

THE EFFECTIVENESS OF USING
MINIMAL-PAIRS AND CLOSED-PAIR WORK ACTIVITIES IN
TEACHING LISTENING AND SPEAKING TO OVERCOME
PRONUNCIATION PROBLEM.

NOREHA BINTI ZAKI

(98567849)

AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
FULFILLMENT FOR THE DEGREE OF B.Ed. (TESL).

FACULTY OF EDUCATION
MARA UNIVERSITY OF TECHNOLOGY

FEBRUARY 2002

ACKNOWLEDGEMENT

I would like to express my heartfelt thanks and gratitude to my supervisor, Encik Johari bin Tawang, for his guidance, assistance and painstaking efforts rendered to me in the completion of this study.

A very special thanks to Cik Leha binti Ali, the headmistress of Sekolah Kebangsaan Telaga, who has given me her support to make sure this study is a success.

My deepest appreciation to all English teachers of Sekolah Kebangsaan Telaga for their strong support and help, a big thanks to the pupils of Year 3 Ibnu Khaldun for their positive responses to make this study possible.

My sincere thanks to my beloved husband and children for supporting and giving me the opportunity to develop myself personally and professionally. Finally, not forgetting my colleagues from B.Ed (TESL) Kuala Terengganu group who have inspired me to develop myself in one way or another.

ABSTRACT

This study is designed to explore the effectiveness of Minimal-Pair and Closed-Pair work activities in teaching listening and speaking to overcome pronunciation problem. It is conducted to meet the need of primary schools students and teachers in the district of Hulu Terengganu.

A total number of 35 students of Sekolah Kebangsaan Telaga were involved in this study with the aim to help them in learning and acquiring their Second Language. Apart from that, the Headmistress and five English teachers from the same school were also involved in this study.

This study has its specific aims:

- To find out and identify the students' inefficiency in the pronunciation of English words contributes to their inability to speak properly.
- The study was based on the listening and speaking activities whereby the teacher was simply a facilitator or pronunciation coach while the students use the language through the activities carried out.
- In teaching pronunciation, the problems found were the incompetency or low ability of the students, attitude, environment and lack of motivation that have effected their ability to pronounce English words correctly. Thus, affecting the inability of the students to use the language proficiently.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF APPENDICES	vi
CHAPTER 1 – INTRODUCTION	
1.1 Background	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	5
1.5 Aim of the Study	6
1.6 Significance of the Study	6
1.7 Research Questions	7
1.8 Limitation of the Study	8
1.9 Delimitation of the Study	8
CHAPTER 2 – REVIEW OF RELATED LITERATURE	
2.1 Introduction	10
2.2 Definition of Terms	
2.2.1 Minimal-pairs Activities	15
2.2.2 Closed-pair Activities	16
2.2.3 Jazz-Chant	16

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1	Introduction	18
3.2	The Sampling Population	18
3.2.1	The Sample	18
3.3	The instrument	19
3.3.1	The Lesson Plan	20
3.4	.Analysis of Data	24

CHAPTER 4 – PRESENTATION AND ANALYSIS OF DATA

4.1	Analysis of Actual Teaching Situation	25
4.1.1	Introduction	25
4.1.2	Teacher Based Observation and Peer Observation	25
4.2	Analysis of Questionnaires For The Students	28
4.3	Analysis of Questionnaires For The Teachers	29

CHAPTER 5 – CONCLUSION, RECOMMENDATIONS AND REFLECTIONS.

5.1	Conclusion	33
5.2	Recommendations	33
5.3	Reflections	35

REFERENCES	37
------------	----

APPENDICES	39
------------	----