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

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ABSTRACT

This paper investigated the 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 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.The populations were Buginese students in English department at the Tarbiyah Faculty and Teacher Training at IAIN Palopo. To choose the samples, the writersused a purposive sampling technique, in which 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 a series of studies that have been carried out, the results obtained in this research are students with a Buginese background get some problems in English pronunciation, especially in labiodental fricative / f / and / v / sounds. Because the Buginese language does not have labiodental fricative sounds and there are transfer errors made by students when pronouncing English words.

Keywords: English Pronunciation, IAIN Palopo, Labiodental Fricative

INTRODUCTION

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 (Gimson:1980). 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 Indonesia, 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 (Ramelan: 1985). 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 production or for their understanding of spoken English (Harmer: 1998) 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.1 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 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 (Iksan & Dirham, 2018; Iksan & Duriani, 2015). 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 (Lanteigne: 2017). David links pronunciations with the basic field of linguistics that deals with scientific studies of the structure of language, which is phonology. 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 study of different sound units and phonetics which are mainly related to speech sounds (Richard, et.al: 1992). 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. 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 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 conduct a research to study to find out the ability of students with a Buginese background in producing English labiodental fricative sounds.

METHODS

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.

Population and Samples

The population of this research was the students in the English department of IAIN Palopo. There are 16 classes of 4 semesters. This research used a random sampling technique, it's mean that the writer knows the total number of students is 505 and the sample is 10 samples. All students are from Buginese. They are 2 people from the first semester, 3 people from the third semester, 3 people from the fifth semester, and 2 people from the seven semesters.

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

The Instrument of the Research

The researcher used 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 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.

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.

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 (Sugiyono: 2008) 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 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:

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

P = 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.

RESULTS

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 are as follows.

1. *Word List*

The result of students' answers through Word List Recording.
Table 1. Sound /f/ in the initial position.

NO	Respondents	Fire /faɪə/	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 |

Table 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 |	| ɒfɪs |	|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 |

Table 3. Sound /f/ in final position.

NO	Respondents	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 |

Table 4. Sound /v/ in the initial position.

NO	Respondents	Vocation /vəʊˈkeɪʃṇ/	Value /ˌvæljuː/	Vampire /ˈvæmpaɪər/	View /vjuː/	Virus /ˈvaɪərəs/
1	R 01	|vəʊˈkeɪʃṇ|	|ˌfɒləʊ |	| frəm pɪər |	| vjuː |	|ˈvaɪərəs|
2	R 02	|vəʊˈkeɪʃṇ|	|ˌvælju: |	|ˈvæmpaɪər|	| vjuː |	|ˈvaɪərəs|
3	R 03	|vəʊˈkeɪʃṇ|	| ˈvæljuː|	| ˈvæmpaɪər|	| fjuː |	|ˈvaɪərəs|
4	R 04	|vəʊˈkeɪʃṇ|	|ˌvælju: |	|ˈvæmpaɪər |	| fjuː |	|ˈvaɪərəs|
5	R 05	| vəˈkeɪʃṇ |	| ˈvæljuː|	| ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
6	R 06	|vəʊˈkeɪʃṇ|	|ˈvæljuː |	|ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
7	R 07	|vəʊˈkeɪʃṇ|	| ˈvæljuː|	| ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
8	R 08	| vəˈkeɪʃṇ |	| ˈvæljuː|	|ˈvæmpaɪə |	| vjuː |	|ˈvaɪərəs|
9	R 09	|vəʊˈkeɪʃṇ|	|ˌvælju:|	| ˈvæmpaɪər|	| fjuː |	|ˈvaɪərəs|
10	R 10	|vəʊˈkeɪʃṇ|	| Vanue |	| ˈvæmpaɪər|	| fjuː |	|ˈvaɪərəs|

Table 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|

Table 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 |	|ɪmˈpruːvd|	| stəʊv |
9	R 09	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	| ɪmˈpruːv |	| stəʊv |
10	R 10	| əbˈzɜːv |	| draɪv |	| ˈæktɪv |	| ɪmˈpruːv |	| stɒp |

2. **Sentences**

The result of students' answers through Sentence Recordïng.
Table 7. Sounds /f/ and /v/ in sentences

NO	R	
	E	1. His wife will drive the van.
	S	2. I have five knives and four forks.
	P	3. Will you phone before you visit the farm?
	O	4. My family loves to laugh on vacation.
	N	5. Save the four wolves who live in the cave.
	D	6. Please forgive me for forgetting the leftover food!.
	E	7. However, he invited me to see his vampire collection.
	N	8. Stove washing service is available.
	T	9. The soccer player is in an offside position.
	S	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 faːm|?
		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 |
		11.
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 faːm | ?
		4. | maɪ ˈfæməli ˈlʌvz tu lʌk ˈɒn vəˈkeɪʃn̩ |

5. | seɪv ðə ˌfɔ:r wʊlvz 'hu: 'laɪv ɪn ðə keɪv |
6. | pli:z fə'gɪv mi: fə fə'getɪŋ ðə 'let 'əʊvə fu:d | !
7. | haʊ'evə |'hi: ɪn'vaɪt tu mi: 'si: ɪz vampir kə'lekʃṇ|
8. | stəʊv ˌwɒʃɪŋ 'sɜ:vɪs ɪz ə'veɪləbḷ |
9. | ðə 'sɒkə pleɪər z ɪn ən ɒf'saɪd pə'zɪʃṇ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

2   R 02   1. | hɪz waɪf ˌwi:l 'draɪv ðə fʌn |
2. | 'aɪ həv faɪv kenives ənd fə fɒks |
3. | ˌwi:l ju pəʊn bɪ'fɔ: ju 'vɪzɪt ðə fɑ:m | ?
4. | maɪ 'fæməli 'lʌvz tu lɒk 'ɒn vəʊ'keɪʃṇ |
5. | seɪv ðə ˌfɔ:r wʊlvz 'hu: 'laɪv ɪn ðə keɪv |
6. | pli:z fə'gɪv mi: fə fə'getɪŋ ðə 'leftəʊvə fu:d | !
7. | haʊ'evə |'hi: ɪn'vaɪt mi: tu 'si: ɪz 'væmpaɪə kə'lekʃṇ |
8. | stəʊv wasing 'sɜ:vɪs ɪz ə'veɪləbḷ |
9. |ðə 'sɒkə pleɪər z ɪn ən ɒf'saɪd pə'zɪʃṇ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

3   R 03   1. | hɪz waɪf ˌwi:l 'draɪv ðə fʌn |
2. | 'aɪ həv faɪv kenives ənd ˌfɔ:r fɔ:ks |
3. | ˌwi:l ju 'fəʊn bɪ'fɔ: ju 'vɪzɪt ðə fɑ:m | ?
4. | maɪ 'fæməli 'lʌvz tu 'lʌv 'ɒn və'keɪʃṇ |
5. | seɪv ðə ˌfɔ:r wʊlvz 'laɪv ɪn ðə keɪv |
6. | pli:z fə'gɪv mi: fə fə'getɪŋ ðə 'leftəʊvə fu:d | !
7. | haʊ'evə |'hi: ɪn'vaɪtɪd mi: tu 'si: ɪz vampir kə'lekʃṇ |
8. | stəʊv wasing ˌsɜ:fɪs ɪz ə'veɪləbḷ |
9. | ðə 'sɒkə pleɪər z ɪn ən ɒf'saɪd pə'zɪʃṇ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

4   R 04   1. | hɪz waɪf ˌwi:l 'draɪv ðə væn |
2. | 'aɪ həv faɪv naɪvz ənd ˌfɔ:r fɔ:ks |
3. | ˌwi:l ju 'fəʊn bɪ'fɔ: ju 'vɪzɪt ðə fɑ:m | ?
4. | maɪ 'fæməli 'lʌvz tu laug 'ɒn və'keɪʃṇ |
5. | seɪv ðə ˌfɔ:r wʊlvz 'hu: 'laɪf ɪn ðə keɪv |
6. | pli:z fə'gɪv mi: fə fə'getɪŋ ðə 'leftəʊvə fu:d | !
7. | haʊ'evə |'hi: ɪn'fɪnət tu 'si: ɪz 'væmpaɪə kə'lekʃṇ |
8. | stəʊv ˌwɒʃɪŋ ˌsɜ:fɪs ɪz ə'veɪləbḷ |
9. | ðə 'ʃɒk əv pleɪər z ɪn ən ɒf'saɪd pə'zɪʃṇ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

5   R 05   1. | hɪz waɪf ˌwi:l 'draɪv ðə væn |
2. | 'aɪ həv faɪv naɪvz ənd ˌfɔ:r fəʊks |
3. | ˌwi:l ju 'fəʊn bɪ'fɔ: ju 'vɪzɪt ðə fɑ:m | ?
4. | maɪ 'fæməli 'lʌvz tu lɑ:f 'ɒn və'keɪʃṇ |
5. | seɪv ðə ˌfɔ:r wʊlvz 'hu: 'laɪv ɪn ðə keɪv |
6. | pli:z fə'gɪv mi: fə fə'getɪŋ ðə 'leftəʊvə fu:d | !
7. | haʊ'evə |'hi: ɪn'vaɪtɪd mi: tu 'si: ɪz 'væmpaɪə kə'lekʃṇ |
8. | stəʊv ˌwɒʃɪŋ 'sɜ:vɪs ɪz ə'veɪləbḷ |
9. |ðə 'sɒkə pleɪər z ɪn ən ɒf'saɪd pə'zɪʃṇ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

6   R 06   1. | hɪz waɪf ˌwi:l 'draɪv 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 vəˈkeɪʃn̩ |
		5.	| seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪf ɪn ðə keɪv |
		6.	| pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | !
		7.	| haʊˈevə ǀˈhiː 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 |
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 ǀˈhiː 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 ǀˈhiː 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 ǀˈhiː 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 ˈfɑːm ˈwɔːl ˈhuː ˈlaɪv ɪn ðə keɪv |
		6.	| pliːz fəˈɡɪv miː fə fəˈɡetɪŋ ðə ˈleftəʊvə fuːd | !
		7.	| haʊˈevə ǀˈhiː ɪnˈvaɪtɪd miː tu ˈsiː ɪz ˈvæmpaɪə kəˈlekʃn̩ |
		8.	| stɒp ˌwɒʃɪŋ ˈsɜːvɪs ɪz əˈveɪləbl̩ |

9. | ðə 'sɒkə pleɪər z ɪn ən ɒf'saɪd pə'zɪʃn̩ |
10. | ɪn'vestɪŋ 'mʌni z ɪz dʒɒb |

3. Paragraph

The result of students' answers through Paragraph Recordïng.

Table 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 'lɪtl̩ 'reɪnbəʊ əv hər əʊn |
		'vedʒɪtəbl̩z 'kʌm ɪn ə 'la:dʒ və'raɪəti əv ʃeɪps |'saɪzɪz |ənd 'kʌlərz |maɪ 'neɪbə |sɪks |əʊnz ə 'vedʒɪtəbl̩ fa:m |ðə fa:m bɪ'lɒŋd tu hə 'peərəntsʌn'tɪl 'ðeɪ bɪ'keɪm tu: əʊld tu 'wɜ:k 'ɒn 'ɪt |sɪks'sta:tɪd 'fa:mɪŋ wen 'ʃi: wəz 'sevn̩ |'ʃi: 'dɪdnt'nəʊ haʊ 'mʌtʃ 'ʃi: 'lʌvd hə 'vedʒɪtəbl̩ fa:mʌn'tɪl 'ʃi: 'traɪd 'sʌmθɪŋ els |
		|fər ə fju: 'jiəz |'ʃi:seɪvd hə 'mʌni tu bɪ'kʌm ə vet |'ʃi: 'laɪkt 'ænɪml̩z ənd 'θɔ:t 'ʃi: wʊd ɪn'dʒɔɪ 'helpɪŋ ðəm | 'ʃi: ˌvɒlən'tɪəd ət ə 'vetrɪnri 'klɪnɪk |. | 'djʊərɪŋ hə 'vɪzɪt | 'ʃi: əb'zɜ:vd 'məʊstli naɪs 'ænɪml̩z | bət səm wə 'veri mi:n |
		'a:ftə ðɪs ɪk'spɪərɪəns 'ʃi: wəz kən'vɪnst ðæt 'ʃi: 'wɒznt breɪv ɪ'nʌf tu 'wɜ:k əz ə ˌvetrə'neriən | bɪ'saɪdz | 'ʃi: 'laɪkt ðə 'prɪvəsi 'ʃi: həd waɪl ˌwɜ:kɪŋ 'ɒn ðə fa:m | 'hævɪŋ ənd ˌwɜ:kɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv ˌsætɪs'fækʃn̩ | 'ʃi: bɪ'li:vd ðæt 'ʃi: wəz pa:t əv hər ɪn'vaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔ:s tu grəʊ ðə 'freʃɪst 'vedʒɪtəbl̩z ɪn ðə 'væli |
		| sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fa:m wəz hər əʊn pi:s əv 'hevn̩ | 'ʃi: 'lʌvd wɒt 'ʃi: dɪd ənd ðæt wəz ɪ'nʌf 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.
		| zu: ˈfaɪə |
		ðə wəz ə faɪər ət ðə zu: 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 |ˈðeɪ həʊp ði ænɪml̩z 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 |
1	R 01	| ə ˈlɪtl̩ ˈreɪnbəʊ əv hər əʊn | ˈvedʒɪtəbl̩ ˈkʌm ɪn ə ˈlɑːdʒ vəˈraɪəti əv ʃeɪps | ˈsaɪzɪz | ənd ˈkʌlərz | maɪ ˈneɪbə | sɪks | əʊnz ə ˈvedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋɪŋ tu hə ˈpeərənts ʌnˈtɪl ˈðeɪ bɪˈkeɪm tuː əʊld tu ˈwɜːk ˈɒn ˈɪt | sɪks ˈstɑːtɪd ˈfɑːmɪŋ wen ˈʃi: ˈhæz ˈsevn̩ | ˈʃi: ˈdɪdnt ˈnəʊ haʊ tu ˈmʌtʃ ˈlʌv wɪð hə ˈvedʒɪtəbl̩ fɑːm ʌnˈtɪl ˈʃi: rɪˈtaɪəd ˈsʌmθɪŋ els | fər ə fjuː ˈjiəz | ˈʃi: seɪvd hə ˈmʌni tu bɪˈkʌm ə fɪt | ˈʃi: ˈlaɪkt ˈænɪml̩z ənd ˈθɔːt ˈʃi: wʊd ɪnˈdʒɔɪ ˈhelpɪŋ ðəm | ˈʃi: ˌvɒlənˈtɪəd ət ə ˈvetrɪnri ˈklɪnɪk | | ˈdjʊərɪŋ hə ˈvɪzɪt | ˈʃi: əbˈzɜːvd ˈməʊstli naɪs ˈænɪml̩z | bət ˈsʌmweə ˈveri miːn | ˈɑːftə ðɪs ɪkˈspɪərɪəns | ˈʃi: wəz kənˈvɪnst ðæt ˈʃi: ˈwɒznt breɪv ɪˈnʌf tu ˈwɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | ˈʃi: ˈlaɪkt ðə ˈprɪvəsi ˈʃi: həd waɪl ˌwɜːkɪŋ ˈɒn ðə fɑːm | ˌhevi ənd ˌwɜːkɪŋ ˈɒn ði əʊn ˈlænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | ˈsi: bɪˈliːvd ðæt ˈsi: wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə

		'draɪvɪŋ 'fɔːs tu grəʊ ðə 'fɜːst hedz 'vedʒɪtəbl̩z ɪn ðə 'pælət | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ faːm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌv 'ɪt wɒt 'ʃiː dɪd ənd ðæt wəz ɪ'nʌf fə hə | | zuː 'faɪə | ðə wəz ə faɪər ət ðə zuː laːst wiːk | ɔːl əv ði 'ænɪml̩z 'liːv 'ɪt bət ən 'elɪfənt | dʒɪ'raːf | 'bʌfələʊ | ənd fɒks 'gɒt aʊt θruː ə bɜːnt fens | ðə ˌsevn ənd ðə faɪə tʃiːf həv ðeə stʌf 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ help ði 'ænɪml̩z 'dɪdnt 'tɜːn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf kɪl | 'ðeɪ hɜːd ði 'ænɪml̩z laɪk ðə 'mel əv ðə 'kɒfi | 'brekfəst | 'wʊlf lez ənd 'mʌfɪnz | ənd meɪ tu faɪnd 'ænɪml̩z 'juːzɪŋ ðə stɔː 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z faːst |
2	R 02	| ə 'lɪtl̩ 'reɪnbəʊ ɔː hər əʊn | 'vedʒɪtəbl̩z 'kʌm ɪn ə'lɜːt farty set | saɪz ənd 'kʌlər | maɪ net wɜːθ sɪks | əʊnz ə 'vedʒɪtəbl̩ faːm | ðə faːm ˌwiːl 'wɜːk tu hə 'peərənts ʌn'tɪl ðen bɪ'kʌm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks 'staːtɪd 'faːmɪŋ wen 'ʃiː wəz 'sevn̩ | 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl̩ faːm ʌn'tɪl 'ʃiː 'traɪd 'sʌmθɪŋ els | fər ə fjuː 'jiəz | 'ʃiː seɪv hə 'mʌni tu bɪ'kʌm ə vet | 'siː laɪk 'ænɪml̩z ənd 'tɔːk 'siː 'wɜːld ɪn'dʒɔɪ 'helpɪŋ ðəm | 'siː 'fɔːlən streɪt ənd 'feðəri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'siː əb'zɜːv 'məʊstli naɪs 'ænɪml̩z | bət 'sʌmweə 'feəri miːnz | 'aːftə ðɪs ɪk'spɪərɪəns 'ʃiː wəz kən'vɪnst ðæt 'ʃiː 'wɒznt breɪv ɪ'nʌf tu 'wɜːk əz ə 'fetə leɪn 'eərɪən | bɪ'saɪdz | 'ʃiː laɪk ðə professi 'ʃiː həd waɪl ˌwɜːkɪŋ 'ɒn ðə faːm | 'hʌfɪŋ ənd ˌwɜːkɪŋ 'ɒn hə 'əʊə 'lænd geɪv hər ə strɒŋ sens əv ˌsætɪs'fækʃn̩ | 'ʃiː bɪ'liːvd ðæt 'ʃiː wəz paːt əv hər ənd fɪər 'ɒn mæn ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə freʃ 'vedʒɪtəbl̩z ɪn 'fɪli || sɪks wəz 'pɒzətɪv ðə heə 'vedʒɪtəbl̩ faːm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd ðæt wəz ɪ'nʌf fə hɪə |

		| zu: 'faɪə | ðə wəz ə faɪər ət ðə zu: lɑ:st wi:k | ɔ:l əv ði 'ænɪml̩z lɪvd | bət ən 'elɪfənt | gɪər ʌp | 'bʌfələʊ | ənd fɒks gɜ:l ɔ: twelv ə bɜ:nt fens | ðə 'serɪf ənd ðə faɪə seɪf həv ðeə 'stɑ:f 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ həv ði ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə faɪt ɔ: fɔ:l ɒf ə klɪf | ðə hɜ:t ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi | 'brekfəst | ˌwel fɑ:st ənd move-ins | ənd maɪ 'traɪ tu faɪt ði 'ænɪml̩z 'ju:zɪŋ dʒəst ˌfɔ:r 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði ænɪml fɑ:st |
3	R 03	| ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəbl̩z 'kʌm ɪn ə 'lɑ:dʒ və'raɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ neɪkbor sɪks 'wɒnts ə 'vedʒɪtəbl̩ fɑ:m | ðə fɑ:m 'jʌŋgə tu hə 'peərənts ʌn'tɪl 'ðeɪ bɪ'keɪm tu: əʊld tu 'wɜ:k 'ɒn 'ɪt | sɪks 'stɑ:tɪd pə'fɔ:mɪŋ wen 'ʃi: wəz 'sevn̩ | 'si: ðeə 'nəʊ haʊ məʊst bɪ'lʌvɪd hə 'vedʒɪtəbl̩ frəm ʌn'tɪl stɑ:t 'sʌmθɪŋ els | fər ə fju: 'jiəz | 'ʃi: seɪvd 'fɔ:θ 'hɑ:məni tu bɪ'kʌm vet | 'ʃi: laɪk ænɪml ənd tʌf 'ʃi: wɒt ɪn'dʒɔɪ 'helpɪŋ ðəm | 'ʃi: 'plɑ:ntɪd ət 'vetrɪnri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'si: əb'zɜ:v məst naɪs 'ænɪml̩z | bət 'sʌmweə 'veri mi:n | 'ɑ:ftə ðɪs ɪk'spɪərɪəns 'ʃi: wəz kən'vɪnst ðæt 'ʃi: 'wɒznt breɪv ɪ'nʌf tu 'wɜ:k əz ə ˌvetrə'neriən | bɪ'saɪd | 'ʃi: 'laɪkt ðə 'prɪvəsi cn ˌwi:l ˌwɜ:kɪŋ 'ɒn ðə fɑ:m | 'helpɪŋ ənd ˌwɜ:kɪŋ 'ɒn hər əʊn ənd geɪv hər ə strɒŋ sets əv ˌsætɪs'fækʃn̩ | 'ʃi: bɪ'li:vd ðæt 'ʃi: wəz pɑ:t əv hər ɪn'vaɪərənmənt ənd 'ɪt wəz hə 'draɪvɪŋ 'fɔ:s tu grəʊ ðə fɪʃ 'vedʒɪtəbl̩z ɪn ðə 'fɪli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fɑ:m wəz hər əʊn pi:s əv 'hevn̩ | 'si: 'lʌvd wɒt 'si: 'dɪd ənd ðæt wəz ɪ'nʌf fə hə | | zu: fri: | ðæt wəz ə 'fri: ət ðə zu: lɑ:st wi:k | ɔ:l əv ði 'ænɪml̩z laɪv |

		bət ən 'elɪfənt | dʒɪ'rɑːf | 'bʌfələʊ | ənd fəʊks 'ɡɒtə 'nəʊ ə,baʊt frendz | ðə 'serɪf ənd ðə faɪv 'siː ɪf həv ðeə 'stɑːf 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf | 'ðeɪ hɜːt ði ænɪml̩z laɪk ðə smel əv 'kɒfi | 'brekfəst | 'wɒfl̩z | ənd 'mʌfɪnz ənd 'meɪbiː 'traɪ tu faɪnd ði 'ænɪml̩z 'juːzɪŋ ðɪs fə 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z fɑːst |
4	R 04	| ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəbl̩z 'kʌm ɪn ə 'lɑːdʒ və'raɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ 'neɪbə | sɪks əʊnz ə 'vedʒɪtəbl̩ fɑːm | ðə fɑːm bɪ'lɒŋ tu hə 'peərənts ʌn'tɪl 'ðeɪ bɪ'keɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks 'stɑːtɪd 'fɑːmɪŋ wen 'ʃiː wəz 'sevn̩ | 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl̩ frəm ʌn'tɪl 'ʃiː 'traɪd | fər ə fjuː 'jɪəz | 'ʃiː seɪvd hə 'mʌni tu bɪ'kʌm ə vet | 'səʊ laɪk 'ænɪml̩z ənd dəʊnt 'ʃiː wɔːk ɪn'dʒɔɪ 'helpɪŋ ðəm | 'ʃiː falender ət ə 'venjuː nɪə 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'ʃiː əb'zɜːvd 'məʊstli naɪs 'ænɪml̩z | bət səm wə 'veri miːn | 'ɑːftə ðɪs ɪk'spɪərɪəns | 'ʃiː wəz kən'vɪnst ðæt 'ʃiː 'wɒznt breɪv ɪ'nʌf tu 'wɜːk əz ə faɪə 'njʊərɒn | bɪ'saɪdz | 'ʃiː 'laɪkt ðə 'prɪvəsi 'ʃiː həd waɪl ,wɜːkɪŋ 'ɒn ðə fɑːm | 'hævɪŋ ənd ,wɜːkɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv ,sætɪs'fækʃn̩ | 'ʃiː bɪ'liːvd ðæt 'ʃiː wəz pɑːt əv hər ɪn'vaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu ɡrəʊ ðə 'freɪz 'vedʒɪtəbl̩ ɪn 'væli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd wəz ɪ'nʌf fə hə | | zuː feə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði 'ænɪml̩z laɪf | bət ən 'elɪfənt | ɡreɪv | 'bʌfələʊ |

		ənd fəʊks 'gɒt aʊt θruː ə bɜːnt fens ǀ ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'staːf 'lʊkɪŋ fə ðəm 'raɪt naʊ ǀ 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf ǀ 'ðeɪ 'wɜːd ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi ǀ 'brekfəst ǀ 'wɒfl̩z ǀ ənd 'maːvl̩z ǀ ənd maɪ 'treɪd tu faɪnd ði 'ænɪml̩z 'juːzɪŋ ðiːz ˌfɔːr 'θɪŋz ǀ 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z faːst ǀ
5	R 05	ǀ ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn ǀ 'vedʒɪtəbl̩z 'kʌm ɪn ə 'laːdʒ vəˈraɪəti əv ʃeɪps ǀ 'saɪzɪz ǀ ənd 'kʌlərz ǀ maɪ 'neɪbə sɪks əʊnz ə 'vedʒɪtəbl̩ faːmz ǀ ðə faːm bɪˈlɒŋd tu hə 'peərənts ʌnˈtɪl 'ðeɪ bɪˈkeɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt ǀ sɪks 'staːtɪd 'faːmɪŋ wen 'ʃiː wəz 'sevn̩ ǀ 'ʃi 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃi 'lʌvd hə 'vedʒɪtəbl̩ faːm ʌnˈtɪl 'ʃiː 'traɪd 'sʌmθɪŋ els ǀ fər ə fjuː 'jiəz ǀ 'ʃi sɜːvd hə 'mʌni tu bɪˈkʌm əv ðæt ǀ 'ʃi 'laɪkt 'ænɪml̩z ənd 'θɔːt 'ʃi wʊd ɪnˈdʒɔɪ 'helpɪŋ ðəm ǀ 'ʃi 'fɒləʊd ɪm ət ə 'vetrɪnri 'klɪnɪk ǀ ǀ 'djʊərɪŋ hə 'vɪzɪt ǀ 'ʃi əbˈzɜːvd ə 'məʊstli naɪs 'ænɪml̩z ǀ bət səm wə 'veri miːn ǀ 'aːftə ðɪs ɪkˈspɪərɪəns 'ʃi wəz kənˈvɪnst ðæt 'ʃi 'wɒznt breɪv ɪˈnʌf tu 'wɜːk əz ə ˌvetrəˈneriən ǀ bɪˈsaɪdz ǀ 'ʃi 'laɪkt ðə 'prɪvəsi 'ʃi həd waɪl ˌwɜːkɪŋ 'ɒn ðə faːm ǀ 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ ǀ 'ʃi bɪˈliːvd ðæt 'ʃi wəz paːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə 'freʃɪst 'vedʒɪtəbl̩z ɪn ðə 'væli ǀ ǀ sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ faːm wəz hər əʊn piːs əv 'hevn̩ ǀ 'ʃi 'lʌvd wɒt 'ʃi dɪd ənd ðæt wəz ɪˈnʌf fə hə ǀ ǀ zuː 'faɪə ǀ ðə wəz ə faɪər ət ðə zuː laːst wiːk ǀ ɔːl əv ði 'ænɪml̩z lɪvd ǀ bət ən 'elɪfənt ǀ dʒɪˈraːf ǀ 'bʌfələʊ ǀ ənd fɒks 'gɒt aʊt θruː ə bɜːnt fens ǀ ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'staːf 'lʊkɪŋ fə ðəm 'raɪt naʊ ǀ 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf ǀ

		'ðeɪ hɜːd ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi | 'brekfəst | 'wɒfl̩z | ənd 'mʌfɪnz | ənd meɪ 'traɪ tu faɪnd ði 'ænɪml̩z 'juːzɪŋ ðiːz ˌfɔːr 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z fɑːst |
6	R 06	| ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəbl̩z 'kʌm ɪn ə lɑːk vəˈraɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ 'neɪbə | sɪks | əʊnz ə 'vedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə 'peərənts ʌnˈtɪl 'ðeɪ bɪˈkeɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks 'stɑːtɪd 'fɑːmɪŋ wen 'ʃiː wəz 'sevn̩ | 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl̩ fɑːm ʌnˈtɪl 'ʃiː 'traɪd 'sʌmθɪŋ els | fər ə fjuː 'jiəz | 'ʃiː seɪvd hə 'mʌni tu bɪˈkʌm ə vet | 'ʃiː 'laɪkt 'ænɪml̩z ənd 'θɔːt 'ʃiː wʊd ɪnˈdʒɔɪ 'helpɪŋ ðəm | 'ʃiː ˌvɒlənˈtɪəd ət ə 'vetrɪnri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'ʃiː əbˈzɜːvd 'məʊstli naɪs 'ænɪml̩z | bət səm wə 'veri miːn | 'ɑːftə ðɪs ɪkˈspɪərɪəns 'ʃiː wəz kənˈvɪnst ðæt 'ʃiː 'wɒznt breɪv ɪˈnʌf tu 'wɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | 'ʃiː 'laɪkt ðə 'prɪvəsi 'ʃiː həd waɪl ˌwɜːkɪŋ 'ɒn ðə fɑːm | 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | 'ʃiː bɪˈliːvd ðæt 'ʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə 'freʃɪst 'vedʒɪtəbl̩z ɪn ðə 'væli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | 'zɪərəʊ 'faɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði 'ænɪml̩z laɪf | bət ən 'elɪfənt | dʒɪˈrɑːf | 'bʌfələʊ | ənd fɒks 'get aʊt drɒp ə bɜːnt fens | ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'stɑːf 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn tu ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf | 'ðeɪ hɜːt ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi |

		'brekfəst | 'wɒfl̩z | ənd 'mʌfɪnz | ənd meɪ 'traɪ tu faɪnd ði 'ænɪml̩z 'juːzɪŋ ðɪs fə 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z fɑːst |
7	R 07	| ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəbl̩z 'kʌm ɪn ə 'lɑːdʒ vəˈraɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ 'neɪbə | sɪks | əʊnz ə 'vedʒɪtəbl̩ fɑːm | ðə fɑːm bɪˈlɒŋd tu hə 'peərənts ʌnˈtɪl 'ðeɪ bɪˈkeɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks 'stɑːtɪd 'fɑːmɪŋ wen 'ʃiː wəz 'sevn̩ | 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl̩ fɑːm ʌnˈtɪl 'ʃiː 'traɪd 'sʌmθɪŋ els | fər ə fjuː 'jiəz | 'ʃiː seɪvd hə 'mʌni tu bɪˈkʌm ə vet | 'ʃiː 'laɪkt 'ænɪml̩z ənd 'θɔːt 'ʃiː wʊd ɪnˈdʒɔɪ 'helpɪŋ ðəm | 'ʃiː 'vɒləntri ət ə 'vetrɪnri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'ʃiː əbˈzɜːvd 'məʊstli naɪs 'ænɪml̩z | bət səm wə 'veri miːn | 'ɑːftə ðɪs ɪkˈspɪərɪəns 'ʃiː wəz kənˈvɪnst ðæt 'ʃiː 'wɒznt breɪv ɪˈnʌf tu 'wɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | 'ʃiː 'laɪkt ðə 'prɪvəsi 'ʃiː həd waɪl ˌwɜːkɪŋ 'ɒn ðə fɑːm | 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv ˌsætɪsˈfækʃn̩ | 'ʃiː bɪˈliːvd ðæt 'ʃiː wəz pɑːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə 'freʃɪst 'vedʒɪtəbl̩z ɪn ðə 'væli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | zuː 'faɪə | ðə wəz ə faɪər ət ðə zuː lɑːst wiːk | ɔːl əv ði 'ænɪml̩z lɪvd | bət ən 'elɪfənt | dʒɪˈrɑːf | 'bʌfələʊ | ənd fɒks 'gɒt aʊt θruː ə bɜːnt fens | ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'stɑːf 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf | 'ðeɪ hɜːd ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi |

		'brekfəst | 'wɒfḷz | ənd 'mʌfɪnz | ənd meɪ 'traɪ tu faɪnd ði 'ænɪmḷz 'juːzɪŋ ðiːz ˌfɔːr 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪmḷz faːst |
8	R 08	| ə 'lɪtḷ 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəbḷz 'kʌm ɪn ə 'laːdʒ və'raɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ 'neɪbə | sɪks | əʊnz ə 'vedʒɪtəbḷ faːm | ðə faːm bɪ'lɒŋd tu hə 'peərənts ʌn'tɪl 'ðeɪ bɪ'keɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks 'staːtɪd 'faːmɪŋ wen 'ʃi: wəz 'sevṇ | 'ʃi: 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃi: 'lʌvd hə 'vedʒɪtəbḷ faːm ʌn'tɪl 'ʃi: 'traɪd 'sʌmθɪŋ els | fər ə fjuː 'jiəz | 'ʃi: 'sed hə 'mʌni tu bɪ'kʌm ə vet | 'ʃi: 'laɪkt 'ænɪmḷz ənd 'θɔːt 'ʃi: wʊd ɪn'dʒɔɪ 'helpɪŋ ðəm | 'ʃi: ˌvɒlən'tɪəd ət ə 'vetrɪnri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'ʃi: əb'zɜːvd 'məʊstli naɪs 'ænɪmḷz | bət səm wə 'veri miːn | 'aːftə ðɪs ɪk'spɪərɪəns 'ʃi: wəz kən'vɪnst ðæt 'ʃi: 'wɒznt breɪv ɪ'nʌf tu 'wɜːk əz ə ˌvetrə'neriən | bɪ'saɪdz | 'ʃi: 'laɪkt ðə 'prɪvəsi 'ʃi: həd waɪl ˌwɜːkɪŋ 'ɒn ðə faːm | 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd 'get hər ə strɒŋ sens əv ˌsætɪs'fækʃṇ | 'ʃi: bɪ'liːvd ðæt 'ʃi: wəz paːt əv hər ɪn'vaɪərənmənt ənd 'ɪt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə 'freʃɪst 'vedʒɪtəbḷz ɪn ðə 'væli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbḷ faːm wəz hər əʊn piːs əv 'hevṇ | 'ʃi: 'lʌvd wɒt 'ʃi: dɪd ənd ðæt wəz ɪ'nʌf fə hə | | zuː 'faɪə | ðə wəz ə faɪər ət ðə zuː laːst wiːk | ɔːl əv ði 'ænɪmḷz lɪvd | bət ən 'elɪfənt | dʒɪ'raːf | 'bʌfələʊ | ənd fɒks 'get aʊt θruː ə bɜːnt fens | ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'staːf 'lʊkɪŋ 'raɪt naʊ | 'ðeɪ həʊp ði 'ænɪmḷz 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf | 'ðeɪ hɜːd ði 'ænɪmḷz laɪk ðə smel əv 'kɒfi |

		'brekfəst | 'wɒflz | ənd 'mʌfınz | ənd meɪ 'traɪ tu faɪnd ði 'ænɪmlz ' juːzɪŋ ðiːz ˌfɔːr 'θɪŋz | 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪmlz faːst |
9	R 09	| ə 'lɪtl 'reɪnbəʊ əv hər əʊn | 'vedʒɪtəblz 'kʌm ɪn ə 'laːdʒ vəˈraɪəti əv ʃeɪps | 'saɪzɪz | ənd 'kʌlərz | maɪ 'neɪbə | sɪks | əʊnz ə 'vedʒɪtəbl faːm | ðə faːm bɪˈlɒŋd tu hə 'peərənts ʌnˈtɪl 'ðeɪ bɪˈkeɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt | sɪks staːt 'fɔːmɪŋ wen 'ʃiː wəz 'sevn̩ | 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl faːm ʌnˈtɪl 'ʃiː 'traɪd 'sʌmθɪŋ els | fər ə fjuː 'jiəz | 'ʃiː sɜːvd hə 'mʌni tu bɪˈkʌm ə jet | 'ʃiː 'laɪkt 'ænɪmlz ənd 'θɔːt 'ʃiː wʊd ɪnˈdʒɔɪ 'helpɪŋ ðəm | 'ʃiː ˌvɒlənˈtɪəd ət ə 'vetrɪnri 'klɪnɪk | | 'djʊərɪŋ hə 'vɪzɪt | 'ʃiː əbˈzɜːvd 'məʊstli naɪs 'ænɪmlz | bət səm wə 'veri miːn | 'aːftə ðɪs ɪkˈspɪərɪəns 'ʃiː wəz kənˈvɪnst ðæt 'ʃiː 'wɒznt breɪv ɪˈnʌf tu 'wɜːk əz ə ˌvetrəˈneriən | bɪˈsaɪdz | 'ʃiː 'laɪkt ðə 'prɪvəsi 'ʃiː həd waɪl ˌwɜːkɪŋ 'ɒn ðə faːm | 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd gɪv hər ə strɒŋ sens əv satisfaction | 'ʃiː bɪˈliːvd ðæt 'ʃiː wəz paːt əv hər ɪnˈvaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə 'freʃɪst 'vedʒɪtəblz ɪn ðə 'fɪli | | sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl fɾəm wəz hər əʊn piːs əv 'hevn̩ | 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd ðæt wəz ɪˈnʌf fə hə | | zuː 'faɪə | ðə wəz ə faɪər ət ðə zuː laːst wiːk | ɔːl əv ði 'ænɪmlz lɪvd | bət ən 'elɪfənt | dʒɪˈraːf | 'bʌfələʊ | ənd fɒks 'gɒt aʊt θruː ə bɜːnt fɪnz | ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'staːf 'lʊkɪŋ fə ðəm 'raɪt naʊ | 'ðeɪ help ði ænɪmlz 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf | 'ðeɪ hɜːd ði 'ænɪmlz laɪk ðə smel əv 'kɒfi | 'brekfəst |

		'wɒfl̩z ǀ ənd 'mʌfɪnz ǀ ənd meɪ 'traɪ tu faɪnd ði 'ænɪml̩z 'juːzɪŋ ðɪs fə 'θɪŋz ǀ 'ðeɪ 'wɒnt tu faɪnd ði 'ænɪml̩z fɑːst ǀ
10	R 10	ǀ ə 'lɪtl̩ 'reɪnbəʊ əv hər əʊn ǀ 'vedʒɪtəbl̩z 'kʌm ɪn ə 'lɑːdʒ vəˈraɪəti əv ʃeɪps ǀ 'saɪzɪz ǀ ənd 'kʌlərz ǀ maɪ 'neɪbə ǀ sɪks ǀ əʊnz ə 'vedʒɪtəbl̩ fɑːm ǀ ðə fɑːm bɪ'lɒŋd tu hə 'peərənts ʌnˈtɪl 'ðeɪ bɪ'keɪm tuː əʊld tu 'wɜːk 'ɒn 'ɪt ǀ sɪks 'stɑːtɪd 'fɑːmɪŋ wen 'ʃiː wəz 'sevn̩ ǀ 'ʃiː 'dɪdnt 'nəʊ haʊ 'mʌtʃ 'ʃiː 'lʌvd hə 'vedʒɪtəbl̩ fɑːm ʌnˈtɪl 'ʃiː 'traɪd 'sʌmθɪŋ els ǀ fər ə fjuː 'jiəz ǀ 'ʃiː 'sed hə 'mʌni tu bɪ'kʌm ə vet ǀ 'ʃiː 'laɪkt 'ænɪmlz ənd 'θɔːt 'ʃiː wʊd ɪn'dʒɔɪ 'helpɪŋ ðəm ǀ 'ʃiː ˌvɒlənˈtɪəd ət ə 'vetrɪnri 'klɪnɪk ǀ ǀ 'djʊərɪŋ hə 'vɪzɪt ǀ 'ʃiː əb'zɜːvd 'məʊstli naɪs 'ænɪmlz ǀ bət səm wə 'veri miːn ǀ 'ɑːftə ðɪs ɪk'spɪərɪəns 'ʃiː wəz kən'vɪnst ðæt 'ʃiː 'wɒznt breɪv ɪ'nʌf tu 'wɜːk əz ə ˌvetrəˈneriən ǀ bɪ'saɪdz ǀ 'ʃiː 'laɪkt ðə 'prɪvəsi 'ʃiː həd waɪl ˌwɜːkɪŋ 'ɒn ðə fɑːm ǀ 'hævɪŋ ənd ˌwɜːkɪŋ 'ɒn hər əʊn 'lænd geɪv hər ə strɒŋ sens əv satisfication ǀ 'ʃiː bɪ'liːvd ðæt 'ʃiː wəz pɑːt əv hər ɪn'vaɪərənmənt ənd ðæt wəz hə 'draɪvɪŋ 'fɔːs tu grəʊ ðə freʃ 'vedʒɪtəbl̩z ɪn ðə 'væli ǀ ǀ sɪks wəz 'pɒzətɪv ðæt hə 'vedʒɪtəbl̩ fɑːm wəz hər əʊn piːs əv 'hevn̩ ǀ 'ʃiː 'lʌvd wɒt 'ʃiː dɪd ənd ðæt wəz ɪ'nʌf fə hə ǀ ǀ zuː 'faɪə ǀ ðə wəz ə faɪər ət ðə zuː lɑːst wiːk ǀ ɔːl əv ði 'ænɪml̩z lɪvd ǀ bət ən 'elɪfənt ǀ kreɪv ǀ 'bʌfələʊ ǀ ənd fɒks 'gɒt aʊt θruː ə bɜːnt fens ǀ ðə 'ʃerɪf ənd ðə faɪə tʃiːf həv ðeə 'stɑːf 'lʊkɪŋ fə ðəm 'raɪt naʊ ǀ 'ðeɪ həʊp ði 'ænɪml̩z 'dɪdnt 'rʌn 'ɪntə ðə 'fɒrɪst ɔː fɔːl ɒf ə klɪf ǀ 'ðeɪ 'eɪtʃ ði 'ænɪml̩z laɪk ðə smel əv 'kɒfi ǀ 'brekfəst ǀ 'wɒfl̩z ǀ

		ənd ˈmʌfɪnz | ənd meɪ ˈtraɪ tu faɪnd ði ˈænɪml̩z ˈjuːzɪŋ ðiːz ˌfɔːr ˈθɪŋz | ˈðeɪ ˈwɒnt tu faɪnd ði ˈænɪml̩z fɑːst |

Based on the tables word list, sentence, and passage reading task 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. In target sounds 'f' in the wordlist, there are (89.9%), in the sentences, there are (93.5%), and in the passage, there are (95.1%). While in target sounds /v/ in the word list there are (89.3%), in the sentences, there are (93.5%), and in the passage, there are (93.3%).

Table 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%

Table 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%

Table 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%

Table 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%

Table 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%

Table 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%

The title of the tables should be on top, while the title of the image, picture, or chart should be placed beneath. For scripts written in English, thousands are marked using commas; e.g., 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits, e.g., 12.34. For figures lower than 1, the zero is not needed; e.g., .12. For mathematical symbols or notations, the alphabet is italicized, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after; e.g. (English format): $r = .456$; $p = .008$. For statistical values having degrees of freedom such as t, F, or Z, the figure of the degree of freedom is written in parentheses such as $t(52) = 1.234$; $F(1, 34) = 4.567$. The statistical calculation for hypothesis testing should be completed with effect sizes; for example, the t-test using cohen's d, the F-test using partial eta squared, or other posthoc tests in line with the references under consideration. For qualitative research, data from interviews, observations, text interpretations, etc. are condensed or summarized into a brief substantial resume or summary to be reported. These significant findings can be presented in descriptive tables to facilitate ease of reading. Excerpts or extracts from interviews, observation results, texts, and others containing answers to research questions are shown in the discussion as authentic evidence. Interpretation of results should not be included in this section unless the research required a combination of both findings and analysis in one part.

DISCUSSION

This part 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:

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.

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.

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 some students made mistakes in the pronunciation of the target language. As Petter said, there are several types of mispronunciation, one of which is transfer errors. This shows that from the results of data analysis and interviews conducted by researchers, it can be concluded that in producing labiodental fricative sounds, there are some difficulties felt by some respondents. Firstly, the Bugis language does not have a labiodental fricative sound as seen in table 2.3. Second, because of differences in student abilities, because the respondents in this research are students of various levels. Third, because of the lack of habituation of students in producing English words, and the fourth, there is interference from L1 to L2 so that there is a negative transfer in producing the target language.

CONCLUSION

Errors in pronunciation usually occur due to several factors. one of them is like negative transfer, where the speaker says a word that is not in accordance with the target language. So, based on the results that the researcher found, it can be concluded that people with a Buginese background, if they often practice speaking English words, especially labiodental fricative sounds, have more knowledge of pronunciation and always speak Arabic words, meaning they are able to read the Qur'an. 'an (tajwid-based), so people like this will be able and easy when speaking words in English well.

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