DEPARTMENT OF IAIN PALOPO**</u>

A. Data Responden

Nama   :

Jenis Kelamin   :
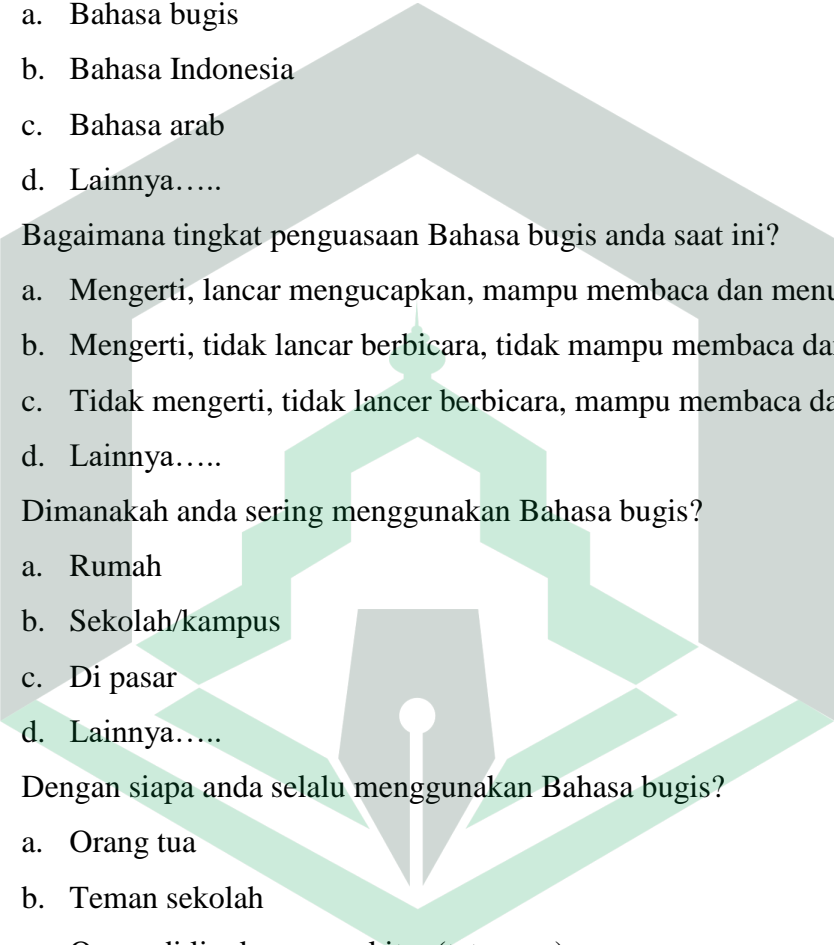
Class/Semester :

Usia   :

B. Petunjuk Pengisian :

Jawablah pernyataan di bawah ini dengan memberi tanda silang (X) pada jawaban yang dianggap tepat. Jika memilih opsi lainnya, diharapkan untuk menulis jawaban anda dengan singkat dan jelas.

1. Dimana anda lahir, tumbuh, dan besar? (kabupaten/kota madya)
   a. Luwu
   b. Bone
   c. Wajo
   d. Lainnya….

2. Tempat tinggal anda saat ini (kabupaten/kotamadya)
   a. Luwu
   b. Bone
   c. Wajo
   d. Lainnya…..

3. Sudah berapa lama anda tinggal ditempat sekarang?
   a. 1 tahun
   b. 2 tahun
   c. 3 tahun
   d. Lainnya….

4. Ketika Anda tumbuh dan besar, dengan siapa Anda tinggal?

    a. Orang tua

    b. Kakek/nenek

    c. Paman/bibi

    d. Lainnya…..

5. Apakah Bahasa/ dialek pertama yang anda ketahui?

    a. Bahasa bugis

    b. Bahasa Indonesia

    c. Bahasa arab

    d. Lainnya…..

6. Bagaimana tingkat penguasaan Bahasa bugis anda saat ini?

    a. Mengerti, lancar mengucapkan, mampu membaca dan menulis.

    b. Mengerti, tidak lancar berbicara, tidak mampu membaca dan menulis

    c. Tidak mengerti, tidak lancer berbicara, mampu membaca dan menulis

    d. Lainnya…..

7. Dimanakah anda sering menggunakan Bahasa bugis?

    a. Rumah

    b. Sekolah/kampus

    c. Di pasar

    d. Lainnya…..

8. Dengan siapa anda selalu menggunakan Bahasa bugis?

    a. Orang tua

    b. Teman sekolah

    c. Orang di lingkungan sekitar (tetangga)

    d. Lainnya…..

9. Dalam setahun, berapa kali anda berkumpul dengan keluarga dari ibu anda?

    a. 2 kali

    b. 3 kali

    c. 4 kali

    d. Lainnya…..

10. Dalam setahun, berapa kali anda berkumpul dengan keluarga dari ayah anda?

    a. 2 kali

    b. 3 kali

    c. 4 kali

    d. Lainnya…..

11. Bahasa apa yang digunakan ayah anda ketika bertemu dengan saudara atau kerabat

    a. Bahasa daerah

    b. Bahasa Indonesia

    c. Bahasa asing

    d. Lainnya…..

12. Bahasa apa yang digunakan ibu anda ketika bertemu dengan saudara atau kerabat?

    a. Bahasa daerah

    b. Bahasa Indonesia

    c. Bahasa asing

    d. Lainnya……

13. Apa suku dari ibu anda?

    a. Bugis

    b. Jawa

    c. Luwu

    d. Lainnya…..

14. Apa suku dari ayah anda?

    a. Bugis

    b. Jawa

    c. Luwu

    d. Lainnya…..

15. Apakah Bahasa/ dialek pertama yang ibu anda ketahui?

    a. Bahasa bugis

    b. Bahasa Indonesia

c. Bahasa jawa

d. Lainnya…..

16. Apakah Bahasa/ dialek pertama yang ayah anda ketahui?

a. Bahasa bugis

b. Bahasa Indonesia

c. Bahasa jawa

d. Lainnya…..

17. Berapa kali anda membaca al qur'an?

a. Setiap hari

b. Seminggu sekali

c. Sebulan sekali

d. Lainnya…..

18. Sejak kapan anda belajar membaca al-qur'an?

a. Usia 3-5 tahun

b. Usia 6-10 tahun

c. Usia 10-15 tahun

d. Lainnya…..

19. Bagaimana tingkat kelancaran anda dalam membaca al-qur'an?

a. Sangat lancar

b. Lancar

c. Kurang lancar

d. Tidak lancar

20. Sejak kapan anda belajar Bahasa inggris?

a. SD

b. SMP

c. SMA

d. Lainnya…..

21. Dimana anda belajar Bahasa inggris?

a. Di sekolah

b. Tempat kursus

c. Otodidak

d. Lainnya…..

22. Bagaimana level/tingkat kemampuan Bahasa inggris anda sekarang?

   a. Basic

   b. Intermediate

   c. Advanced

   d. Lainnya…..

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH & ILMU KEGURUAN
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SURAT KETERANGAN PENELITIAN

Nomor: 0953·1 /In.19/FTIK/PP.00.9/08/2020

Yang bertanda tangan di bawah ini:

Nama	: Dr. Nurdin K, M.Pd.	
NIP	: 19681231 199903 1 014	
Pangkat/Gol.Ruang	: Pembina, IV/a	
Jabatan	: Dekan Fakultas Tarbiyah Dan Ilmu Keguruan	

Menerangkan dengan sebenarnya bahwa, yang tersebut namanya di bawah ini:

Nama	: Nurul Cahyu Annisa	
NIM	: 16 0202 0160	
Fakultas/Prodi	: Tarbiyah / Pendidikan Bahasa Inggris	
Semester	: VIII (Delapan)	
Tahun Akademik	: 2019/2020	

Benar telah mengadakan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo pada tanggal 21 Juli 2020 s.d 1 Agustus 2020 dalam rangka penyelesaian skripsi yang berjudul **"The English Pronuncition of Buginese Students in English Departmen of IAIN Palopopo".** Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 18 Agustus 2020
Dekan,
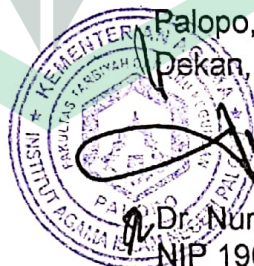
Dr. Nurdin K, M.Pd.
NIP 19681231 199903 1 014

IAIN PALOPO

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0124 TAHUN 2020
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a.	bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
		b.	bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
		c.	bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	:	1.	Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3.	Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4.	Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
		5.	Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	:	Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
Ketiga	:	Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 24 Agustus 2020

Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0124 TAHUN 2020
TANGGAL : 24 AGUSTUS 2020
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

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   Fakultas : Tarbiyah dan Ilmu Keguruan

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II. Judul Skripsi : The English Pronunciation of Buginese Students in English Department of IAIN Palopo

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   Penguji (I) : Dr. Masruddin, S.S.,M.Hum.

   Penguji (II) : Dr. Jufriadi, S.S.,M.Hum.

   Pembimbing (I) : Amalia Yahya, S.E.,M.Hum.

   Pembimbing (II) : Wahibah, S.Ag.,M.Hum.

Dekan,

Nurdin K.

CURRICULUM VITAE

Nurul Cahyu Annisa, was born in Camming, on December 11th 1997. The author is the eldest child of Wahyuddin, S.Ag and Nuraisyah, S.Ag. She has one brother namely Cahyu Miftahul Khair and two sisters namely Cahyu Fatimah Az-zahra and Cahyu Nurfadhila. She come from Camming, Kelurahan Ceppaga Kecamatan Libureng Kabupaten Bone, while in Palopo, she lives on Jl. Cempaka II Balandai.

She started his formal education for the first time at the age of seven years. She studied at SD INP 10/73 Ceppaga and graduated in 2010. Then she stayed in Pondok Pesantren Al-Junaidiyah Biru Bone to study (she finished in MTs Ma'had Hadits Al-Junaidiyah Biru in 2013, and MAS Ma'had Hadits Al-Junaidiyah Biru in 2016). She continued her study at English Education Department in IAIN Palopo in 2016.

While studying at IAIN Palopo, she has received several awards in academics, such as became the first ranked student in 2016/2017 first semester, second place in 2017/2018 third semester, and second place in 2018/2019 fifth semester. Besides that, the author is also active in activities held by HMPS BIG. Then, she finished the study on September, 03rd 2020.