AN ANALYSIS OF STUDENTS' PRONUNCIATION OF ENGLISH INFLECTIONAL -S ENDINGS
(A Study of the Third Semester Students of English Teaching Department of IAIN Batusangkar Registered in 2017/2018 Academic Year)

THESIS

Submitted to English Teaching Department of Tarbiyah and Teacher Training Faculty to Fulfill One of the Requirements for Obtaining Bachelor Degree (S1) in Teaching English

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Dedication

Kupersembahkan hasil karyaku dan semua yang aku dapatkan untuk kedua orangtua ku tercinta. Mama-ku (Mesra Andini)dan almarhum Papa-ku (Masfi) yang telah tenang di alam sana.

Ma.... hanya ini yang dapat anakmu persembahkan untuk mu. Pengobat segala letih mu, bayaran atas segala pengorbananmu dan hadiah dari segala doa mu. Hanya sebuah gelar S.Pd di akhir nama anakmu Ma, buah dari perjuangan mu menguliahkannya agar dia menjadi orang yang berhasil kelak. Sekarang apa yang kau impikan telah terwujud Ma, doa mu telah dijawab oleh Allah SWT. Anak-mu berusaha yang terbaik, menamatkan kuliahnya lebih cepat agar berkurang beban mu, aku tak tahan melihatmu kehujanan dan kepanasan, letih dan air mata yang tak pernah kau keluhkan demi mencari uang untuk menguliahkan ku. Sekarang giliranku Ma untuk membahagiakan mu. Akan ku berikan segalnya untukmu Ma. Aku sayang Mama..... ♥♥

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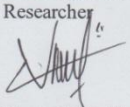

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ABSTRAK

VENIA VARADILA, NIM 14 104 082, judul skripsi **"An Analysis of Students' Pronunciation of English Inflectional –s Endings (A Study of the Third Semester Students of English Teaching Department of IAIN Batusangar in 2017/2018 Academic Year)".** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar Tahun 2018.

Permasalahan dalam penelitian ini adalah adanya keasalahan dalam pengucapan *inflectional –s ending* pada bentu-bentuk *plural noun, third person singular* dan *possessive* oleh mahasiswa semester ke-tiga Jurusan Tadris Bahasa Inggris IAIN Batusangkar. Penelitian ini bertujuan untuk mendeskripsikan variansi pengucapan *inflectional –s ending* yang diaplikasiskan oleh mahasiswa dalam bentuk-bentuk *plural noun, third person singular* dan *possessive.*

Metode penelitian yang digunakan adalah metode kualitatif dengan teknik *content analysis*. Sumber data penelitiannya berupa dokumen dalam bentuk rekaman hasil ujian tengah semester *Pronunciation in Practice Class* Jurusan Tadris Bahasa Ingris yang berjumlah 60 rekaman. Dalam mendengarkan rekaman, peneliti memfokuskan pada bentuk-bentuk *plural noun, third person singular* dan *possessive* yang terdapat dalam teks, yakni untuk mengidentifikasi pengucapan *inflectional –s ending* yang diaplikasiskan oleh mahasiswa. Data dalam penelitin ini adalah 202 *inflectional –s ending* yang terdiri dari 156 *plural noun*, 26 *third person singular*, dan 20 *possessive* yang terdapat dalam lima belas teks yang dibaca oleh mahasiswa. Instrumen dalam penelitian ini adalah peneliti sendiri dan juga rekaman yang dibuat oleh mahasiswa. Dalam penelitian ini ada enam langkah yang dilakukan untuk menganalisis data berdasarkan teori analisis isi dari Chelimsky (1989). Langkah-langkah tersebut adalah memutuskan untuk menggunakan analisis isi, menentukan bahan apa yang harus dimasukkan dalam analisis isi, memilih bagian yang akan di analisis, mengembangkan kategori pengkodean, mengkode seluruh bahan, dan terakhir menganalisis dan menginterpretasikan hasilnya.

Hasil penelitian ini menunjukkan bahwa terdapat beberapa varian pada pengucapan *inflectional –s ending* bentu-bentuk *plural noun, third person singular* dan *possessive* oleh mahasiswa. Pertama, dalam pengucapan *plural noun* ada enam variasi pengucapan yaitu bunyi /s/,/z/,/iz/,/is/,/es/,dan tidak mengucapkan sama sekali. Kedua, dalam pengucapan *third person singular* terdapat lima variasi pengucapan yaitu /s/,/z/,/is/,/es/ dan tidak mengucapkan sama sekali. Terakhir, ada 3 variasi dalam pengucapan *possessive* yaitu bunyi /s/,/z/ dan tidak mengucapkan sama sekali. Dapat disimpukan sebagian besar mahasiswa masih salah dalam pengucapan *inflectional –s ending* pada bentu-bentuk *plural noun, third person singular* dan *possessive*.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Pronunciation is important for English Teaching Department students because the competency of pronunciation is one aspect that determines the level of someone's speaking ability. Students who have good and clear pronunciation will do a good communication with the others. Therefore for English students pronunciation must be paid attention.

In daily conversation, students who have good pronunciation will be easy to communicate with their friends or lecturer because they produce and pronounce the word correctly. Therefore someone will understand with what they are talking about. A mistake that is made in pronouncing sounds may make misunderstanding in communication. Different pronunciation makes different meaning even changing the meaning of the word. Because of its importance, pronunciation must be paid attention in English language teaching and learning.

Besides avoiding misunderstanding, having good pronunciation is also important because it will increase their confidence when they speak with their friends or teachers. When their friends and lecturers understand with them, they are confidence to talk in front of the class because no one who laugh with their pronunciation. They will be judged as educated or know English well by hearing their pronunciation. As Quote in Yates (2009:11) states people will assume that they who cannot pronounce English well as do not know much English, and the worse is they are incompetent or even stupid. They have learned about pronunciation, they learn about all of the materials and also practice it every time. Therefore there is no reason for them to have not good pronunciation.

Furthermore, English Department students will be a teacher in future. Teacher is the model for their students. If they model wrong pronunciation, their students will also have wrong pronunciation. When the teacher presents their material to their student with unclear pronunciation, it will make unclear

meaning that make the students confuse about it. Professional English teacher will be judge from how they pronounce something.

However, for English language learner, pronunciation is difficult thing to do. It causes in English what is written down is different with what is pronounce and between sound and its spelling is different. Especially for English students that come from Indonesia. They accustom to pronounce what is written down, between the spelling and the sound is the same but when they are face with English, they are difficult to spell and pronounce the word. Their first language influence how their pronounce the word. For example the word *use*, in English it pronounces as /juːz/, but for Indonesia students it can be pronounce as /*us/* or /*use*/.

In addition, they are not accustomed to pronounce the word that they are seldom or maybe never pronounce before. There are some English phonetics symbol that do not available in Indonesia alphabet for example /sh/,/ch/ and /th/. It increases student difficulties in pronouncing the word. They generalize the pronunciation between Indonesia and English word. Because of that in University level especially for English Teaching Department they learn intensive pronunciation.

In order to have good pronunciation, students need to learn hard and long time to get it. Because learning pronunciation need process to be good pronunciation like native speaker or at least intelligible. Students can do some activities that can improve their pronunciation. They can use media by listening to the song, finding some video about pronunciation or application that provide tool for pronunciation , dictionary or book and many others that related with it. In short, to achieve the goal of good pronunciation is not difficult thing to do.

Pronunciation is a compulsory subject at the side of Grammar, Vocabulary, Speaking and other subjects that must be taken by student of English Teaching Department at State Institute for Islamic Studies (IAIN Batusangkar) in the first semester. In pronunciation practice class, students are given fundamental understanding in recognizing English sound symbols

and pronunciation which cover both segmental feature such as consonant, vowel and diphthong and also segmental feature such as stress, intonation and pitch both theoretical and practice as well. Students also follow some activity such as lecturing, group work, individual practice and pronunciation learning strategies implementation. The lecturer teach different topic in every meeting. He gives exercise in group or individual to make a sound symbol and then ask them to practice. They are also asked to record their sound in reading English conversation, short article, or other text apply the theory that have given by the lecturer. That activities is aim to make the students have practical skills of recognizing English sound symbols and pronouncing English sounds in the form of words, utterances, sentences, and more complex discourse and in turn will develop their pronunciation skill, especially in speaking.

Based on the syllabus, there are some topics learned by the students. First, students are able to pronounce vowels. Second, students are able to pronounce consonants. Third, students are able to pronounce Cluster that is initial, medial and final cluster and cluster across word. Then, The students are able to identify and pronounce the stress, rhythms and intonation in word, phrase and sentences in English and the last is students are able to pronounce –s and -ed ending. The last two subjects is a group of Inflectional ending.

Inflectional Ending is suffixes that add at the end of word to indicate a grammatical property. Inflectional do not create new meaning but just change the grammatical form in the same word for example the word *book* become *books* its still have the same meaning but change grammatical form into plural noun. There are eight type of inflectional ending such as -s (possessive, e.g *Jane's house*) and –s (plural, e.g *two books*) are attached to nouns. There are four inflections attached to verbs, -s (third person singular, e.g *William visits his pearents*), -ing (present participle, e.g *she is going to Padang*), -ed (past tense, e.g *I wanted to eat*) and –en (past participle, e.g *she have eaten that cake*). There are two inflections attached to adjectives: -est (superlative, e.g *biggest*) and –er (comparative, e.g *taller*).

From all of the inflectional endings, just -ed and –s ending that have different way in pronouncing. If they add in the word, they will have different sound based on the last sound of the word. In this research, researcher choose –s inflectional ending. It cause the –s inflectional used for many sentences in three forms such as, plural noun, third person verb and possessive. On the other hand, -ed ending just used for past verb. The other reason because the usage of –s inflectional ending is often to use in daily conversation, than –ed ending. –s inflectional ending also can use for all kind of tenses.

As explained above, the –s ending have three forming rule in grammatical form such as fist, for the third-person present, like in the word *he likes* , second is plurals nouns, like in the word *lips* and the last is possessive like in word *Pat's car*. Every forming of the –s ending rule have different pronunciation base on the last word.

To pronounce –s and -ed ending create different pronunciation based on the last sound in the word. While the other have no rule to pronounce it. When pronounce the –s and ed endings, students should pronounce them according to the rules of pronunciation. According to Dale (2005:248) "when you are speaking English, the –s ending can have three different pronunciation". it can sound like [s], as in *hates*; [z] as in *tells*; or like a new syllable [iz] as in *roses*. while –ed ending have rule such as land : land***ed*** [-ɪd] live : liv***ed*** [-d] and dance : danc***ed*** [-t].

Even though to pronounce inflectional –s ending have different rule, students still not apply its in daily conversation. Aware or not students do not pronounce with the correct rule. Some of them pronounce it correctly, and others pronounce in wrong pronunciation. Students do not aware about how to pronounce inflectional –s ending even they have learn about that material. Muslimah (2013) conducted research on inflectional –s ending on third person verb and found that the student do not pay attention about the rule of pronunciation of inflectional –s ending. It can be seen that most of the students did not apply the rule of pronunciation of English inflectional –s ending.

In the preliminary analysis, the researcher listened two students' recording in pronouncing five texts and analyze them. Researcher found that students did not pay attention to the pronunciation of –s ending. They ignored the phonological rule of these suffixes in different words and always generalize to pronounce –s ending with /s/ in the end of the word without knowing the rules. They think that if the word ends with –s they should pronounce it like the end of the word. They also did not pronounce the inflectional –s ending in the word and pronounce that in different way. The researcher got one of the examples of the text that pronounce by the students as follows:

> Children are using and owning consumer [**1**]electronics from a younger age than ever before, according to US market researcher NPD. Its research [**2**]shows that the average age at which children begin using [**3**]computers, [4]games, and other electronic [**4**]gedgets has [**5**]declines from 8.1 [**6**]years in 2005 to 6.7 [**7**]years in 2007. The NPD report, "[**8**]Kids and Consumer [**9**]Electronics [**10**]Trends III", [**11**]says the youngest [**12**]consumers are also getting choosy about they buy. More and younger children now own a DVD player, portable video game, digital camera or cell phone. [**13**]NPD's Anita Frazier said: "[**14**]Kids are drawn to the latest and greatest digital [**15**]devices just as their [**16**]parents are. " She added: "They appear to have no fear of technology and adopt it easily and without fanfare, making these [**17**]devices a part of their everyday [**18**]lives".

Based on the script of students pronunciation above, it can be seen that there are 18 –s inflectional ending. That can be divided into three forms such as plural noun, third person singular verb and possessive. There are ten –s inflectional ending as noun, four –s inflectional ending as third person singular verb and one as possessive. All of them have different way in pronouncing based on the rule of pronouncing –s inflectional ending. For example electronics */ɪˌlekˈtrɒn.ɪkz/,* shows */ʃəʊz/,* computers */kəmˈpjuː.tə rz/,* games */geɪmz/,* gedgets /ˈ*gædʒ.ɪts/,* years */jɪə rz/,*consumers */kənˈsjuː.mə rz/,* kids */kɪdz/,* Trends */trendz/,* ssays /seɪz/, devices */dɪˈvaɪsiz/,* parents /ˈpeə.rənts/, and lives */laɪvz/.*

From some of inflectional –s endings above, researcher still found that students did not pronounce it correctly. From the two recording that she heard, student still wrong in pronounce some word for example, *computers* that should be pronounced as *kəmˈpjuːtə rz/*, the students pronounce as *kəmˈpjuːtə rs/* and like word *says* they pronounce it with /*seis*/ not /seɪz/. The other example when the students pronounce *devices* some students still pronounce it with /*divais* / while the right pronunciation is */dɪˈvaɪsiz/*. On the other hand when the students pronounce the word parents /ˈpeə.rənts/, they pronounce correctly. It cause they pronounce all of inflectional ending with /s/. There were many mistake that do by the students, most of them generalize to pronounce with /*s/* just one students applied the rule of to pronounce *–s* inflectional ending but just for certain word. In fact they have learned about how to pronounce it before but they still get a mistake.

Based on the explanation above, the researcher is interested in conducting the research about An Analysis of Students' Pronunciation English Inflectional –s Endings (A Study of Third Semester Student's of English Teaching Department of IAIN Batusangkar 2017/2018 Academic year).

B. Focus and Question of the Research

Based on the background of the problem above, English Inflectional ending is divided into eight categories such as –s ending for possessive, noun and third person singular verb, -ing ending for present participle, -ed ending for past tense and –en for past participle, -est ending for superlative adjective and the last –er for comparative adjective. Just –ed and –s have different way in pronouncing.

In pronouncing the –s inflectional ending there are three different rules to pronounce it based on the last sound of the word. It can be pronounce as /s/,/z/ and /iz/. In pronouncing inflectional –s ending, student still had a mistake and do not obey the rule.

In this research, researcher focused on students' pronunciation of inflectional –s endings. She just focused on analyzing the students pronunciation of English inflectional –s ending. She chose the third semester students of English Teaching Department at IAIN Batusangkar in 2017/2018 academic years.

Based on the focus of the research, the question of the research was formulated as follows: "What are the students' pronunciations of English inflectional –s endings?

To be more specific about the student's pronunciation of English inflectional –s endings, the research questions are elaborated into several questions below:

1. What are the students' pronunciations of English inflectional –s endings in plural noun?
2. What are the students' pronunciations of English inflectional –s endings in third person singular verb?
3. What are the students' pronunciations of English inflectional –s endings in possessive?

C. Definition of the Key Terms

To avoid misunderstanding about specific term used in this research, the researcher make the key term are defined as follows:

1. Pronunciation

   Pronunciation is a production of sound that come from a way we speak the word. The pronunciation which discussed in this study is related to pronouncing –s inflectional ending by third semester students of English Teaching Department.

2. Inflectional –s Ending

   The –s Inflectional ending is grammatical categories as plurality, third-person verb and possessive noun. This study focuses on the –s inflectional ending as third person singular, plural and possessive nouns that pronounce by third semester students of English Teaching Department.

D. Purpose of the Research

The purpose of the research is to describe about student pronunciation inflectional –s endings. The specific purposes of this research are:

1. To describe the students' pronunciation of English inflectional –s endings in plural noun.
2. To describe the students' pronunciation of English inflectional –s endings in third person singular verb.
3. To describe the students' pronunciation of English inflectional –s endings in possessive nouns.

E. Significance of the Research

The result of this research is expected to:

1. Pronunciation lecturers

   Through this research, it will give clear information for pronunciation lecturers about the students' pronunciation in pronouncing English inflectional –s endings. It also make them know about how their students pronounce English inflectional –s endings in order to improve their teaching in pronunciation class.

2. Speaking lecturers

   This research will give information for speaking lecturers about the how their students pronounce English inflectional –s endings in order to help their students to pronounce it in accurate pronunciation.

3. Students

   Give information and consideration for English Teaching Department Students about how accurate they pronounce English inflectional –s ending and then it help them for improving the pronunciation of –s inflectional endings and avoiding them from making mispronunciation.

4. Researcher

   Enrich the writer's knowledge and experience in the specific study especially about pronunciation of –s inflectional endings.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Relevant Theories

1. Pronunciation

a. Nature of Pronunciation

In speaking, there are five components that must be paid attention by someone in communicate with the other such as pronunciation, vocabulary, structure, comprehension and fluency. From those components, pronunciation is one aspect that important in communication, because good pronunciation makes a good communication between the speaker and the hearer. Oxford dictionary (2008:352) defines that pronunciation is way in which a language or particular word or sound is spoken. It means pronunciation is they way someone speaks particular sound.

According to Richard and Schmidt in Pourhosein (2016:2) pronunciation as the method of producing certain sounds. While Pourhosein (2016:2) states that pronunciation is the production of a sound system which does not interfere with communication either from the speakers' or the listener point of view. It means that pronunciation is the production of sounds system in communication.

As cited in Sultoni (2012:1) pronunciation is defined as the language feature which easily distinguishes native speakers from non-Native speakers of languages in general and English in particular. It means that by hearing someone pronunciation it can be identified that she/he is native or non native speaker.

Similarly, Yates (2009: 11) states that pronunciation refers to how to produce the sounds that used to make meaning when someone speaks. He add It includes segmental features that is consonants and vowels of a language, then supra segmental aspects such as stress,

timing, rhythm, intonation, phrasing, and voice quality (how the voice is projected).

It can be concluded that pronunciation is production of sound are spoken by the speaker to make a meaning. Pronunciation itself include segmental and supra-segmental aspect of the language and how the voice is project.

b. Importances of Pronunciation

Pronunciation is importance in communication. If someone has a good pronunciation, hearer will understand about what she/he talks about because good pronunciation carry a clear meaning. According to Harmer in Ameliza (2015:10) there are three factors that make pronunciation importance for the students. First, pronunciation can improve students speaking skill. Second, it can make students aware of different sound and sound features. The last is pronunciation makes students aware of where syllables should be stressed and unstressed.

According to Yates (2009:11) Pronunciation is important because despite someone have good vocabulary and grammar but lack of pronunciation, someone will not understand with what their talking about. To be understandable they should be master the sound, rhythms and cadences of English and how they put it together in speaking. It means even someone master in grammar and vocabulary but lack of pronunciation; they still cannot communicate effectively with other.

In addition, Pourhosein (2017:8) states that with good and clear pronunciation, students' self-confidence will increase and this enables for them to better understand their teacher, follow the news on TV or the radio more easily, or join in English conversations, class discussions, role-plays, etc.

It can be concluded that having good pronunciation is importance for students because it can improve students speaking skill and

awareness, students self confidence. Pronunciation has big contribution for students' ability in overall language level.

c. Indicators of Good Pronunciation

In pronunciation of the word in English well, someone has to pay attention indicators of Pronunciation. According to Djiwandono in Herman (2016:2) there are four indicators of good pronunciation, there are; intelligibility, fluency, accuracy and native-like.

1) Intelligibility is pronouncing of the whole text and its parts are heard clearly or not causing misunderstanding.
2) Fluency is as a whole of text can be pronounced fluently.
3) Accuracy is words and parts of text are pronounced accurately.
4) Native-like is able to pronounce of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded to get a good pronunciation someone has to pay attention to the indicator of good pronunciation.

d. Factors Affecting Learning of Pronunciation

There some factor that affecting the learning of pronunciation. As Pourhosein (2011: 13) point out six factor that affecting the learning of pronunciation as follow:

1) Motivation and exposure

Motivation and exposure can influence someone to learn and have good pronunciation like native. It means students have motivation to achieve their own goal for learning English. It help them to determine whenever they will improve their pronunciation like native or let it like what is it.

2) Exposure to Target Language

It may come in their daily life as well as the amount of prior instruction a learner received in the target language. It means

someone has comprehension about English pronunciation based on their daily activity in the school or work field.

3) Attitude

Students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than the students with less positive attitudes. It means positive attitude lead learners of pronunciation are easier to have good pronunciation

4) Instruction

Pronunciation is introduce in the first year of study Foreign language curricula emphasize as it introduces the target language's alphabet and sound system, but rarely continues this focus to the next level. It make pronunciation is given little bit attention by the other people and not very important.

5) Age

Age influence the students in learning pronunciation. Adults find pronunciation more difficult to learn than children do. It make they probably will not achieve native-like pronunciation.

6) Mother tongue

The first language of the learner influences how they pronounce a word. The learner of non native speaker is often mispronunciations of the sounds, rules, stress, and intonation of English pronunciation with their native language.

On the other hand, Brown in Herman (2016:3) proposes six factors that should consider by the teacher in teaching pronunciation as follows:

1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age

Generally speaking, children under the age of puberty stand an excellent change of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. Afifty-year old can be as successful as an eighteen-year-old if all other factors are equal.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being"with the people." Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4) Innate phonetic ability

Often referred to as having an "ear" for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

In short, there are several factors that influence someone pronunciation such as motivation and exposure, exposure to the target language, attitude, instruction, age , last mother tongue, innate phonetic ability, identity and language ego, and concern for good pronunciation. Those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation.

e. Techniques to Teach Pronunciation

There are some techniques to teach pronunciation that can be used by a teacher. AMEP Research Centre (2002:1) states that there are four techniques to teach pronunciation, they are:

1) Drill

Drills went out of fashion with audio lingualism because they became associated with mindless and repetitive approaches to teaching. However, drills definitely do not have to be mindless, and they offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most learners love them, as long as they are done confidently and do not dominate teaching. Choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice. Individual drills, in which the teacher selects a student to repeat the item individually after it has been practised in unison

2) Marking stress

Unlike other languages, the word stress patterns of English are relatively unpredictable, and stress must be marked when dealing with new vocabulary. Some teachers use big dots for stressed syllables and small dots for unstressed syllables in a single word. One set of dots is plenty for the teaching of word stress, although the smaller dots are useful for marking unstressed syllables within a sentence, as we shall see in the activities described below.

For marking stress when speaking, claps, clicks, stamps or punching gestures can be used. If learners are having trouble with the concept of stress, try getting them to stretch an elastic band around their fingers. Get them to pull their fingers apart on stressed syllables, and release the pressure on unstressed syllables, so that they can 'feel' the stress physically as the elastic band stretches and relaxes on their fingers.

3) Correction adults

Some people feel unwilling to correct the pronunciation of adults, especially those who have had little previous classroom experience. However, the learners themselves are usually grateful that they are finally getting some feedback and guidance in their pronunciation. Of course, correction of any kind needs to be targeted, sensitive and constructive. It is helpful to have a repertoire of different signals that indicate the nature of the problems.

4) Demonstrating how sounds are made

Even though the best way of learning to say something is to listen carefully and to imitate, some learners find it helpful to be able to analyze how a sound is made, or to see how it may be different from a similar sound in their own language. A good example of where such illustrations can be useful is the practicing of the difference between /l/ and /r/. After learners have listened to these sounds in context and in isolation, they may find it helpful to be shown that a crucial difference between these two in English is that the tongue curls back and does not actually touch the roof of the mouth for /r/, but does touch it for /l/. It can demonstrated by curling one hand to represent the roof of the mouth, and using the other to demonstrate the action of the tongue in each case.

Based on the explanation above, there are some technique that can apply to teach pronunciation such as drilling, marked stress, correcting adult and demonstrating how the sounds are made.

On the other hand, Celce Murcia in Nurlillah (2013:26) states that there are seven techniques to teach pronunciation as follows:

1) Listen and Imitate

   This technique is involves teacher saying a word or sentence, then let's their students to repeat it. For example, the teacher say word "stop" then the students repeat the word with the same pronunciation with their teacher.

2) Phonetic Training

   This technique use articulator descriptions, articulator diagrams, and a phonetic alphabet. This technique involves doing phonetic transcription as well as reading phonetically, transcribed text. For example, the teacher asks the students to write phonetic symbol of each word of a text and then ask them to read the text based on the symbol.

3) Minimal Pair Drill

   Minimal pair drill is a technique that can help the students to distinguish between similar and differences phonetic sound in the target language through listening discrimination and spoken practice. For example: word of *content* as a noun and *content* as a verb that adds into the same sentence (*the teacher was content with the content of report).*

4) Visual Aid

   This technique offer the teacher to describe how sound are produce by audiovisual aids such as sound-color charts, fiddle wall chart, rods, pictures, mirrors, props, regalia, etc. For example, teacher use color with symbol to pronounce the word. Therefore students can easily to distinguish the word.

5) Tongue Twister

   This technique is used to warm up and the students speaking activity to help them to practice pronouncing difficult

sound in English. This is combination of sound and phrase that make them difficult but fun. For example *She sells seashells by the seashore and a big black bug bit a big black bear.*

6) Reading Aloud

Reading aloud uses passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.

7) Recording of Learner's Pronunciation

This technique use audio or video tape of rehearsed and spontaneous speeches, free conversation and role plays. For example teacher asks the students to record their voice in pronouncing an English news text, and playing the recording in the classroom. After that the teacher gives comment and correction in the recording directly.

Based on the explanation above, it can be seen that there are some technique to teach pronunciation. Teacher can use one of the techniques to improve their students ability in pronouncing English word.

f. Main Features of Pronunciation

Kelly (2001:1) divides pronunciation into two features such as phonemes and Supra-segmental feature. She also broke down that feature like as in the diagram.

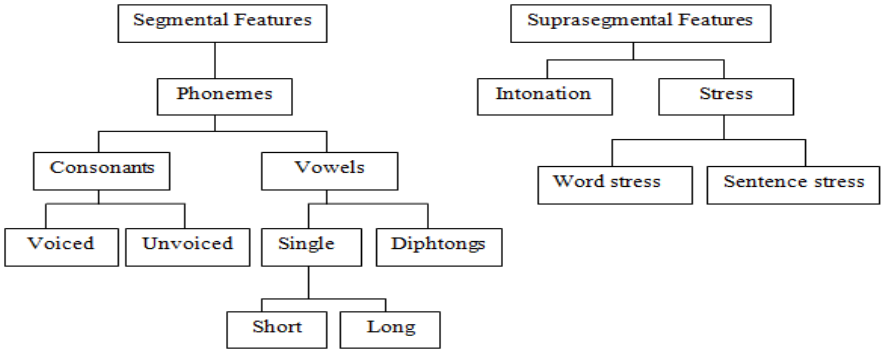

Figure 1: Features of Pronunciation

Based on the diagram above it can be explain as follows:

1) Segmental Features

Florez in Pourhosein (2011:9) defines segmental as the basic inventory of distinctive sounds and the way that they combine to form a spoken language. Segmental feature refers to individual phoneme that is consonants and vowels. Kelly (2001:1) states that phonemes is different sound within a language. It means that each word in language have different sound. There are consonant and vowel sounds from phoneme. Consonant may voice or voiceless. Consonant voice occurs when vocal cord vibrates for example /*v*/ as in *van*, on the other hand voiceless consonant occur when there is no vibration in the vocal cord such as /*f*/ as in *fan*. In one word consonant may two, or three. For example *space, blokes, or bottle*. All of that consonant call consonant cluster because there are two or three consonant stand together in the same word and there is no vowel between them.

While, vowel sounds are divided into two category such as single and diphthongs. Single vowel can be seen in /e/ as in *l*e*t*. They can be short (for example, as as in *cat*) or long (a as in *cart*). While diphthong is combination of involving a movement from one vowel sound to another such as */ei/* as in */l*a*te/*. Combination not only occurs between two vowel but also three or more such as /aʊə/ in *our* or *power*.

2) Supra segmental Feature

According to Kelly (2001:1) supra-segmentals are feature of speech which generally apply to group of segment or phoneme. The feature that important when speak in English is stress and intonation and how sound change in the connected speech. Pourhosein (2011:11) states that intonation can be thought as the melody of the language – the way the voice goes up and down according to the

context and meanings of the communication. It means that intonation is the way the voice produce rises and falls in the certain purpose of the communication.

On the other hand, stress is a combination of length, loudness, and pitch applied in a word. There two stresses in English such as sentence stress and word stress.

Based on the explanation above, it can be concluded that there are two features of pronunciation. They are segmental features and supra-segmental features. Both of that features are important element to improve someone pronunciation ability.

2. Consonant Clusters

Consonant clusters are consonants that stand together in the same word which no vowel separated them when it is pronounced. As cite in Dale (2005:236) consonant clusters are two or more consonant sounds grouped together in a word. They are pronouncing with no vowels between them. It may two, three or more consonants. For example *ask, sport, and splash*. Consonant cluster can be occurred in beginning, middle or end of the word. Consonant cluster in the beginning of the word such as *split, scream*. Otherwise in the middle of the word for example *conclusion, sparkling.* The last is at the end of the word such as *lips, milked, fixed.* Some of consonant cluster at the end of the word can be said as suffix. For example *milked, kissed* and *waited*. These three different forms have the same meaning that is *past tense*. The three of the sentence before is morpheme.

Morpheme is the smallest unit of word in the language. they can be two or three form that called allomorph. For example *kicked* /kickt/,*begged* /bngd/, *waited* /weitcd/. They have different allomorph as /t/, /d/ and /id/. Three other morphemes have the regular allomorphs /iz, z, s/: plural number and possessive, which are attached to nouns, and third person singular, attached to verbs.

However, morpheme divides into two categories such as derivational morpheme and inflectional morpheme. Derivational morpheme is one that attached at the end of the word that can change the meaning of the word. For example the suffix *–er* at to the word *teach* become *teacher* change the meaning and grammatical of the word. On the other hand inflectional ending is the suffixed that attached at the end of the word that will not change the meaning of the word just grammatical of the word for example suffix *–s* at the word *book* become *books*. Suffix *–s* that attached at the end of the word change the word become plurality.

3. Inflectional Morphemes

a. Definition of Inflectional Morphemes

Inflectional morphemes modify the grammatical class of words by signaling a change in number, person, gender, tense and so on but they do not change a meaning of something. For example, when *pen* become *pens,* it is still a noun even though the plural morpheme "-s" has been change the grammatical categories. According to Brown (2009:29) inflectional morpheme is simply mark of grammatical categories as plurality, tenses (pas, continuous, present), comparative, superlative, and third person singular.

Inflectionals are special suffix but they differ from other suffixes in one important respect. For example, the suffix *–ment*, for example, added to *manage* create a completely different word, the noun *management.* Adding inflection does not create a new word but different grammatical form of the same word.

In English today, there are inflections for tense (*-ed*) and aspect (*-ing*), for person (-(*e*)*s*), for plural (-(*e*)*s*), for the possessive (*'s*) and for comparisons (*-er*, *-est*). Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

b. Eight Types of Inflectional Morphemes

In English there are eight morphological inflections. That inflectional can change the form of a word grammatically and add information to it. But these morphemes do not change the category of the word. According to Katamba (1993:51) the eight types of inflectional ending and their example can be seen as follow:

1) -s third person singular present tense

   For example: *She visits her friend at hospital.*

   The morpheme *visits* is a verb and the suffix *–s* indicates the third person singular form of the verb in the present tense, that add to sign for grammatical form of simple present tense. The –s ending in third person singular have some way of pronunciation. In the verb *visits* the –s ending should be pronounced "*visits* /s/".

2) -ed past tense

   For example: *She visited her friend at hospital.*

   The verb *visited* consists of the morpheme *visit* and the suffix *-ed* which marks the past tense form of the verb. The –ed endings in past tense also have variant pronunciation. In the word *visited* the –ed ending should be pronounced *visited* /ɪd/ ending.

3) -ing progressive

   For example: *She is drinking a glass of coffee.*

   The *-ing* in the end of the word consists of the morpheme and the suffix *-ing* which marks the progressive. Present participle has a relatively invariant pronunciation. It always consists of "*ing*" pronounced /ɪŋ/.

4) -en past participle

   For example: *Mary has eaten cake.*

   The suffix *–en* of verb expresses the past participle in irregular form. For *–en* ending in irregular past form there is no variant pronunciation.

5) -s plural

For Example: *We ate the cookies.*

The plural marker *–s* of a noun expresses the category number. Cookies mean more than one. To pronounce –s ending in plural, it has the same pronunciation rules in third person singular present tense.

6) -ʻs possessive

For example: *Dina's hair is short.*

The *-s* marker is used to show possession that belongs to a person or is part of him or her. Possessive inflectional morphemes have same pronunciation rules in plural and third person singular present tense forms.

7) -er comparative

For example: *Ani has shorter hair than Siska.*

The *-er* marker is used to compare two things or persons that are different

8) -est superlative

For example: *Dina has the shortest hair.*

The *-est* is used to compare something or someone that more than one.

From the eight types of inflectional morphemes, to pronounce the adjective (comparative and superlative) and present progressive do not have variant. While plural, possessive, third person singular (-s endings), past tense and past participle (-ed endings) have variant pronunciation.

4. Inflectional –s Endings

a. Definition of Inflectional –s Endings.

Inflectional is added at the end of the word to indicate the grammatical property. One type of inflectional is *–s* inflectional ending. *–s* inflectional ending is added to mark grammatical property

such as plurality, possessive and present tense (third person singular). For example *pens* (plurality), *Joni's book* possessive) and *she likes* (present tense, third person verb). To pronounce all of *–s* inflectional endings have their own rule.

b. Rules to Pronounce –s Inflectional Endings

When students pronounce something they have to know the rule to pronounce it. So that, to pronounce inflectional –s ending students must know what is the rule of pronouncing –s ending is. Before that, students should understand about what voice and voiceless sound is. Kreidler (2004:20) "Speech sounds produced while the vocal cords are vibrating are voiced; those made without vibration are unvoiced, or voiceless". While Erlinda (2010:58) state that "When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced".

Voice and voiceless can be felt when you put your finger on your throat, on each side of the Adam's apple. If you say one of the sound such as *zzz*, then you should feel vibration, it means the sound is voice. On the other hand if there is no vibration that you feel on your finger it is voiceless sound such as *sss*. Another way to check is put your finger on your ears. If it feel the vibration when produce sound such as Z-Z-Z/V-V-, it means that the sound is voice, but if you produce sound such as S-S-S/F-F-F then you should not feel vibration because the sound is voiceless.

The chart of the English consonants below arranges the consonants according to the manner and points of articulation. The chart shows which one the voice and voiceless sound as follow:

Table.1

English Consonants

Maner of articulation	State of Glotal	Bilabial	Labiodental	Dental/interdental	Alveolar	Palatal	Velar	Glotal
Stop	-voi	p			t		k	
	+voi	b			d		g	
Fricative	-voi		f	θ	s	ʃ		
	+voi		v	ð	z	ʒ		
Affricative	-voi					ʧ		
	+voi					ʤ		
Nasal	+voi	m			n		ŋ	
Liquid	+voi				l,r			
Glide	+voi	w				J		h

Note: -voi → voiceless sound

+voi → voice sound

From the table above, it easy to distinct between voiced and voiceless sounds. After understanding about the table, it helps students to know when pronounce –s ending is. They will know about what voice come before –s ending, and then how should they pronounce inflectional –s ending.

The inflectional –s ending has three possible pronunciations such as /s, /z/ and /ɪz/. The pronunciation of the inflectional –s ending depends on the sound that comes before it in the word like the rule that said in the Dale (2009:249).

a) When the noun or verb ends in sibilant consonant (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/ the inflection has epenthetic vowel and is realized as unstressed /ɪz/.

b) When the noun or verb ends in a voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) the inflection involves progressive assimilation and is realized as /z/.

c) When the noun or verb ends in a voiceless non-sibilant consonant (/p, t, k, f, θ/) the inflection also involves progressive assimilation and is realized as /s/.

Based on the rule of pronunciation that said by Dale (2009:249) there are three rules in pronouncing –s inflectional ending which twenty six words come before that, to be more clear it can be seen as follows:

Table.2

Rules of Pronouncing Inflectional –s Ending

Final sound		/s/	/z/	/iz/
Voiceless non sibilant consonant	/p/ /t/ /k/ /f/ /θ/	Loops Sits Kicks Laughs Bathes		
Palatal and fricative	/s/ /z/ /ʃ/ /ʒ/ /ʧ/ /ʤ/			Kiss Chooses Dishes Changes Catches Pages
Voiced non sibilant sound	/b/ /d/ /g/ /v/ /m/ /n/ /ŋ/ /l/ /r/ / ð/		Robes Seeds Hugs Dives Seems Trains Rings Smiles Wears Clothes	
Vowels and diphthongs (all voiced)	aw ey ay oe		draws conveys days does	

	ie oy		cries enjoys	

Inflectional –s ending is divided into three forms, such as third person singular present tense, possessive, and plural. They contractions follow the same pronunciation rules. It can be seen as folows:

Table. 3

Pronunciation of Inflectional –s Ending in Three Forms

	/z/	**/s/**	**/ɪz/**
Regular plural	Bo***ys***	Boa***ts***	Bu***ses***
	Ba***gs***	La***kes***	Chur***ches***
Third person singular present tense	Se***es***	Ma***kes***	U***ses***
	Ru***ns***	Hi***ts***	Cat***ches***
Possessive	Ra***y's***	Mi***ke's***	ro***se's***
	Marvi***n's***	Mr. Whi***te's***	Dr. Lee***ch's***

According to Murcia (1996:248) when the noun is both plural and possessive, the following rules of pronunciation and punctuation are applied:

a) When the plural form of the noun ends in –s (or –es), an apostrophe is placed after the plural inflection to indicate the possessive in writing. Notice that in regular plural nouns, there is no phonetic difference between the singular possessive and the plural possessive modifier. *The girls' book* (sounds like *the girl's book*), *the neighbors" house* (sounds like *the neighbor's house*).

b) When the plural form of the noun is irregular and does not end in /s/ or /z/, the regular possessive inflection rule is applied and

the form is spelled with the apostrophe '*s' the children's toys*, *the men's clothing*.

1) Description of Sounds /s/ and /z/

The sounds /s/ and /z/ are alveolar fricative consonant sounds (Brown & Attardo, 2009:15). They are sounds that produced when the point of articulation is at the tongue and the alveolar ridge and produced by having the air rubs against some surface in the mouth or vocal passage, causing friction.

As Quote in Muslimah (2013:29) The following is description of the production of alveolar fricative consonant sounds /s/ and /z/.

a) Producing /s/

The sound /s/ can be found in the word such as cent, scene, missing, decide, race, kiss, cease. To produce /s/ sound, the following processes are made:

(1) The front part of the tongue is raised and the tip of the tongue is raised towards the gum ridge but not touching it.
(2) The side of the tongue is pressed against the upper teeth.
(3) The air is forced to go over the tongue and through the opening the tongue and teeth.
(4) The vocal cords do not vibrate.

b) Producing /z/

The sound /z/ is found in the following example of words: zero, crazy, dizzy, noise, buzz, these and cries. To produce /z/ sound, the following processes are made:

(1) The front part of the tongue is raised and the tip of the tongue is raised towards the gum ridge but not touching it.
(2) The side of the tongue is pressed against the upper teeth.
(3) The air is forced to go over the tongue and through the opening the tongue and teeth.
(4) The vocal cords vibrate.

B. Review of Relevance Studies

Based on the literature that researcher read, she found other researcher who have research about –s inflectional ending. Nurul Muslimah (2013) had conducted research about The Students‟ Ability In Pronouncing Verb Inflectional Endings at the Eleventh Grade Of Man 3 Rantau Academic Year 2012/2013. She found that the students' ability in pronouncing –s inflectional ending in third person singular present tense is in excellent category. It is shown by the calculation of the mean 88.32. This research has same purpose with Nurul research that is to find out the students pronunciation in pronouncing inflectional –s endings. otherwise, this research have different purpose such as Nurul just focus on students' ability in pronouncing verb inflectional ending that is –s and –ed ending. On the other hand, this research focused on students' pronouncing inflectional –s ending, not only verb but also possessive and noun.

On the other hand, Abbas Hussein Abdelrady (2011) conducted research about Error Analysis of Inflectional Morphemes Made by Preparatory Year Saudi EFL Students at Al-Jouf University. They found that the students' ability in writing inflectional ending still low, the total number of errors is 53 out of 75 sentences with 50.9%. Most of the student in this research overgeneralization the using of inflectional ending. This research is different with the research that was conducted by Abbas. Abbas conducted the research in writing –s inflectional ending focus on ability the students, on the other hand this research is about student's pronunciation of English inflectional –s ending. The similarity between the two research is they focus on –s inflectional ending.

The next is research by Herman (2016) that conducted research about Students Difficulties in pronouncing the English Labiodental's Sound. He found that the students are difficult to pronounce labiodentals English sound. Most of students can pronounce it correctly. The most difficult in pronouncing final position of labiodentals sound /v/. This research has similarities with that Herman done. Labiodentals can attach at

inflectional –s ending. To pronounce inflectional before labiodentals is difficult and some of students do not pronounce it. The differences between this research is Herman focus on difficulties in pronouncing labiodentals sound, the researcher just focus on pronunciation of inflectional –s ending.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used Qualitative research which applied content analysis. According to Gay and Peter (2012:7) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insights into a particular phenomenon of interest. It means that it was used to analysis and interpretation the data that researcher interest in.

Then, Chelimsky (1989:6) states that "Content analysis is a set of procedures for collecting and organizing information in standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material." In addition, Krippendorf (2004:18) defines content analysis is a research technique for making replicable and valid inferences from texts (or meaningful matter) to the context of their use. It means that content analysis is the procedure to infer the characteristic and meaning of a data by collecting and organizing the information from the data.

Dealing with the theories above, the researcher used qualitative research to describe students' pronunciation of English Inflectional –s Endings by the third semester students of English Department at IAIN Batusangkar

B. Data and Source of Data

1. Data

The data of this research was all of inflectional –s endings which were found in the students' recording of examination test of Pronunciation Practice Subject by the students of English Teaching Department of IAIN Batusangkar. The students pronounced different text for each class. There were 15 texts for each class. All of inflectional –s ending consisted of plural noun, third person singular and possessive. Inflectional –s ending in the text had three different kind of pronunciation. They were /s/, /z/, and /iz/.

Total numbers of inflectional –s ending was 202 that divided 156 plural noun, 26 third person singular, and 20 possessive. They were plural noun such as *reefs, nets, markets, news, diseases, bodies, scientists, means, illnesses, agencis, drugs, donors, governments and etc...* Then, third person singular was *says, steps, visits, hopes, sees, cures, provides, looks and ets.*. The last was possessive such as *UNICEF. 's, smokers', Burma's, smokers', government's, Italy's, china's, world's, and etc.*

2. Source of Data

In this research the researcher would not give any test. The researcher just collected the data of students' pronunciation. The data got from the document of recordings that have recorded for students examination in Pronunciation in Practice Class. All of the recordings got from the pronunciation lecturer. The total document was 60 recordings which 15 texts from all students in TBI A, TBI B, and TBI C. For each class there were 5 texts that have different topic.

C. Technique of Data Collection

1. Research Instrument

In this research, the key instrument was the researcher herself. The researcher collected the data or the document from the lecturer that taught Pronunciation Practice Subject, all the date was 60 recording. After that the researcher transcribed the documents. The document was in recording forms. The recordings were the result of examination test of Pronunciation Practice Subject. Then they were analyzed by the researcher to describe the students' pronunciation of English inflectional –s endings.

2. Research Procedures

This research was conducted by applying the following several procedure namely; preparation, operation and post-operation.

a. Preparation

1) Finding the problem of the research and the theories

2) Focusing on the problem that the researcher interested
3) Collecting the source and references related to the researcher.
4) Writing the research proposal
5) Consulting the proposal to the advisor
6) Revising the proposal
7) Following research proposal seminar
8) Revising the proposal after seminar

b. Operation

1) Getting license from Pronunciation Practice lecturer to get the document as data.
2) Collecting the document, syllabus, students' recording mid-term test and text of the recording.
3) Analyzing the data of the student's recording in pronouncing a text.
   a) Deciding to use content analysis
   b) Determining what material sould be included in content analysis
   c) Selecting unit of analysis
   d) Developing the coding chategories
   e) Coding the materials
   f) Analyzing and iterpreting the result

c. Post Operation

1) Interpreting the research finding
2) Drawing the conclusion and suggestion

D. Checking Data Trustworthiness

The data in qualitative research was confirmed valid only when there was no difference between the report of the research and the reality that happen. Therefore the researcher needed to check the data trustworthiness. It was the purpose that be reached by the researcher who was used qualitative research. The researcher did the credibility test for trustworthiness of the research finding.

According to Sugiyono (2010:270) credibility could be done through several ways such as extending of observation, improving the diligence, data triangulation, peer discussion, analysis of negative case and member check.

In this research , researcher did the credibility test to check the data trustworthiness by extending of observation to form transcription in which the researcher analyzed the data repeatedly to make sure which variant of inflectional –s endings that applied by the students in student's recording based on the theory.

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the data that used qualitative analysis which applied content analysis. In analyzing the data, the researcher analyzed the recording especially in inflectional –s Endings as in noun, possessive and third person singular which applied by the students. Before analyzing the data, the researcher gave the number for each document from 1 to 60. Then the researcher wrote the list of plural noun, third person singular verb, and possessive word and also how to pronounce based on the rule of inflectional –s ending to help the researcher in analyzing the data. The researcher just transcribed the word that contain of inflectional –s endings.

In analyzing the recording the researcher used Chelimsky (1989:8) points out six steps in conducting content analysis. Those steps were:

1. Deciding to use content analysis.

   To beginning the research that used content analysis, the researcher formulated the question first. The question must be clear understanding of project needs and available data. Chelimsky (1989:8) states that content analysis can be used to answer the question "what". This research was formulated by using the question of "what" as stated in the research question that was "what is students pronunciation of English inflectional –s endings. It means that content analysis was appropriate to be used in this research.

2. Determining what material should be included in content analysis.

   The next step of content analysis was about choosing the sample. Sample of the research must be done and it used appropriate sample technique. In this research, researcher used total sampling to choosing the data that should be analyzed. Therefore, the researcher used all of the recordings to analyze the students pronunciation of English of inflectional –s endings.

3. Selecting unit of analysis

   In content analysis, there were two unit analyses such as content unit and recording unit. The content unit was a unit set limits of written material that is to be examined. While recording unit was the specific part of the content unit in the written material that is placed in category.

   In this research the content unit was student pronouncing of English inflectional –s endings. Then, the recording units were plural noun, third person verb and possessive that was contained in the text. It was analyzed by using over viewing the rule of pronouncing of English inflectional –s ending.

4. Developing the coding categories

   According to Chelimsky (1989:11) categories provide the structure for grouping recording unit. It means that the researcher was categories three kind of pronouncing inflectional –s endings. There are three categories such as pronounce as /s/. /z/ and /iz/.

5. Coding the material

   In this step, researcher coded all of the recordings that were used by the students who had taken pronunciation subject. The researcher also symbolized the position all of –s ending that were found in the recording. It was used to make the researcher and the listener understood the analysis. For example, R1/R2/R3...etc. It means that recording 1, recording 2, recording 3 and etc. Researcher also coded the position of inflectional –s ending such as 1/4, 2/5,...ect. It means that text 1 line 4, text 2 line 5 and

etc and also the for the class, reseracher gave code such as a,b, and c. It means “a” for TBI A, “b” for TBI B and “c” for TBI C.

6. Analyzing and interpreting the result.

   In the last step of the content analysis, the researcher analyzed inflectional –s ending that was pronounced by the students. The first thing that did by the researcher in analyzing the data listened the recordings several times. Then, identify the way the students pronounce the –s ending by using document transcription. She was also help by the list of how to pronounce inflectional –s ending to check if they pronounced in the right or wrong way. After that all of the ways the students pronounced the inflectional –s ending were interpreted in the table. Then the researcher classified what was student pronunciation of inflectional –s endings based on the way that they pronounced the word and draw the conclusion of the research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher presents the result of the research about "An analysis of students' pronunciation of English inflectional –s endings". The data in this research were students' recording made by midterm test of Pronunciation Practice subject in the first semester in 2016/2017 academic year. Totals number of recordings were 60 recording from TBI.A 24 recordings, TBI.B 27 recording and 9 recording from TBI.C with 5 texts for each class. Before analyzing the data, the researcher changed the recordings' name into code number for each recording (R1/R2/R3.....etc). In analyzing the data, the researcher focus on the inflectional –s ending that pronounced by the students in plural noun, third person singular, and possessive form. After listening to the recording, the researcher underlined each inflectional –s ending that pronounce by the students in the transcript of recording. To check the students application of the rule to pronounce inflectional –s ending, the researcher supported by some theory from expert.

After analyzing the data, the researcher found that there was several ways when students were pronouncing inflectional –s ending in plural noun, third person singular and possessive form. In pronouncing plural noun there were 6 variants of pronunciation, 5 variants for third person singular, and 3 variants for possessive form.

1. Plural noun

After analyzing the data, the researcher found students gave six variants in pronouncing plural noun. They were /s/, /z/, /iz/, /is/, /es/, and unpronounce inflectional –s ending.

a. Pronounce with sound /s/.

After analyzing the data, the researcher found 31 plural nouns that should pronounce with sound /s/ where the students gave accurate pronunciation in 15 texts. To make it clear, could be seen as follows:

Table 4.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun in Sound /s/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
1/a	1	**Reefs**	/riːf**s**/	..in order to ensure a future for the **reefs**, /riːf**s**/
1/b	1	**Products**	/ˈprɒd.ʌkt**s**/	the new warnings on tobacco **products**. /ˈprɒd.ʌkt**s**/
3/c	3	**Parents**	/ˈpeə.rənt**s**/	**parents**. /ˈpeə.rənt**s**/ "March also met

Based on the table above, it can be seen that student accurate in pronouncing inflectional –s ending in sound /s/. In data 1 class a, the word "reefs" as a verb found in text 1, students pronounced it in sound /s/ by 14 students. Dale (2009:249) states that when consonant that come before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), -s ending must be pronounce as /s/. In data 1, the word "reefs" /riːf**s**/ must be pronounced in sound /s/ at the end of the word and the students did it. Therefore the students pronounced accurate inflectional –s ending because it has appropriate with the rule.

In data 1 text 1 class b, the researcher found 16 students who pronounced inflectional –s ending as /s/. The word "products" /ˈprɒd.ʌkt**s**/ should be pronounced in sound /s/ at the –s ending. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), -s ending must be pronounce as /s/. In the word "products" the sound that comes before

–s ending is /t/ that is one of the sounds in voiceless non sibilant consonant. Therefore the students had apply the rule of inflectional –s ending.

Similarly with data 3 text 3 in class c, the student was also accurate in pronouncing inflectional –s ending. There are 7 students who pronounced inflectional –s ending in sound /s/. The students had pronounce the word "parents" /ˈpeə.rənt**s**/ sound /s/ for inflectional –s ending. Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), -s ending must be pronounced as /s/.

b. Pronounce with sound /z/

After analyzing the data, the researcher found 81 plural nouns must be pronounce with sound /z/ where just 2 plural nouns that the students gave accurate pronunciation in 2 texts. To make it clear, could be seen as follows:

Table 5.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun in Sound /z/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
9/a	2	**Bodies**	/ˈbɒd.i**z**/	in their **bodies** /ˈbɒd.i**z**/ exactly like those found in
12/a	4	**Arms**	/ɑːrm**z**/	Retailers are up in **arms** at the /ɑːrm**z**/ Idea

Based on the table above, it can be seen that student has applied the rule of pronouncing inflectional –s ending. In data 9 text 2 class a,

the researcher found only one student who pronounced inflectional –s ending as /z/. The word "bodies" /ˈbɒd.i**z**/ should be pronounced in sound /z/ at the –s ending. According to Dale (2009:249), –s ending that come after voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) is pronounced as /z/. In the word "bodies" the sound that comes before –s ending is /i/ that is one of the sounds in vowels. Therefore, the students has apply the rule of inflectional –s ending.

Similarly, in data 12 text 4 in class a, the student also has apply the rule inflectional –s ending accurately. However, only one students can apply the rule accurately. The word "arms" should be pronounce as /ɑːrm**z**/ in sound /z/ at the end of the word because Dale (2009:249), states that –s ending that come after voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) is pronounced as /z/. In word "arms", the sound that come before –s ending is /m/ which is one of the voiced non sibilant sound.

c. Pronouncing with sound /iz/

After analyzing the data, the researcher found 11 plural nouns must be pronounce with sound /z/ where just 2 plural nouns that the students gave accurate pronunciation in 2 text. To make it clear, could be seen as follows:

Table 6.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun in Sound /iz/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
15/b	3	**Riches**	/ˈrɪtʃ.**iz**/	a claim to the oil and gas **riches** /ˈrɪtʃ.**iz**/ beneath

16/b	4	**Wages**	/weɪdʒ**iz**/	"extremely low **wages**…the /weɪdʒ**iz**/

In data 15, the word "*riches*" as plural noun found in the text 3, student had applied accurate pronunciation in pronouncing inflectional –s ending. According to Dale (2009:249) if noun and verb end with sibilant consonant sound (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/) the –s ending is realized as /iz/. In the word "*riches*" the sound that come before –s ending is /ʃ/, therefore students must pronounce –s ending as /iz/. In this word, just one students apply the rule of inflectional –s ending.

Similarly, in data 16 researcher found student had applied the rule of inflectional –s ending in pronouncing the word "wages" **/weɪdʒ<u>iz</u>/.** That word should be pronounced as sound /iz/ for –s ending. As Dale (2009:249) mentions if noun and verb end with sibilant consonant sound (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/) the –s ending is realized as /iz/. In the word "wages" the last word is sound /ʤ/, therefore students sould pronounce as /iz/.

d. Pronouncing with sound /is/

After analyzing the data, the researcher found inaccurate pronunciation in pronouncing plural noun that students pronounce with sound /is/. To make it clear, could be seen as follows:

Table 7.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun in Sound /is/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
12/a	2	**Disesases**	/dɪˈziːs**iz**/	like those found in human **diseases** /dɪˈziːs**is**/

21/b	3	**Stakes**	/steɪk**s**/	It has also raised the **stakes** in /steɪk**is**/
5/c	1	**Executives**	/ɪgˈzek.jʊtɪv**z**/	**Executives** /ɪgˈzek.jʊ.tɪv**is**/ have decided it is too

Based on the table above, it can be seen that student pronounce –s ending with inaccurate pronunciation. In data 12 text 2, there are 3 studets who pronounce the word "diseases" as /dɪˈziːs**is**/. As Dale (2009:249) states that if noun and verb end with sibilant consonant sound (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/) the –s ending is realized as /iz/. Otherwise the students pronounce in sound /is/.

In data 21 researcher found student did not apply the rule of inflectional –s ending in pronouncing the word "stakes"**.** They pronounce the word as **/steɪk<u>is</u>/** while the accurate pronunciation is **/steɪk<u>s</u>/** in sound /s/ for inflectional –s ending. Dale (2009:249) states if noun and verb end with voiceless non sibilant consonant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the –s ending is realized as /s/ but the student did not pronounce as the rule.

Similarly, in data 5 researcher found student did not apply accurate the rule of inflectional –s ending in pronouncing the word "executives". That word should be pronounced as /ɪgˈzek.jʊ.tɪv**<u>z</u>**/ in sound /s/ for –s ending. otherwise the student pronounce as /ɪgˈzek.jʊ.tɪv**<u>is</u>**/ in sound /is/ at the end of the sound. According to Dale (2009:249) states if noun and verb end with voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the –s ending is realized as /z/.

e. Pronouncing with sound /es/

After analyzing the data, the researcher found 6 plural nouns that students pronounce with sound /es/ where that is inaccurate pronunciation. To make it clear, could be seen as follows:

Table 8.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun in Sound /es/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
5/a	2	**Cures**	/kjʊə r**z**/	and perhaps find **cures** for /kjʊə r**es**/ them.
23/b	3	**Cigarates**	/ˌsɪg.ərˈet**s**/	the minimum age for buying **cigarettes,..** /ˌsɪg.ərˈet**es**/

Based on the table above, it can be seen that student pronounce –s ending with inaccurate pronunciation. In data 5 text 2, the studet pronounce the word "cures" as /kjʊə r**es/** in sound /es/. Otherwise the accurate pronunciation is /kjʊə r**z/** in sound /z/ at the end of the sound. According Murcia (1996:284) if –s ending come before voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), they must be pronounced as /z/.

In data 23 researcher found student did not apply accurate rule of inflectional –s ending in pronouncing the word "cigarates"**.** They pronounce the word as /ˌsɪg.ərˈet**es**/ while the accurate pronunciation is /sɪg.ərˈet**s**/ with sound /s/ for inflectional –s ending. Dale (2009:249) states if noun and verb end with voiceless non sibilant consonant sound (/p, t, k, f, θ/), the –s ending is realized as /s/ but the students did notapply as the rule.

f. Unpronounce the –s ending

After analyzing the data, the researcher found students that did not pronounce plural noun with inflectional –s ending rules. They leave out the –s ending that come at the end of the word. To make it clears, could be seen as follows:

Table 9.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun with Unpronounce the –s Ending

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
4/a	1	**Controls**	/kənˈtrəʊl**z**/	change in policy to establish **controls** /kənˈtrəʊl_/ over the use of
5/b	1	**Warnings**	/ˈwɔː.nɪŋ**z**/	welcomed the new **warnings** /ˈwɔː.nɪŋ**s**/ on tobacco
3/c	1	**Visitors** /ˈvɪz.ɪ.tə r**z** /	/ˈvɪz.ɪ.tər**z**/	three times as many **visitors** /ˈvɪz.ɪ.tər_/

Based on the table above, it can be seen that students did not apply the rule of pronouncing inflectional –s ending. They leaved out that rule. They just pronounce the word without –s ending. In data 4, there are 16 students who did not pronounce the –s endings. The word "controls" should be pronounced as /kənˈtrəʊl**z**/ in sound /z/ at the end of the word because Dale (2009:249) states if noun and verb end with voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) the –s ending is realized as /z/. Therefore the students were inaccurate to pronounce the word without –s ending.

In data 5 text 1, the student also leaved out pronunciation of the –s ending in the word "warnings" where the accurate pronunciation is /ˈwɔː.nɪŋ**z**/. There are 19 students who did not apply the rule. Dale (2009:249) states if noun and verb end with voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) the –s ending is realized as /z/.

Therefore the students are inaccurate to pronounce the word without –s ending.

Similarly in the data 3 text 1, there are 9 from 9 students who did not pronounce the –s ending in the word "visitors". The accurate pronunciation is /ˈvɪz.ɪ.tə rz / with sound /s/ at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) the –s ending is realized as /z/.

2. Third Person Singular

After analyzing the data, the researcher found students gave five variants in pronouncing third person singular. They were /s/, /z/, /is/, /es/, and unpronounce inflectional –s ending.

a. Pronounce with sound /s/

After analyzing the data, the researcher found 9 third persons singular that should pronounce with sound /s/ for inflectional –s ending where the students gave accurate pronunciation in 15 texts. To make it clear, could be seen as follows:

Table 10.
Students' Pronunciation of English Inflectional –s Ending in Term of Third Person Singular in Sound /s/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
2/a	1	**Hopes**	/həʊp**s**/	Professor Mumby **hopes** /həʊp**s**/ the parrotfish
8/b	3	**Wants**	/wɒnt**s**/	Russia **wants** /wɒnt**s**/ extend itsterritorial

8/c	2	**Reports**	/rɪˈpɔːt**s/**	US teens **reports** that /rɪˈpɔːt**s**/ one third of

Based on the table above, it could be seen that the students have pronounced accurate inflectional –s ending. In data 2 text 1, there are 18 student who accurate in pronouncing –s ending where they pronounced the word "hopes" in sound /həʊp**s**/. It pronounced with sound /s/ at the end of the word because /p/ that place before –s ending is non sibilant sound. According to Dale (2009:249) voiceless no sibilant sound before –s ending (/p, t, k, f, θ/), must be pronounced as /s/.

In data 8 text 3 student were also accurate in pronouncing inflectional –s ending. He applied the rule of inflectional –s ending to pronounce the word "wants" /wɒnt**s**/. According to Dale (2009:249) voiceless no sibilant sound before –s ending (/p, t, k, f, θ/), must be pronounced with /s/. Sound /t/ in the word is one of voiceless non sibilant sound which if the –s ending that come after it pronounces as /s/, they must be accurate pronunciation.

In data 8 text 2, there are 7 students were accurate in pronouncing inflectional –s ending. They pronounce the word "parents" as /ˈpeə.rənts/ while that is the accurate pronunciation. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), the -s ending must be pronounced as /s/. Therefore students have been accurate in pronouncing that word.

b. Pronounce with sound /z/

After analyzing the data, the researcher found 17 third person singular where should be pronounced with sound /z/, but only one

student gave accurate pronunciation in text 1. To make it clear, could be seen as follows:

Table 11.
Students' Pronunciation of English Inflectional –s Ending in Term of Third Person Singular in Sound /z/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
22/a	1	**Says**	/seɪ **z**/	Professor Mumby **says** that in order /seɪ **z**/ to ensure

Based on the table above, it could be seen that only one students who pronounce accurate inflectional –s ending. In data 22 text 1, the only one student was accurate in pronouncing –s ending where he pronounced the word "says" as /seɪ**z**/. It pronounced with sound/z/ at the end of the word because /ei/ that place before –s ending is vowel. Murcia (1969:248) states that if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/.

c. Pronounce with sound /is/

After analyzing the data, the researcher found 1 third person singular that sudents who pronounce as sound /is/, where that is inaccurate pronunciation. To make it clear, could be seen as follows:

Table 12.
Students' Pronunciation of English Inflectional –s Ending in Term of Third Person Singular in Sound /is/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
2/b	1	**Rises**	/raɪs**iz**/	which **rises** /raɪs**is**/ from 16 to 18

In data 2, the researcher found student did not apply the rule of inflectional –s ending in pronouncing the word "rises"**.** They pronounce the word as /raɪs**is**/ while the accurate pronunciation is /raɪs**iz**/ with sound /z/ for inflectional –s ending. Dale (2009:249) states that if noun and verb end with sibilant consonant sound (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/) the –s ending is realized as /iz/. Otherwise the students pronounce with sound /is/.

d. Pronounce with sound /es/

After analyzing the data, the researcher found 1 third person singular where students pronounce as sound /es/. To make it clears, could be seen as follows:

Table 13.
Students' Pronunciation of English Inflectional –s Ending in Term of Third Person Singular in Sound /es/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
9/a	2	**Cures**	/kjʊər**z**/	and perhaps find **cures** for /kjʊər**es**/ them.

In data 9 text 2, the student was inaccurate in pronouncing inflectional –s ending with sound /es/. He did not apply the rule of inflectional –s ending to pronounce the word "cures"**.** The student pronounced as /kjʊər**es**/" where the word must be pronounced as /ˈrɪtʃ.**iz**/ in sound /iz/ for –s ending. According Murcia (1996:284) if –s ending come before voiced non sibilant sound, they must be pronounce as /z/. in this case there are two students who inaccurate in pronouncing this word.

e. Unpronounce –s ending

After analyzing the data, the researcher found students who did not pronounce inflectional –s ending in the word. To make it clear, could be seen as follows:

Table 14.
Students' Pronunciation of English Inflectional –s Ending in Term of Plural Noun with Unpronounce the –s Ending

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
1/a	1	**Steps**	/step**s**/	we can take practical **steps** /step__/ to protect
5/b	1	**Seems**	/siːm**z**/	It **seems** /siːm_/ likely they are tit-for-tat
4/c	1	**Show**	/ʃəʊ**z**/	will house bigger **shows** /ʃəʊ_/ And

In data 1 text 1, there are 11 students who did not pronounce inflectional –s ending. They did not apply the rule of inflectional –s ending to pronounce the word "steps" where the word must be pronounced as /step**s**/ in sound /s/ for inflectional –s endings. Otherwise the students just pronounced /step__/ without –s ending. Dale (2009:249) states that if noun end in a voiceless non sibilant sound (/p, t, k, f, θ/), -s ending pronounce as /s/.

In data 5 text 1, students were inaccurate in pronouncing inflectional –s ending. They pronounce the word "seems" as /siːm_/ without inflectional –s ending while accurate pronunciation /siːm**z**/. According to Dale (2009:249) if noun end in a voiceless non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the inflectional -s ending pronounce as /z/.

In data 4 text 1, there are 4 students were inaccurate in pronouncing inflectional –s endings. They pronounced the word

"shows**"** with /ʃəʊ**z**/ while they do not pronounce –s ending in the word. The students pronounce it as /ʃəʊ/ without –s ending. Whereas in sound /ʃəʊ**z**/, /əʊ/ is the vowel where the –s ending that come after that must be pronounce as /z/. According to Dale (2009:249) states that if noun end in a voiceless non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the -s ending pronounce as /z/.

3. Possessive

After analyzing the data, the researcher found students gave three variants in pronouncing possessive form such as /s/, /z/, and unpronounce inflectional –s ending.

a. Pronounce with sound /s/

After analyzing the data, the researcher found 2 possessive where should be pronounced with sound /s/ in text. To make it clears, could be seen as follows:

Table 15.
Students' Pronunciation of English Inflectional –s Ending in Term of Possessive in Sound /s/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
3/a	3	**UNICEF's**	/ˈuː.nɪ.sef**s**/	**UNICEF's** /ˈuː.nɪ.sef**s**/ health chief Peter Salama
6/b	1	**Government' s**	/gʌv.ən.mənt**s**/	described the **government's** /gʌv.ən.mənt**s**/ Decision

Based on the table above, it can be seen that students accurate in pronouncing inflectional –s ending as /s/. In data 3 class a, the word "UNICEF's" as a possessive form in text 3, the students pronounced it in sound /s/. Dale (2009:249) states that when consonant that come

before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), -s ending must be pronounced as /s/. The word "UNICEF's must be pronounced as /ˈuː.nɪ.sef**s**/ with /s/ at the end of the word and the students did it. Therefore the students pronounced accurate inflectional –s ending because it has appropriate with the rule.

In data 6 text 1 class b, the researcher found 16 students who pronounced inflectional –s ending as /s/. The word "governments" /gʌv.ən.mənt**s**/ should be pronounced with sound /s/ at the –s endings because sound /t/ that come before –s ending is one of the voiceless non sibilant consonant and the students did it. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant (/p, t, k, f, θ/), -s ending must be pronounce as /s/. Therefore the students have applied the rule of inflectional –s ending.

b. Pronounce with sound /z/

After analyzing the data, the researcher found 13 possessive that must be pronounced with sound /z/ while only one student who pronounced it accurately. To make it clears, could be seen as follows:

Table 16.
Students' Pronunciation of English Inflectional –s Ending in Term of Possessive in Sound /z/

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
26/b	2	**Italy's**	/ˈɪt.ə.li**z**/	of **Italy's** /ˈɪt.ə.li**z**/ largest organized crime

In data 26 text 2 is the only one student who was accurate in pronouncing inflectional –s ending. He applied the rule of inflectional –s ending to pronounce the word "italy's" where the word must be pronounced as /ˈɪt.ə.li**z**/ with sound /z/ for –s ending. The -s ending in the word must be pronounced in sound /z/ because sound /i/ before –s

ending is vowels. Dale (2009:249) states that if noun end in a voiceless non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the inflectional -s ending pronounce as /z/. Therefore, the student have applied the rule of inflectional –s endings.

c. Unpronounce –s ending

After analyzing the data, the researcher found students who did not pronounce inflectional –s ending in possessive form. They gave inaccurate pronunciation in pronouncing –s ending. To make it clears, could be seen as follows:

Table 17.
Students' Pronunciation of English Inflectional –s Ending in Term of Possessive with Unpronounce the –s ending

No. Data/ Class	Text	Word	Accurate pronunciation	Students' pronunciation
2/a	3	**UNICEF's**	/ˈuː.nɪ.sef**s**/	**UNICEF's** /ˈuː.nɪ.sef_/ health chief Peter Salama
4/b	1	**smokers'**	/ˈsməʊ.kə r**z**/	However, **smokers'** /ˈsməʊ.kə r_/ rights groups
1/c	1	**London's**	/ˈlʌn.dən**z**/	**London's** /ˈlʌn.dən_/ British Museum is

In data 2 text 3, there are 14 students who did not pronounce inflectional –s ending. They did not apply the rule of inflectional –s ending to pronounce the word "UNICEF's" where the word must be pronounced as /ˈuː.nɪ.sef**s**/ in sound /s/ for inflectional –s endings because sound /f/ before –s ending is voiceless non sibilant sound.

Otherwise the students just pronounced /ˈuː.nɪ.sef_/ without –s ending. Dale (2009:249) states that if noun end in a voiceless non sibilant sound (/p, t, k, f, θ/), -s ending pronounce as /s/.

In data 4 text 1, there are 16 students who did not apply the rule of inflectinal –s endings where the students leaved out pronunciationt of it in the word "smokers" where the students just pronounces as /ˈsməʊ.kər_/ without –s endings. Whereas, the accurate pronunciation is /ˈsməʊ.kər**z**/ with /z/ for the –s endings. Dale (2009:249) states if noun and verb end with voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the –s ending is realized as /z/. Therefore the students were inaccurate to pronounce the word without –s ending.

In data 1 text 1, students were inaccurate in pronouncing inflectional –s ending. They pronounce the word "london's" as /ˈlʌn.dən_/ without inflectional –s ending while accurate pronunciation /ˈlʌn.dən**z**/. According to Dale (2009:249) if noun end in a voiceless non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), the inflectional -s ending pronounce as /z/. Becuase of the sound /n/ in the word that comes before –s ending is voiceless non sibilant sound, the students must pronounced the –s endinga in sound /z/.

B. Discussion

Based on research finding above, there are several variants that applied by the students in pronouncing inflectional –s ending in plural noun, possessive and third person singular form. They are six variants in pronouncing plural noun, five variants in pronouncing third person singular and 3 variants for possessive.

For plural noun that sound is /s/,/z/,/iz/,/is/,/es/, and do not pronoun inflectional –s ending in the word. In pronouncing third person singular they pronounce as /s/,/z/,/is/,/es/, and do not pronounce the –s ending. While in

pronouncing possessive they applied sound /s/,/z/, and do not pronounce –s ending.

Generally the students still do not accurate in pronouncing inflectional –s ending. There are still much mistake in pronouncing inflectional –s ending especially in sound /z/. They did not pronounce as /z/ but with sound /s/ or even do not pronounce it. According to Kenworthy (1987) stataes that learners use a variety of strategies to solve which can lead to intelligibility or sound variation in pronunciation. They are sound subtitution, sound deletion and sound insertion. The students did not pronounce inflectional –s ending in the word, they are deleted to pronounce inflectional –s endings. Similarly the students did not pronounce inflectional –s ending with sound /iz/. They pronounce it with the other sound such as /is/ or /es/. While Kenworthy (1987) states that students inset any sound in pronounce the word such as "*speak* become *sa-peak"* that is also did by the students when pronounce inflectional –s endings. they insert sound /i/ and /e/ before inflectional –s endings.

Otherwise there are some students who accurate in pronouncing inflectional –s ending in sound /s/. It caused they pronounced all of –s ending with /s/, therefore when they pronounce it after sound /p, t, k, f, θ/, their pronunciation will be accurate. It menas that, the students overgeneralization to pronounce inflectional –s ending in sound /s/. According to Littlewood (1984:52) "Overgeneralization is expressions of the same underlying strategy of using previous knowledge to understand new experience". The overgeneralization errors might occur, because the students failure to know the exception to the general rule. For example; sometimes, beginners who starting to learn English language do not know the exception rules in pronouncing inflectional –s endings. They would pronouce all of inflectional –s endin based on what is written in the word.

Based on the explanation above, it was found students made mistake in pronouncing inflectional –s ending because they do not pay attention of the word that come before the –s ending whereas it influences how inflectional –s

ending is pronounce. They pronounce all of –s ending with sound /s/ even the word that come before inflectional –s ending offer them to pronounce with /z/. They also confused how to pronounce the –s ending that make them generalized in pronouncing inflectional –s ending with sound /s/ or did not pronouncint at all. They also pronounce the word based on what they have heard before or they have familiar with the word. Therefore they will not change the way they pronounce the word even though it is inaccurate.

Other factor was influenced of the first language. Pourhossein (2011) states that non-native languages who miss pronunciation in pronouncing the word reflect the influence of the sounds, rules, stress and intonation of their native language. The possibility is difference phonological system between Indonesian language as the first language, with English as the second language.

Based on the finding above, this research was adequate to answer the research question. The question was "what are students pronunciation of English inflectional –s ending? Through the question above, the researcher found there are several variants that apply by the students in pronouncing inflectional –s ending in plural noun, third person singular and possessive form.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing students' pronunciation of English inflectional –s ending, the researcher concluded that generally students still do a mistake in pronouncing inflectional –s ending. However some of them pronounced with accurate inflectional –s endings in pronouncing plural noun, third person singular, and possessive form.

In pronouncing inflectional –s ending students applyied several variants such as plural noun that sound is /s/,/z/,/iz/,/is/,/es/, and unpronounce inflectional –s ending in the word. In pronouncing third person singular they pronounce as /s/,/z/,/is/,/es/, and unpronounce the inflectional –s ending. While inpronouncing possessive they applied sound /s/,/z/, and unpronounce inflectional –s ending.

B. Suggestion

Related to the finding of this research, the researcher would like to propose some suggestion as follows:

1. Students

   For the students who have learned pronunciation practice subject, it is necessary to apply the rule of pronouncing inflectional –s ending because it is influence someone understands in catching the meaning of the word. The students must pay attention to the sound symbol and phonology of the word that make them know to pronounce accurate inflectional –s ending with sound /z/. It cause most of the students do a mistake on it and generalized with sound /s/. Students also have to understand to the rule of inflectional –s ending espexially in pronouncing with sound /z/.

2. Pronunciation Practice Lecturers

   The lecturers should give much practice about pronunciation of English inflectional –s ending and introduce to the sound symbol and

place of articulation that make them understand when have to pronounce inflectional – ending with sound /s/, /z/, or /iz/. Therefore, they can practice and apply the theories that they learn in the classroom.

3. Other researcher

The researcher just discussed about pronunciation of English inflectional –s ending, one kind of inflectional ending. Therefore, researcher suggests to other researcher to conduct the research about the other inflectional ending such as –ed ending in pronouncing verb form.

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Appendix 1 : Syllabus of Pronunciation in Practice course

RENCANA PEMBELAJARAN SEMESTER

Nama Matakuliah : Pronunciation in Practice
Fakultas/Jurusan : FTIK /Tadris Bahasa Inggris
Semester : I
Bobot : 2
Elemen Kompetensi : Matakuliah Keilmuan dan Keterampilan
Jenis Kompetensi : Utama
Standar Kompetensi : Mahasiswa mampu melafalkan aspek-aspek yang berkaitan dengan bunyi (*segmental*) dan bukan bunyi (*suprasegmental*) dalam kata, frasa dan kalimat Bahasa Inggris

No	Kompetensi Dasar	Materi pokok	Strategi Pembelajaran		Indikator	Alokasi Waktu	Penilaian			Bahan/ Sumber
			Tatap Muka	Pengalaman Belajar			Jenis Tagihan	Bentuk Tagihan	Bentuk Soal	
1.	Mahasiswa mampu mengenali beragam - bunyi vowel dalam bahasa Inggris dengan tepat	Pronouncing the Vowels of American English	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu membedakan beragam beragam bunyi vowel dalam bahasa Inggris.	20 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
2.	Mahasiswa mampu melafalkan bunyi [i] and [ei] dalam kata, frasa dan kalimat bahasa Inggris	Vowels: pronouncing [i] and [ei]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu: a. melafalkan bunyi [i] dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [ei] dalam kata, frasa, dan kalimat bahasa Inggris. c. membedakan lafaz [i] and [ei] dalam kata, frasa, dan kalimat bahasa Inggris	80 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

3.	Mahasiswa mampu melafalkan bunyi [ɛ], [æ] and [a] dalam kata, frasa dan kalimat bahasa Inggris	Vowels: pronouncing [ɛ], [æ] and [a]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [ɛ] dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [æ] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [a] dalam kata, frasa, dan kalimat bahasa Inggris. d. membedakan lafaz [ɛ], [æ] and [a] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
4.	Mahasiswa mampu melafalkan bunyi [u], [Λ] and [ου] dalam kata, frasa dan kalimat bahasa Inggris	Vowels: pronouncing [u], [Λ] and [ου]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [u]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [Λ] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [ου] dalam kata, frasa, dan kalimat bahasa Inggris. d. membedakan lafaz [u], [Λ] and [ου] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
4.	Mahasiswa mampu melafalkan bunyi [ ], [ə] and [ɜ] dalam kata, frasa dan kalimat bahasa Inggris	Vowels: pronouncing [ ], [ə] and [ɜ]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [ ]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [ə] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [ɜ] dalam kata, frasa, dan kalimat bahasa Inggris. d. membedakan lafaz [ ], [ə] and [ɜ] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

5.	Mahasiswa mampu melafalkan bunyi [aʊ], [aɪ] and [ɪ] dalam kata, frasa dan kalimat bahasa Inggris	Vowels: pronouncing [aʊ], [aɪ] and [ɪ]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [aʊ]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [aɪ] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [ɪ] dalam kata, frasa, dan kalimat bahasa Inggris. d. membedakan lafaz [aʊ], [aɪ] and [ɪ]dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
6.	Mahasiswa mampu mengenali beragam bunyi konsonan dalam kata, frasa dan kalimat bahasa Inggris	Consonants: Pronouncing the Consonants of American English	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu membedakan beragam beragam bunyi konsonan dalam bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
	Mahasiswa mampu melafalkan bunyi [s] and [t] dalam kata, frasa dan kalimat bahasa Inggris	Consonants: pronouncing [s] and [t]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [s]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [t] dalam kata, frasa, dan kalimat bahasa Inggris. c. membedakan lafaz [s], and [t]dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit		Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

7.	Mahasiswa mampu melafalkan bunyi [d], [θ] and [ð] dalam kata, frasa dan kalimat bahasa Inggris.	Consonants: pronouncing [d], [θ] and [ð]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [d]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [θ] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [ð] dalam kata, frasa, dan kalimat bahasa Inggris. d. membedakan lafaz [d], [θ] and [ð] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
8.	Mahasiswa mampu melafalkan bunyi [ ], [ ], [ ] and [ ]dalam kata, frasa dan kalimat bahasa Inggris.	Consonants: pronouncing [ ], [ ], [ ] and [ ]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [ ]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [ ] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [ ] dalam kata, frasa, dan kalimat bahasa Inggris. d. melafalkan bunyi [ ] dalam kata, frasa, dan kalimat bahasa Inggris e. membedakan lafaz [ ], [ ], [ ] and [ ] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

9.	Mahasiswa mampu melafalkan bunyi [p], [b], [f] and [v] dalam kata, frasa dan kalimat bahasa Inggris.	Consonants: pronouncing [p], [b], [f] and [v]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [p]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [b] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [f] dalam kata, frasa, dan kalimat bahasa Inggris. d. melafalkan bunyi [v] dalam kata, frasa, dan kalimat bahasa Inggris e. membedakan lafaz [p], [b], [f] and [v] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
	Mahasiswa mampu melafalkan bunyi [h], [w], [l] and [r] dalam kata, frasa dan kalimat bahasa Inggris.	Consonants: pronouncing [h], [w], [l] and [r]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [h]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [w] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [l] dalam kata, frasa, dan kalimat bahasa Inggris. d. melafalkan bunyi [r] dalam kata, frasa, dan kalimat bahasa Inggris e. membedakan lafaz [h], [w], [l] and [r] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkanlah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

	Mahasiswa mampu melafalkan bunyi [k], [g], [m], [n] and [ŋ] dalam kata, frasa dan kalimat bahasa Inggris.	Consonants: pronouncing [k], [g], [m], [n] and [ŋ]	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi [k]dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi [g] dalam kata, frasa, dan kalimat bahasa Inggris. c. melafalkan bunyi [m] dalam kata, frasa, dan kalimat bahasa Inggris. d. melafalkan bunyi [n] dalam kata, frasa, dan kalimat bahasa Inggris. e. melafalkan bunyi [ŋ] dalam kata, frasa, dan kalimat bahasa Inggris. f. membedakan [k], [g], [m], [n] and [ŋ] dalam kata, frasa, dan kalimat bahasa Inggris.	100 menit		Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
	Mahasiswa mampu melafalkan bunyi konsonan akhir dan *cluster* dalam kata, frasa dan kalimat bahasa Inggris.	Pronouncing Final Consonants Sounds Pronouncing Consonants Cluster	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi konsonan akhir dalam kata, frasa, dan kalimat bahasa Inggris. b. melafalkan bunyi konsonan *cluster* dalam kata, frasa, dan kalimat bahasa Inggris. c. Membedakan konsonan akhir dan *cluster* dalam kata, frasa, dan kalimat bahasa Inggris	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

	Mahasiswa mampu melafalkan Past Tense Verbs Pronouncing Plurals, Third-Person Verbs Possessive and Contractions. dalam kata, frasa dan kalimat bahasa Inggris.	Pronouncing Past Tense Verbs Pronouncing Plurals, Third-Person Verbs, Possessive and Contractions.	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu : a. melafalkan bunyi *Past Tense Verbs* dalam bahasa Inggris. b. melafalkan bunyi dari bentuk jamak (*Plurak*) dalam bahasa Inggris. c. melafalkan bunyi kata kerja orang ketiga (*Third-Person Verbs*) tunggal dalam bahasa Inggris. d. melafalkan bunyi yang menunjukkan kepemilikan (*Possessive*) dalam bahasa Inggris e. melafalkan bunyi yang menunjukkan penyingkatan (*Contractions*) dalam bahasa Inggris	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1
	Mahasiswa mampu melafalkan *Stress, Rhythm, and Intonationd* dalam bahasa Inggris.	Stress, Rhythm, and Intonation	Differenciated Learning	▪ Melakukan kajian buku teks ▪ Latihan berpasangan dan kelompok	Mahasiswa mampu: a. mengidentifikasi *Stress, Rhythm, and Intonation* dalam dalam kata, frasa dan kalimat bahasa Inggris. b. melafalkan *Stress, Rhythm, and Intonation* dalam dalam kata, frasa dan kalimat bahasa Inggris.	100 menit	Tes	Tes Lisan dan Penugasan Individu, Berpasangan dan kelompok	Lafazkan lah kata, frasa dan kalimat bahasa Inggris berikut dengan benar secara berpasangan atau kelompok.	Buku 1

Batusangkar, September 2015
Dosen Pengampu Matakuliah

Zulhermindra, S. Pd., M. Pd.
NIP. 19690910 199903 1 003

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Compulsory

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Appendix 2 : Text of Pronunciation Mid-Term Test Class A

NASKAH UJIAN TENNGAH SEMESTER GANJIL
IAIN BATUSANGKAR
TAHUN AKADEMIK 2016/2017

Mata kuliah	: Pronunciation in Practice (A)	Hari/Tanggal	:
Fakultas /Jurusan	: FTIK / Tadris B. Inggris	Nama/NIM	:
Semester/Tahun	: I/2016	Dosen	: Zulhermindra, M. Pd

Directions:
1. Write the sound symbols for each of the following texts by consulting dictionary.
2. Practice how to pronounce each of the texts before you are assigned to perform two of them for your midterm test score.
3. Record each of the dialogues in pairs and submit the softcopy of the recordings.

Text 1

Professor Mumby says that in order to ensure a future for the reefs, parrotfish need to be protected. These colorful fish are frequently caught in fishing nets and end up being sold in local markets. Mumby added: "The good news is that we can take practical steps to protect parrotfish and help reef regeneration. We recommend a change in policy to establish controls over the use of fish traps, which parrotfish are particularly vulnerable to. We also call on anyone who visits the Caribbean and sees parrotfish on a restaurant menu to voice their concern to the management. "The reefs have been in decline since the 1980s. Global warming has added to the problem by bleaching coral and wiping out other species that fed on the seaweed. Professor Mumby hopes the parrotfish can become a symbol of ecosystem success in the Caribbean.

Text 2

Three scientists have won the Nobel Prize for Medicine for their work in creating special mice that will help fight human diseases. The medicine prize is the first Nobel awarded to be given this year. American researchers Mario Capecchi and Oliver Smithies and Briton Marthin Evans were awarded the honour for their discovery that many scientists say will change medicine and the world forever. The trio discovered how to breed mice that had cells in their bodies exactly like those found in human diseases. This means researchers in the future will be able to understand many human illnesses and perhaps find cures for them. The rodents have the nickname "knockout mice" because of their potential to target the specific genes that cause diseases in humans.

Text 3

UNICEF prepared the report together with the Roll Back Malaria Partnership. This organization is a collaboration of aid agencies launched in 1998 to help fight malaria. Its vision is that by 2015, malaria "is no longer a major cause of mortality and no longer a barrier to social and economic development". The report also provides a healthy picture of the use of drugs in reducing the number of malaria cases. Since 2003, national health programmes have invested heavily in buying anti-malaria drugs called ACTs. UNICEF's health chief Peter Salama is optimistic and says the future looks bright. He reports: "With the strong backing of some of the international donors and the price of ACTs starting to be reduced, I think governments are becoming more confident now that this will be a sustainable strategy for anti-malaria treatment".

Text 4

Retailers are up in arms at the idea and have promised to fight the goverment to stop the ban from going ahead. The British Retail Consortium said there was in need for the ban as it would simply cause inconveneice to shoppers. A spokesman told reporters: " We think it's excessive and misguided [because] retailers are already committed to reducing the environmental impact of bags by 25 pr cent by the end of next year. "He was worried the ban would affect sales, saying: "If somebody is going to go into a supermarket or convenience store, it's hard to see in practical terms, unless they have brought a bag with them, how they will be able to buy more than a few items". A recent survey found 92 percent of Londoners supported a total ban on plastic bags or a tax on them.

Text 5

The protestors visited the house of Aung San Suu Kyi on Saturday. She has been held under house arrest since May 2003. The military leaders refuse to accept her election success and have done their best for many years to keep her quiet. She won The Noble Peace Prize for her efforts in trying to bring democracy to Burma. She repeatedly smiled at the monks and said "sandu" to them- "well done" in Burmese. Eye-witnesses also report she cried with joy when they departed. The monks left carrying banners that read "Untruth will be overcome by truth," and "Injustice will be overcome by justice". Other protestors shouted slogans such as "Free Aung San Suu Kyi". No one knows which way the situation will swing, but many hope this will be Burma's final, and successful, push for freedom.

Text of Pronunciation Mid-Term Test Calss B

NASKAH UJIAN TENNGAH SEMESTER GANJIL
IAIN BATUSANGKAR
TAHUN AKADEMIK 2016/2017

Mata kuliah	: Pronunciation in Practice (B)	Hari/Tanggal	:
Fakultas /Jurusan	: FTIK / Tadris B. Inggris	Nama/NIM	:
Semester/Tahun	: I/2016	Dosen	: Zulhermindra, M. Pd

Directions:
1. Write the sound symbols for each of the following texts by consulting dictionary.
2. Practice how to pronounce each of the texts before you are assigned to perform two of them for your midterm test score.
3. Record each of the dialogues in pairs and submit the softcopy of the recordings.

Text 1

Anti-smoking campaigners welcomed the new warnings on tobacco products. They say it is important for people to be more aware of the effects smoking has on vital body organs. Amanda Sandford, from the anti-smoking group ASH, said she hoped the strong images would make more people quit. "Evidence from international studies is that the stronger warnings are better," she said. She is also pleased the adverts will coincide with the raising of the minimum age for buying cigarettes, which rises from 16 to 18. However, smokers' rights groups are up in arms over the new attack on smoking. Neil Rafferty, from the group Forest, described the government's decision as the "victimization" of smokers. "The government are bullying smokers simply because they can get away with it," he said.

Text 2

Mafia violence spilled into the streets in Germany on Wednesday as six Italians were shot in the head and killed after a family birthday party at a pizzeria. The killings happened after the 18th birthday celebrations of one of the victims. The motive for the bloodbath is not yet known. It seems likely they are tit-for-tat shootings, part of a long-running feud between two of Italy's largest organized crime gangs. It is the first time a crime syndicate from the south of Italy has killed abroad. Police believe the assassins are based in Italy's Calabria region. They are thought to have links to criminal groups around the world and control a large part of the European drug market. Many experts consider them even more dangerous than the Sicilian Mafia.

Text 3

Russian sailors dived deep below the North Pole in a submarine on Thursday to plant its national flag on the seabed. In doing so, it has staked a claim to the oil and gas riches beneath the Arctic Ocean. It has also raised the stakes in the race among Arctic powers to extract the world's largest source of untapped energy reserves. Russia wants to extend its territorial waters right up to the North Pole itself, which is sure to set a scramble for territory. Moscow claims the Arctic seabed and Siberia are linked by the same continental shelf. This would give Russia more than a million square kilometres of prime Arctic real estate. Under international law, Canada, Norway, Russia, the United States and Denmark have a 320 km economic zone around the north of their coastline, much of which extends into the Arctic Circle.

Text 4

Dubai is currently undergoing a construction boom and the Burj Dubai is the centrepiece of a $20 billion residential and commercial project, which will boast the world's largest shopping mall. However, there have been many criticisms of the working conditions for builders in Dubai. In 2006, a Human Rights Watch report on the treatment of migrant workers, entitled "Building Towers, Cheating Workers", documented labour abuses. It highlighted "extremely low wages…the withholding of employees' passports, and hazardous working conditions that result in apparently high rates of death and injury." The salaries of migrant construction workers in Dubai range from $106 to $250 per month, while the national average wage is over $2,000 per month. Trade unions remain illegal in the UAE.

Text 5

Unfortunately, the new complex will not be completed in time for September's eagerly awaited exhibition, The First Emperor: China's Terracotta Army. The largest number of terracotta warriors from China's Forbidden City ever to leave China will come to London. The museum has already sold over 30,000 tickets and has had to borrow exhibition space from its reading room. The British Museum had to turn down Tutankhamen and the Golden Age of the Pharaohs at the same time as the Chinese exhibition because it did not have enough space for both. If the new buildings were finished today, it could have considered running the exhibitions from China and Egypt at the same time.

Text of Pronunciation Mid-Term Test Class C

NASKAH UJIAN TENNGAH SEMESTER GANJIL
IAIN BATUSANGKAR
TAHUN AKADEMIK 2016/2017

Mata kuliah	: Pronunciation in Practice (C)	Hari/Tanggal	:
Fakultas /Jurusan	: FTIK / Tadris B. Inggris	Nama/NIM	:
Semester/Tahun	: I/2016	Dosen	: Zulhermindra, M. Pd

Directions:
1. Write the sound symbols for each of the following texts by consulting dictionary.
2. Practice how to pronounce each of the texts before
3. you are assigned to perform two of them for your midterm test score.
4. Record each of the dialogues in pairs and submit the softcopy of the recordings.

Text 1

London's British Museum is going to become bigger. Executives have decided it is too small to accommodate many of the world-class exhibitions they want to put on and have announced plans to build a $200m extension. The new galleries will house bigger shows and increase the museum's status as one of the best in the world. In recent years, the museum has not been able to cope with the huge crowds wanting to see special exhibitions. In 2006, the demand for tickets was far greater than the number of tickets available for its exhibitions on Persia and Michelangelo. Neil MacGregor, the museum's director, said: "For the Michelangelo we could have had three times as many visitors if we'd had space." The new 1,000 square metre space will allow more people to see these kinds of popular large-scale displays.

Text 2

A new report on the influence of the Internet on US teens reports that one third of teenagers who surf the Net have been victims of cyber-bullying. The research, conducted by the Pew Internet and American Life Project, says: "About one third of all teenagers who use the internet say they have been targets of a range of annoying and potentially menacing online activities – such as receiving threatening messages; having their private emails or text messages forwarded without consent; having an embarrassing picture posted without permission; or having rumors about them spread online." However, the most common complaint from online teens was about private information being shared rather than direct threats or physical violence.

Text 3

A nine-year-old maths genius from Hong Kong has been accepted to study mathematics at a local university. Child prodigy March Boedihardjo will attend the Hong Kong Baptist University (HKBU) and become the youngest college student in the city. The university will create a specially designed five-year course which will see him gain a Bachelor's and Master's degree. Authorities thought long and hard about whether or not to admit March. HKBU president Professor Franklin Luk announced at a press conference: "The decision was made after a two-month discussion among various departments of the university and March's parents." March also met the press and raised a victory sign when he entered the media room. He seemed very confident amid the non-stop flash light from photographers.

Text 4

Plastic cards are the UK's favorite way to pay for goods and services, according to a new report by APACS, the body that monitors payments in Britain. Spending on plastic cards overtook cash in 2004 and has continued growing ever since. British consumers' love of plastic means that spending on credit and debit cards has trebled over the past decade. A little under a third of total consumer spending is now charged to cards. Plastic transactions increased to a record $600bn last year. APACS director of communications Sandra Quinn said: "The last 10 years have seen a rapid rise in the popularity of plastic, with debit cards showing particularly strong growth." She added: "Consumers enjoy the ease and convenience plastic cards bring, and today most retailers and supermarkets take plastic, as do an increasing number of professional service providers."

Text 5

Consumer safety officials in the USA have warned Americans against using a toothpaste made in China because it may be poisonous. The Food and Drug Administration (FDA) declared that Chinese toothpaste may contain a toxic chemical commonly used in antifreeze – a substance that protects car engines from freezing in cold weather. The FDA said that while there have so far been no reports of toothpaste poisoning in the US, contamination has been reported in Mexico and Panama. It has also found traces of the chemical, diethylene glycol (DEG), in a shipment at the US border with Mexico and at retail stores in Florida and Puerto Rico. The agency said it did not want to alarm the public, but feels it needs to err on the side of caution and that it was better to be safe than sorry.

Appendix 3: Trancription of Correct Pronunciation According to Cambridge Dictionary

 # Class A

Text 1

Professor Mumby **says** that in order to ensure a future for the **reefs**, parrotfish need to be

/seɪ**z**/ /riːf**s**/

protected. These colorful fish are frequently caught in fishing **nets** and end up being sold in

/net**s**/

local **markets**. Mumby added: “The good **news** is that we can take practical **steps** to protect

/ˈmɑː.rkɪt**s**/ /njuː**z**/ /step**s**/

parrotfish and help reef regeneration. We recommend a change in policy to establish **controls**

/kənˈtrəʊl**z**/

over the use of fish **traps**, which parrotfish are particularly vulnerable to. We also call on

/træp**s**/

anyone who **visits** the Caribbean and **sees** parrotfish on a restaurant menu to voice their

/ˈvɪz.ɪt**s**/ /siː**z**/

concern to the management. “The **reefs** have been in decline since the 1980s. Global

/riːf**s**/

warming has added to the problem by bleaching coral and wiping out other species that fed

on the seaweed. Professor Mumby **hopes** the parrotfish can become a symbol of ecosystem

/həʊp**s**/

success in the Caribbean.

Text 2

Three **scientists** have won the Nobel Prize for Medicine for their work in creating special

/ˈsaɪən.tɪst**s**/

mice that will help fight human **diseases**. The medicine prize is the first Nobel awarded to be

/dɪˈziːz**iz**/

given this year. American **researchers** Mario Capecchi and Oliver Smithies and Briton

/rɪˈsɜː.tʃər**z** /

Marthin Evans were awarded the honour for their discovery that many **scientists** say will

/ˈsaɪən.tɪst**s**/

change medicine and the world forever. The trio discovered how to breed mice that had **cells**

/sel**z**/

in their **bodies** exactly like those found in human **diseases**. This **means researchers** in the

/ˈbɒd.i**z**/ /dɪˈziːz**iz**/ /miːn**z**/ /rɪˈsɜrː.tʃə r**z** /

future will be able to understand many human **illnesses** and perhaps find **cures** for them.

/ˈɪl.nəs**iz**/ /kjʊə r**z**/

The **rodents** have the nickname “knockout mice” because of their potential to target the

/ˈrəʊ.d ə nt**s**/

specific **genes** that cause **diseases** in **humans**.

/dʒiːn**z**/ /dɪˈziːz**iz**/ /ˈhjuː.mən**z**/

Text 3

UNICEF prepared the report together with the Roll Back Malaria Partnership. This

organization is a collaboration of aid **agencies** launched in 1988 to help fight malaria. Its

/ˈeɪ.g ə n *t* .s**iz**/

vision is that by 2015, malaria "is no longer a major cause of mortality and no longer a

barrier to social and economic development". The report also **provides** a healthy picture of

/prəˈvaɪd**z**/

the use of **drugs** in reducing the number of malaria **cases**. Since 2003, national health

/drʌg**z**/ /kes**iz**/

programmes have invested heavily in buying anti-malaria **drugs** called ACTs. **UNICEF's**

/ˈprəʊ.græm**z**/ /drʌg**z**/ /ˈuː.nɪ.sef**s**/

health chief Peter Salama is optimistic and **says** the future **looks** bright. He **reports:** "With

/saɪ**z**/ /lʊk**s**/ /rɪˈpɔːt**s**/

the strong backing of some of the international **donors** and the price of ACTs starting to be

/ˈdəʊ.nə r**z**/

reduced, I think **governments** are becoming more confident now that this will be a

/ˈgʌv. ə n.mənt**s**/

sustainable strategy for anti-malaria treatment".

Text 4

Retailers are up in **arms** at the idea and have promised to fight the government to stop the

/ˈriː.teɪ.lə r**z** / /ɑːrm**z**/

ban from going ahead. The British Retail Consortium said there was in need for the ban as it

would simply cause inconvenience to **shoppers.** A spokesman told **reporters**: " We think

/ˈʃɒp.ə r**z**/ /rɪˈpɔː.tə r**z** /

it's excessive and misguided [because] **retailers** are already committed to reducing the

/ˈriː.teɪ.lə r**z** /

environmental impact of **bags** by 25 per cent by the end of next year. "He was worried the

/bæg**z**/

ban would affect **sales,** saying: "If somebody is going to go into a supermarket or

/seɪl**z**/

convenience store, it's hard to see in practical **terms**, unless they have brought a bag with

/tɜːm**z**/

them, how they will be able to buy more than a few **items**". A recent survey found 92 percent

/ˈaɪ.təm**z**/

of **Londoners** supported a total ban on plastic **bags** or a tax on them.

/ˈlʌn.dən.ə r**z**/ /bæg**z**/

Text 5

The **protestors** visited the house of Aung San Suu Kyi on Saturday. She has been held under

/prəˈtes.tə r**z**/

house arrest since May 2003. The military **leaders** refuse to accept her election success and

/ˈliː.də r**z**/

have done their best for many **years** to keep her quiet. She won The Noble Peace Prize for

/jɪə r**z**/

her **efforts** in trying to bring democracy to Burma. She repeatedly smiled at the **monks** and

/ˈef.ət**s**/ /moŋk**s**/

said "sandu" to them- "well done" in Burmese. Eye-**witnesses** also report she cried with joy

/ˈwɪt.nəs**iz**/

when they departed. The **monks** left carrying **banners** that read "Untruth will be overcome

/moŋk**s**/ /ˈbæn.ə r**z** /

by truth," and "Injustice will be overcome by justice". Other **protestors** shouted **slogans** such

/prəˈtes.tə r**z**/ /ˈsləʊ.gən**z** /

as "Free Aung San Suu Kyi". No one **knows** which way the situation will swing, but many

/nəʊ**z**/

hope this will be **Burma's** final, and successful, push for freedom.

/ˈbɜː.mə**z**/

 # Class B

Text 1

Anti-smoking **campaigners** welcomed the new **warnings** on tobacco **products**. They say it

/ˌkæmˈpeɪ.nə r**z** / /ˈwɔː.nɪŋ**z**/ /ˈprɒd.ʌkt**s**/

is important for people to be more aware of the **effects** smoking has on vital body **organs**.

/ɪˈfekt**s**/ /ˈɔː.gən**z**/

Amanda Sandford, from the anti-smoking group ASH, said she hoped the strong **images**

/ˈɪm.ɪdʒ**iz**/

would make more people quit. "Evidence from international **studies** is that the stronger

/stʌd.i**z**/

warnings are better," she said. She is also pleased the **adverts** will coincide with the raising

/ˈwɔː.nɪŋ**z**/ /ˈæd.vɜːt**s**/

of the minimum age for buying **cigarettes**, which **rises** from 16 to 18. However, **smokers'**

/ˌsɪg. ə rˈet**s**/ /raɪz**iz**/ /ˈsməʊ.kə r**z**/

rights groups are up in **arms** over the new attack on smoking. Neil Rafferty, from the group

/raɪt**s**/ /gruːp**s**/ /ɑːm**z**/

Forest, described the **government's** decision as the "victimization" of **smokers**. "The

/ˈgʌv. ə n.mənt**s**/ /ˈsməʊ.kə r**z**/

government are bullying **smokers** simply because they can get away with it," he said.

/ˈsməʊ.kə r**z**/

Text 2

Mafia violence spilled into the **streets** in Germany on Wednesday as six **Italians** were shot in

/striːt**s**/ /ɪˈtæl.jən**z**/

the head and killed after a family birthday party at a pizzeria. The **killings** happened after the

/ˈkɪl.ɪŋ**z**/

18th birthday **celebrations** of one of the **victims.** The motive for the bloodbath is not yet

/ˌsel.ɪˈbreɪ.ʃ ə n**z**/ /ˈvɪk.tɪm**z**/

known. It **seems** likely they are tit-for-tat **shootings,** part of a long-running feud between two

/siːm**z**/ /ˈʃuː.tɪŋ**z**/

of **Italy's** largest organized crime **gangs**. It is the first time a crime syndicate from the south

/ˈɪt.ə.li**z**/ /gæŋ**z**/

of Italy has killed abroad. Police believe the **assassins** are based in **Italy's** Calabria region.

/əˈsæs.ɪn**z**/ /ˈɪt.ə.li**z**/

They are thought to have **links** to criminal **groups** around the world and control a large part

/lɪŋk**s**/ /gruːp**s**/

of the European drug market. Many **experts** consider them even more dangerous than the

/ˈek.spɜːt**s**/

Sicilian Mafia.

Text 3

Russian **sailors** dived deep below the North Pole in a submarine on Thursday to plant its

/ˈseɪ.lə r**z**/

national flag on the seabed. In doing so, it has staked a claim to the oil and gas **riches** beneath

/ˈrɪtʃ.ɪ**z**/

the Arctic Ocean. It has also raised the **stakes** in the race among Arctic **powers** to extract the

/steɪk**s**/ /paʊə r**z**/

world's largest source of untapped energy **reserves**. Russia **wants** to extend its territorial

/wɜːld**z**/ /rɪzɜv**z**/ /wɒnt**s**/

waters right up to the North Pole itself, which is sure to set a scramble for territory. Moscow

/ˈwɔː.tə r**z** /

claims the Arctic seabed and Siberia are linked by the same continental shelf. This would

/kleɪm**z**/

give Russia more than a million square **kilometres** of prime Arctic real estate. Under

/kɪˈlɑː.mə.tə**z**/

international law, Canada, Norway, Russia, the United **States** and Denmark have a 320 km

/steɪt**s**/

economic zone around the north of their coastline, much of which **extends** into the Arctic

/ɪkˈstend**z**/

Circle.

Text 4

Dubai is currently undergoing a construction boom and the Burj Dubai is the centre piece of a

$20 billion residential and commercial project, which will boast the **world's** largest shopping

/wɜːld**z**/

mall. However, there have been many **criticisms** of the working **conditions** for **builders** in

/ˈkrɪt.ɪ.sɪ.z ə m**z**/ /kənˈdɪʃ.ən**z**/ /ˈbɪl.də r**z**/

Dubai. In 2006, a Human **Rights** Watch report on the treatment of migrant **workers,** entitled

/ˈhjuː.mən raɪt**s**/ /ˈwɜː.kə r**z** /

"Building **Towers**, Cheating **Workers**", documented labour a**buses**. It highlighted

/taʊə r**z** / /ˈwɜː.kə r**z** / /əˈbjuːz**iz**/

"extremely low **wages**…the withholding of **employees**' **passports,** and hazardous working

/weɪdʒ**iz**/ /ɪmˈplɔɪ.iː**z**/ /ˈpɑːs.pɔːt**s**/

conditions that result in apparently high **rates** of death and injury." The **salaries** of migrant

/kənˈdɪʃ.ən**z**/ /reɪt**s**/ /ˈsæl. ə r.i**z**/

construction **workers** in Dubai range from $106 to $250 per month, while the national

/ˈwɜː.kə r**z** /

average wage is over $2,000 per month. Trade **unions** remain illegal in the UAE.

/ˈjuː.ni.ən**z**/

Text 5

Unfortunately, the new complex will not be completed in time for **September's** eagerly

/sepˈtem.bə r**z** /

awaited exhibition, The First Emperor: **China's** Terracotta Army. The largest number of

/ˈtʃaɪ.nə**z**/

terracotta **warriors** from **China's** Forbidden City ever to leave China will come to London.

/ˈwɒr.i.ə r**z** / /ˈtʃaɪ.nə**z**/

The museum has already sold over 30,000 **tickets** and has had to borrow exhibition space

/ˈtɪk.ɪt**s**/

from its reading room. The British Museum had to turn down Tutankhamen and the Golden

Age of the **Pharaohs** at the same time as the Chinese exhibition because it did not have

/ˈfeə.rəʊ**z**/

enough space for both. If the new **buildings** were finished today, it could have considered

/ˈbɪl.dɪŋ**z**/

running the **exhibitions** from China and Egypt at the same time.

/ˌek.sɪˈbɪʃ. ə n**z**/

 # Class C

D1

Text 1

London's British Museum is going to become bigger. **Executives** have decided it is too

/ˈlʌn.dən**z**/ /ɪgˈzek.jʊ.tɪv**z**/

small to accommodate many of the world-class **exhibitions** they want to put on and have

/ˌek.sɪˈbɪʃ. ə n**z**/

announced **plans** to build a $200m extension. The new **galleries** will house bigger **shows** and

/plæn**z**/ /ˈgæl. ə r.i**z**/ /ʃəʊ**z**/

increase the **museum's** status as one of the best in the world. In recent **years**, the museum

/mjuːˈziː.əm**z**/ /jɪə r**z**/

has not been able to cope with the huge **crowds** wanting to see special **exhibitions**. In 2006,

/kraʊd**z**/ /ˌek.sɪˈbɪʃ. ə n**z**/

the demand for **tickets** was far greater than the number of **tickets** available for its **exhibitions**

/ˈtɪk.ɪt**s**/ /ˈtɪk.ɪt**s**/ /ˌek.sɪˈbɪʃ. ə n**z**/

on Persia and Michelangelo. Neil Mac Gregor, the **museum's** director, said: "For the

/mjuːˈziː.əm**z**/

Michelangelo we could have had three times as many **visitors** if we'd had space." The new

/ˈvɪz.ɪ.tə r**z** /

1,000 square metre space will allow more people to see these **kinds** of popular large-scale

/kaɪnd**z**/

displays.

/dɪˈspleɪ**z**/

Text 2

A new report on the influence of the Internet on US **teens reports** that one third of **teenagers**

/tiːnz/ /rɪˈpɔːtz/ /ˈtiːnˌeɪ.dʒə rz/

who surf the Net have been **victims** of cyber-bullying. The research, conducted by the Pew

/ˈvɪk.tɪmz/

Internet and American Life Project, **says**: "About one third of all **teenagers** who use the

/seɪz/ /ˈtiːnˌeɪ.dʒə rz/

internet say they have been **targets** of a range of annoying and potentially menacing online

/ˈtɑː.gɪts/

activities – such as receiving threatening **messages;** having their private **emails** or text

/ækˈtɪv.ɪ.tiz/ /ˈmes.ɪdʒiz/ /ˈiː.meɪlz/

messages forwarded without consent; having an embarrassing picture posted without

/ˈmes.ɪdʒiz/

permission; or having **rumors** about them spread online." However, the most common

/ˈruː.mə rz/

complaint from online **teens** was about private information being shared rather than direct

/tiːnz/

threats or physical violence.

/θrets/

Text 3

A nine-year-old **maths** genius from Hong Kong has been accepted to study mathematics at a

/ˌmæθ**s**/

local university. Child prodigy March Boedihardjo will attend the Hong Kong Baptist

University (HKBU) and become the youngest college student in the city. The university will

create a specially designed five-year course which will see him gain a **Bachelor's** and

/ˈbætʃ. ə l.ə r**z**/

Master's degree. **Authorities** thought long and hard about whether or not to admit March.

/ˈmɑː.stə r**z** / /ɔːˈθɒr.ɪ.ti**z**/

HKBU president Professor Franklin Luk announced at a press conference: "The decision was

made after a two-month discussion among various **departments** of the university and

/dɪˈpɑːt.mənt**s**/

March's parents." March also met the press and raised a victory sign when he entered the

/mɑːtʃ**iz**/ /ˈpeə.rənt**s**/

media room. He seemed very confident amid the non-stop flash light from **photographers**.

/fəˈtɒg.rə.fə r**z** /

Text 4

Plastic **cards** are the **UK's** favorite way to pay for **goods** and **services**, according to a new

/kɑːrd**z**/ /ðə juːˈkeɪ**z**/ /gʊd**z**/ /ˈsɜː.vɪs**iz**/

report by APACS, the body that **monitors payments** in Britain. Spending on plastic **cards**

/ˈmɒn.ɪ.tə r**z**/ /ˈpeɪ.mənt**s**/ /kɑːrd**z**/

overtook cash in 2004 and has continued growing ever since. British **consumers'** love of

/kənˈsjuː.mə r**z** /

plastic **means** that spending on credit and debit **cards** has trebled over the past decade. A

/miːn**z**/ /kɑːrd**z**/

little under a third of total consumer spending is now charged to **cards**. Plastic **transactions**

/kɑːrd**z**/ /trænˈzæk.ʃə n**z**/

increased to a record $600bn last year. APACS director of **communications** Sandra Quinn

/kəˌmjuː.nɪˈkeɪ.ʃə n**z**/

said: "The last 10 **years** have seen a rapid rise in the popularity of plastic, with debit **cards**

/jɪə r**z**/ /kɑːrd**z**/

showing particularly strong growth." She added: "**Consumers** enjoy the ease and

/kənˈsjuː.mə r**z** /

convenience plastic **cards** bring, and today most **retailers** and **supermarkets** take plastic, as

/kɑːrd**z**/ /ˈriː.teɪ.lə r**z**/ /ˈsuː.pəˌmɑː.kɪt**s**/

do an increasing number of professional service **providers."**

/prəˈvaɪ.də r**z**/

Text 5

Consumer safety **officials** in the USA have warned **Americans** against using a toothpaste

/əˈfɪʃ. ə l**z**/ /ˌɔːl.əˈmer.ɪ.k ə n**z**/

made in China because it may be poisonous. The Food and Drug Administration (FDA)

declared that Chinese toothpaste may contain a toxic chemical commonly used in antifreeze –

a substance that **protects** car **engines** from freezing in cold weather. The FDA said that while

/prəˈtekt**s**/ /ˈen.dʒɪn**z**/

there have so far been no **reports** of toothpaste poisoning in the US, contamination has been

/rɪˈpɔːt**s**/

reported in Mexico and Panama. It has also found **traces** of the chemical, diethylene glycol

/treɪs**iz**/

(DEG), in a shipment at the US border with Mexico and at retail **stores** in Florida and Puerto

/stɔː r**z**/

Rico. The agency said it did not want to alarm the public, but **feels** it **needs** to err on the side

/fiːl**z**/ /niːd**z**/

of caution and that it was better to be safe than sorry.

Appendix 4: Table of Some Inflectional –S Endings Gotten from Appendix 3 in Term of Plural Noun, Verb, and Possessive

1. Class A

Text 1.		
Plural noun	**Verb**	**Possessive**
Feefs	Says	
Nets	Steps	
Markets	Visits	
Traps	Sees	
News	Hopes	
Controls		

Text 2.		
Plural noun	**Verb**	**Possessive**
Scientists	Cures	
Diseases		
Bodies		
Researchers		
Means		
Illnesses		
Rodents		
Genes		
Humans		
cells		

Text 3.		
Plural noun	**Verb**	**Possessive**
Agency	Provides	UNICEF's
Drugs	Says	
Programmes	Looks	
Donors	Reports	
Governments		
Cases		

Text 4.		
Plural noun	**Verb**	**Possessive**
Retailers		
Arms		
Shoppers		
Reporters		
Bags		
Sales		
Terms		

Items		
Londoners		

Text 5.		
Plural noun	**Verb**	**Possessive**
Protestors	Knows	Burma's
Leaders		
Years		
Efforts		
Monks		
Witnesses		
Banners		
Slogans		

2. Class B

Text 1.		
Plural noun	**Verb**	**Possessive**
Campaigners	Rises	Smokers'
Warnings		Government's
Products		
Effects		
Organs		
Images		
Studies		
Adverts		
Cigarettes		
Rights		
Arms		
Groups		

Text 2.		
Plural noun	**Verb**	**Possessive**
Streets	Seems	Italy's
Italians		
Killings		
Celebrations		
Victims		
Shootings		
Gangs		
Links		
Groups		
Assassins		
Experts		

Text 3.		
Plural noun	**Verb**	**Possessive**
Sailors	Wants	World's
Riches	Claims	
Stakes	Extends	
Powers		
Reserves		
Waters		
States		
Kilometres		

Text 4.		
Plural noun	**Verb**	**Possessive**
Criticisms		World's
Human rights		Employees'
Workers		
Builders		
Abuses		
Wages		
Conditions		
Rates		
Salaries		
Unions		
Towers		

Text 5.		
Plural noun	**Verb**	**Possessive**
Warriors		September's
Tickets		China's
Pharaohs		
Buildings		
Exhibitions		

3. Class C

Text 1.		
Plural noun	**Verb**	**Possessive**
Executives	Shows	London's
Plans		Museum's
Galleries		
Years		
Crowds		
Exhibitions		
Visitors		
Kinds		

Displays		

Text 2.		
Plural noun	**Verb**	**Possessive**
Teens	Reports	
Victims	Says	
Teenagers		
Targets		
Activities		
Messages		
Emails		
Rumors		
Threats		

Text 3.		
Plural noun	**Verb**	**Possessive**
Maths		Bachelor’s
Authorities		Master’s
Departments		March's
Parents		
Photographers		

Text 4.		
Plural noun	**Verb**	**Possessive**
Cards	Monitors	UK’s
Goods	Means	Consumers’
Services		
Monitors		
Payments		
Transactions		
Years		
Retailers		
Supermarkets		
Providers		

Text 5.		
Plural noun	**Verb**	**Possessive**
Officials	Protects	
Americans	Feels	
Reports	Needs	
Traces		
Stores		

Appendix 5 : Table of Correct Pronounciation of Inflectional –S Endings Gotten from Appendix 3.

TBI.A

Text 1

/s/	/z/	/iz/
Reefs	Says	
Nets	Newz	
Markets	Controls	
Steps	Sees	
Traps		
Visits		
Hopes		

Text 2

/s/	/z/	/iz/
Scientists	Researchers	Diseases
Rodents	Cells	Ilnesses
	Means	
	Cures	
	Genes	
	Humans	

Text 3

/s/	/z/	/iz/
UNICEF's	Agencies	Cases
Looks	Provides	
Reports	Drugs	
Goverments	Programmes	
	Says	
	Donors	

Text 4

/s/	/z/	/iz/
	Retailers	
	Arms	
	Shoppres	
	Reporters	
	Bags	
	Sales	

	Terms	
	Items	
	Londoners	

Text 5

/s/	/z/	/iz/
Efforts	Protestors	Witnesses
Monks	Leaders	
	Years	
	Banners	
	Slogans	
	Knows	
	Burma’s	

TBI.B

Text 1

/s/	/z/	/iz/
Products	Campaigners	Images
Effects	Warnings	Studies
Adverts	Organs	
Cigarettes		
Rights		
Groups		
Government’s		

Text 2

/s/	/z/	/iz/
Streets	Italians	
Links	Killings	
Groups	Celebrations	
Experts	Victims	
	Shootings	
	Gangs	
	Assassins	
	Italy’s	
	Seems	

Text 3

/s/	/z/	/iz/
Stakes	Sailors	Riches
States	Powers	
Wants	Reserves	
	Waters	

	Kilometres	
	Claims	
	Extends	
	World’s	

Text 4

/s/	/z/	/iz/
Human rights	Criticisms	Abuses
Rates	Workers	Wages
	Builders	
	Conditions	
	Salaries	
	Unions	
	Towers	

Text 5

/s/	/z/	/iz/
Tickets	Warriors	
	Pharaohs	
	Buildings	
	Exhibitions	
	September’s	
	China's	

TBI.C

Text 1

/s/	/z/	/iz/
	Executives	
	Plans	
	London’s	
	Museum’s	
	Shows	
	Galleries	
	Years	
	Crowds	
	Exhibitions	
	Visitors	
	Kinds	
	Displays	

Text 2

/s/	/z/	/iz/
Reports	Teens	Messages
Targets	Victims	
Threats	Teenagers	
	Says	
	Activities	
	Emails	
	Rumors	

Text 3

/s/	/z/	/iz/
Maths	Authorities	Riches
Departments	Photographers	
Parents	Bachelor’s	
	Master’s	
	March's	

Text 4

/s/	/z/	/iz/
Payments	Cards	Services
Supermarkets	Goods	
	Monitors	
	Transactions	
	Years	
	Retailers	
	Providers	
	UK’s	
	Consumers’	

Text 5

/s/	/z/	/iz/
Reports	Officials	Traces
	Americans	
	Stores	
	Feels	
	Needs	

Appendix 6 :Audio Trancription of Recording Class A #1

R1.

Text 1

Professor Mumby**says** that in order to ensure a future for the **reefs**, parrotfish need to be

/seɪ**s**/ /riːf**s**/

protected. These colorful fish are frequently caught in fishing **nets** and end up being sold in

/net/

local**markets**. Mumby added: "The good **news** is that we can take practical **steps** to protect

/ˈmɑː.rkɪt/ /njuː**s**/ /step**s**/

parrotfish and help reef regeneration. We recommend a change in policy to establish **controls**

/kənˈtrəʊl/

over the use of fish **traps**, which parrotfish are particularly vulnerable to. We also call on

/træp**s**/

anyone who **visits** the Caribbean and **sees** parrotfish on a restaurant menu to voice their

/ˈvɪz.ɪt**s**/ /siː**s**/

concern to the management. "The **reefs** have been in decline since the 1980s. Global

/riːf/

warming has added to the problem by bleaching coral and wiping out other species that fed

on the seaweed. Professor Mumby**hopes** the parrotfish can become a symbol of ecosystem

/həʊp**s**/

success in the Caribbean.

Text 2

Three **scientists** have won the Nobel Prize for Medicine for their work in creating special

/ˈsaɪən.tɪst/

mice that will help fight human **diseases**. The medicine prize is the first Nobel awarded to be

/dɪˈziːz/

given this year. American **researchers** Mario Capecchi and Oliver Smithies and Briton

/rɪˈsɜː.tʃə r**s** /

Marthin Evans were awarded the honour for their discovery that many **scientists** say will

/ˈsaɪən.tɪsts/

changemedicine and the world forever. The trio discovered how to breed mice that had **cells**

/sel**s**/

in their **bodies** exactly like those found in human **diseases**. This **meansresearchers** in the

/ˈbɒd.i**s**/ /dɪˈziːz/ /miːn/ /rɪˈsɜrː.tʃə r**s** /

future will be able to understand many human **illnesses** and perhaps find **cures** for them.

/ˈɪl.nəs**is**/ /kjʊə r**s** /

The **rodents** have the nickname “knockout mice” because of their potential to target the

/ˈrəʊ.d ə nt/

specific**genes** that cause **diseases** in **humans**.

/giːn**es**/ /dɪˈsiːs/ /ˈhjuː.mən/

Text 3

UNICEF prepared the report together with the Roll Back Malaria Partnership. This

organization is a collaboration of aid **agencies** launched in 1988 to help fight malaria. Its

/ˈeɪ.g ə n *t* .si**s**/

vision is that by 2015, malaria "is no longer a major cause of mortality and no longer a

barrier to social and economic development". The report also **provides** a healthy pictureof

/prəˈvaɪd**is**/

the use of **drugs** in reducing the number of malaria **cases**. Since 2003, national health

/drʌg/ /kes**is**/

programmeshave invested heavily in buying anti-malaria **drugs** called ACTs. **UNICEF's**

/ˈprəʊ.græm**es**/ /drʌg//ˈuː.nɪ.sefs/

health chief Peter Salama is optimistic and **says** the future **looks** bright. He **reports:** "With

/saɪ**s**/ /lʊk**s**/ /rɪˈpɔːt**s**/

the strong backing of some of the international **donors** and the price of ACTs starting to be

/ˈdəʊ.nə r/

reduced, I think **governments** are becoming more confident now that this will be a

/ˈgʌv. ə n.mənt**s**/

sustainable strategy for anti-malaria treatment".

Text 4

Retailers are up in **arms** at the idea and have promised to fight the government to stop the

/ˈriː.teɪ.lə r**s** / /ɑːrm/

ban from going ahead. The British Retail Consortium said there was in need for the ban as it

would simply cause inconvenience to **shoppers**. A spokesman told **reporters**: " We think

/ˈʃɒp.ə r/ /rɪˈpɔː.tə r**s** /

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/bæg/

ban would affect **sales,** saying: "If somebody is going to go into a supermarket or

/sels/

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/tɜːm/

them, how they will be able to buy more than a few **items**". A recent survey found 92 percent

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of**Londoners** supported a total ban on plastic **bags** or a tax on them.

/ˈlʌn.dən.ə r**s**/ /bæg/

Text 5

The **protestors** visited the house of Aung San SuuKyi on Saturday. She has been held under

/prəˈtes.tə r/

house arrest since May 2003. The military **leaders** refuse to accept her election success and

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have done their best for many **years** to keep her quiet. She won The Noble Peace Prize for

/jɪə r**s**/

her**efforts** in trying to bring democracy to Burma. She repeatedly smiled at the **monks** and

/ˈef.ət/ /moŋk/

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when they departed. The **monks** left carrying **banners** that read "Untruth will be overcome

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by truth," and "Injustice will be overcome by justice". Other **protestors** shouted **slogans** such

/prəˈtes.tə r/ /ˈslo.gən/

as "Free Aung San SuuKyi". No one **knows** which way the situation will swing, but many

/nəʊ**s**/

hope this will be **Burma's** final, and successful, push for freedom.

/ˈbɜː.mə**s**/

R.2

Text 1

Professor Mumby**says** that in order to ensure a future for the **reefs**, parrotfish need to be

/seɪ**s**/ /riːf**s**/

protected. These colorful fish are frequently caught in fishing **nets** and end up being sold in

/net**s**/

local**markets**. Mumby added: “The good **news** is that we can take practical **steps** to protect

/ˈmɑː.rkɪt**s**/ /njuː**s**/ /step**s**/

parrotfish and help reef regeneration. We recommend a change in policy to establish **controls**

/kənˈtrəʊl/

over the use of fish **traps**, which parrotfish are particularly vulnerable to. We also call on

/træp**s**/

anyone who **visits** the Caribbean and **sees** parrotfish on a restaurant menu to voice their

/ˈvɪz.ɪt/ /siː**s**/

concern to the management. “The **reefs** have been in decline since the 1980s. Global

/riːf/

warming has added to the problem by bleaching coral and wiping out other species that fed

on the seaweed. Professor Mumby**hopes** the parrotfish can become a symbol of ecosystem

/həʊp**s**/

success in the Caribbean.

Text 2

Three **scientists** have won the Nobel Prize for Medicine for their work in creating special

/ˈsaɪən.tɪst/

mice that will help fight human **diseases**. The medicine prize is the first Nobel awarded to be

/dɪˈsiːs/

given this year. American **researchers** Mario Capecchi and Oliver Smithies and Briton

/rɪˈsɜː.tʃə r/

Marthin Evans were awarded the honour for their discovery that many **scientists** say will

/ˈsaɪən.tɪst/

changemedicine and the world forever. The trio discovered how to breed mice that had **cells**

/sel**s**/

in their **bodies** exactly like those found in human **diseases**. This **meansresearchers** in the

/ˈbɒd.i**s**/ /dɪˈsiːs/ /miːn**s**/ /rɪˈsɜː.tʃə r /

future will be able to understand many human **illnesses** and perhaps find **cures** for them.

/ˈɪl.nəs/ /kjʊə r**s** /

The **rodents** have the nickname “knockout mice” because of their potential to target the

/ˈrəʊ.d ə nt/

specific**genes** that cause **diseases** in **humans**.

/geːn**s**/ /dɪˈsiːzis//ˈhjuː.mən**s**/

Text 3

UNICEF prepared the report together with the Roll Back Malaria Partnership. This

organization is a collaboration of aid **agencies** launched in 1988 to help fight malaria. Its

/ˈeɪ.dʒ ə n *t* .si**s**/

vision is that by 2015, malaria "is no longer a major cause of mortality and no longer a

barrier to social and economic development". The report also **provides** a healthy pictureof

/prəˈvaɪd/

the use of **drugs** in reducing the number of malaria **cases**. Since 2003, national health

/drʌg**s**/ /kes/

programmeshave invested heavily in buying anti-malaria **drugs** called ACTs. **UNICEF's**

/ˈprəʊ.græm**s**/ /drʌg**s**/ /ˈjuː.nɪ.sef/

health chief Peter Salama is optimistic and **says** the future **looks** bright. He **reports:** "With

/seɪ**s**/ /lʊk**s**/ /rɪˈpɔːt**s**/

the strong backing of some of the international **donors** and the price of ACTs starting to be

/ˈdəʊ.no r**s**/

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ban would affect **sales,** saying: "If somebody is going to go into a supermarket or

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Audio Trancription of recording Class B # R1

Text 1

Anti-smoking **campaigners** welcomed the new **warnings** on tobacco **products**. They say it

/ˌkæmˈpeɪ.nə r / /ˈwɔː.nɪŋ/ /ˈprɒd.ʌkt/

is important for people to be more aware of the **effects** smoking has on vital body **organs**.

/ɪˈfekt**s**/ /ˈɔː.gən/

Amanda Sandford, from the anti-smoking group ASH, said she hoped the strong **images**

/ˈɪm.ɪdʒ/

would make more people quit. "Evidence from international **studies** is that the stronger

/stʌd.i/

warnings are better," she said. She is also pleased the **adverts** will coincide with the raising

/ˈwɔː.nɪŋ/ /ˈæd.vɜːt/

of the minimum age for buying **cigarettes**, which **rises** from 16 to 18. However, **smokers'**

/ˌsɪg. ə rˈet/ /raɪz/ /ˈsməʊ.kə r/

rights groups are up in **arms** over the new attack on smoking. Neil Rafferty, from the group

/raɪt/ /gruːp/ /ɑːm/

Forest, described the **government's** decision as the "victimization" of **smokers**. "The

/ˈgʌv. ə n.mənt/ /ˈsməʊ.kə r/

government are bullying **smokers** simply because they can get away with it," he said.

/ˈsməʊ.kə r/

Text 2

Mafia violence spilled into the **streets** in Germany on Wednesday as six **Italians** were shot in

/striːt/ /ɪˈtæl.jən/

the head and killed after a family birthday party at a pizzeria. The **killings** happened after the

/ˈkɪl.ɪŋ/

18th birthday **celebrations** of one of the **victims.** The motive for the bloodbath is not yet

/ˌsel.ɪˈbreɪ.ʃ ə n/ /ˈvɪk.tɪm/

known. It **seems** likely they are tit-for-tat **shootings,** part of a long-running feud between two

/siːm/ /ˈʃuː.tɪŋ/

of**Italy's** largest organized crime **gangs**. It is the first time a crime syndicate from the south

/ˈɪt.ə.li**s**/ /gæŋ**s** /

of Italy has killed abroad. Police believe the **assassins** are based in **Italy's** Calabria region.

/əˈsæs.ɪn/ /ˈɪt.ə.li/

They are thought to have **links** to criminal **groups** around the world and control a large part

/lɪŋk**s**/ /gruːp/

of the European drug market. Many **experts** consider them even more dangerous than the

/ˈek.spɜːt/

Sicilian Mafia.

Text 3

Russian **sailors** dived deep below the North Pole in a submarine on Thursday to plant its

/ˈseɪ.lə r/

national flag on the seabed. In doing so, it has staked a claim to the oil and gas **riches** beneath

/ˈrɪtʃ.es/

the Arctic Ocean. It has also raised the **stakes** in the race among Arctic **powers** to extract the

/steɪk/ /paʊə r/

world's largest source of untapped energy **reserves**. Russia **wants** to extend its territorial

/wɜːld/ /rɪzɜv/ /wɒnt/

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international law, Canada, Norway, Russia, the United **States** and Denmark have a 320 km

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economic zone around the north of their coastline, much of which **extends** into the Arctic

/ɪkˈstend/

Circle.

Text 4

Dubai is currently undergoing a construction boom and the Burj Dubai is the centrepiece of a

$20 billion residential and commercial project, which will boast the **world's** largest shopping

/wɜːld/

mall. However, there have been many **criticisms** of the working **conditions** for **builders** in

/ˈkrɪt.ɪ.sɪ.z ə m/ /kənˈdɪʃ.ən/ /ˈbɪl.də r/

Dubai. In 2006, a Human **Rights** Watch report on the treatment of migrant **workers,** entitled

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"Building **Towers**, Cheating **Workers**", documented labour a**buses**. It highlighted

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conditions that result in apparently high **rates** of death and injury." The **salaries** of migrant/kənˈdɪʃ.ən/ /reɪt**s**/ /ˈsæl. ə r.i**s**/

construction**workers** in Dubai range from $106 to $250 per month, while the national

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average wage is over $2,000 per month. Trade **unions** remain illegal in the UAE.

/ˈjuː.ni.ən/

Text 5

Unfortunately, the new complex will not be completed in time for **September's** eagerly

/sepˈtem.bə r/

awaited exhibition, The First Emperor: **China's** Terracotta Army. The largest number of

/ˈʧaɪ.na**s**/

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/ˈwɒr.i.ə r/ /ˈʧaɪ.na**s**/

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/ˌek.sɪˈbɪʃ. ə n/

R2

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/ˌek.sɪˈbɪʃ. ə n/

Audio Trancription of Recording Class C #R1

Text 1

London's British Museum is going to become bigger. **Executives** have decided it is too
/ˈlʌn.dən/ /ɪgˈzek.jʊ.tɪv/

small to accommodate many of the world-class **exhibitions** they want to put on and have
/ˌek.sɪˈbɪʃ. ə n/

announced**plans** to build a $200m extension. The new **galleries** will house bigger **shows** and
/plæn**s**/ /ˈgæl. ə r.i**s**/ /ʃəʊ**s**/

increase the **museum's** status as one of the best in the world. In recent **years**, the museum
/mjuːˈziː.əm/ /jɪə r**s**/

has not been able to cope with the huge **crowds** wanting to see special **exhibitions**. In 2006,
/kraʊd/ /ˌek.sɪˈbɪʃ. ə n/

the demand for **tickets** was far greater than the number of **tickets** available for its **exhibitions**
/ˈtɪk.ɪt**s**/ /ˈtɪk.ɪt**s**/ /ˌek.sɪˈbɪʃ. ə n/

on Persia and Michelangelo. Neil MacGregor, the **museum's** director, said: "For the
/mjuːˈziː.əm**s**/

Michelangelo we could have had three times as many **visitors** if we'd had space." The new
/ˈvɪz.ɪ.tə r/

1,000 square metrespace will allow more people to see these **kinds** of popular large-scale
/kaɪnd/

displays.

/dɪˈspleɪ/

Text 2

A new report on the influence of the Internet on US **teensreports** that one third of **teenagers**

/tiːnz/ /rɪˈpɔːt/ /ˈtiːnˌeɪ.dʒə rz/

who surf the Net have been **victims** of cyber-bullying. The research, conducted by the Pew

/ˈvɪk.tɪmz/

Internet and American Life Project, **says**: "About one third of all **teenagers** who use the

/seɪ/ /ˈtiːnˌeɪ.dʒə rz/

internet say they have been **targets** of a range of annoying and potentially menacing online

/ˈtɑː.gɪtz/

activities– such as receiving threatening **messages;** having their private **emails** or text

/ækˈtɪv.ɪ.tiz/ /ˈmes.ɪdʒ/ /ˈiː.meɪlz/

messages forwarded without consent; having an embarrassing picture posted without

/ˈmes.ɪdʒ/

permission; or having **rumors** about them spread online." However, the most common

/ˈruː.mə rz/

complaint from online **teens** was about private information being shared rather than direct

/tiːnz/

threatsor physical violence.

/θretz/

Text 3

A nine-year-old **maths** genius from Hong Kong has been accepted to study mathematics at a

/ˌmæθ**s**/

local university. Child prodigy March Boedihardjo will attend the Hong Kong Baptist

University (HKBU) and become the youngest college student in the city. The university will

create a specially designed five-year course which will see him gain a **Bachelor's** and

/ˈbætʃ. ə l.ə r/

Master's degree.**Authorities** thought long and hard about whether or not to admit March.

/ˈmɑː.stə r / /ɔːˈθɒr.ɪ.ti**s**/

HKBU president Professor Franklin Luk announced at a press conference: "The decision was

made after a two-month discussion among various **departments** of the university and

/dɪˈpɑːt.mənt/

March's parents." March also met the press and raised a victory sign when he entered the

/mɑːtʃ/ /ˈpeə.rənt**s**/

media room. He seemed very confident amid the non-stop flash light from **photographers**.

/fəˈtɒg.rə.fə r /

Text 4

Plastic **cards** are the **UK's** favorite way to pay for **goods** and **services**, according to a new

/kɑːrd**s**/ /ðə juːˈkeɪ**s**/ /gʊd**s**/ /ˈsɜː.vɪs**is**/

report by APACS, the body that **monitorspayments** in Britain. Spending on plastic **cards**

/ˈmɒn.ɪ.tə r**s**/ /ˈpeɪ.mənt/ /kɑːrd/

overtook cash in 2004 and has continued growing ever since. British **consumers'** love of

/kənˈsjuː.mə r**s** /

plastic**means** that spending on credit and debit **cards** has trebled over the past decade. A

/miːn**s**/ /kɑːrd**s**/

little under a third of total consumer spending is now charged to **cards**. Plastic **transactions**

/kɑːrd**s**/ /trænˈzæk.ʃ ə n/

increased to a record $600bn last year. APACS director of **communications** Sandra Quinn

/kəˌmjuː.nɪˈkeɪ.ʃ ə n/

said: "The last 10 **years** have seen a rapid rise in the popularity of plastic, with debit **cards**

/jɪə r**s**/ /kɑːrd**s**/

showing particularly strong growth." She added: "**Consumers** enjoy the ease and

/kənˈsjuː.mə r**s**/

convenience plastic **cards** bring, and today most **retailers** and **supermarkets** take plastic, as

/kɑːrd/ /ˈriː.teɪ.lə r/ /ˈsuː.pəˌmɑː.kɪt**s**/

do an increasing number of professional service **providers."**

/prəˈvaɪ.də r/

Text 5

Consumer safety **officials** in the USA have warned **Americans** against using a toothpaste

/əˈfɪʃ. ə l/ /ˌɔːl.əˈmer.ɪ.k ə n/

made in China because it may be poisonous. The Food and Drug Administration (FDA)

declared that Chinese toothpaste may contain a toxic chemical commonly used in antifreeze –

a substance that **protects** car **engines** from freezing in cold weather. The FDA said that while

/prəˈtekt**s**/ /ˈen.dʒɪn/

there have so far been no **reports** of toothpaste poisoning in the US, contamination has been

/rɪˈpɔːt**s**/

reported in Mexico and Panama. It has also found **traces** of the chemical, diethylene glycol

/treɪs**is**/

(DEG), in a shipment at the US border with Mexico and at retail **stores** in Florida and Puerto

/stɔː r/

Rico. The agency said it did not want to alarm the public, but **feels** it **needs** to err on the side

/fiːl**s**/ /niːd**s**/

of caution and that it was better to be safe than sorry.

#R2

Text 1

London's British Museum is going to become bigger. **Executives** have decided it is too

/ˈlʌn.dən/ /ɪgˈzek.jʊ.tɪv/

small to accommodate many of the world-class **exhibitions** they want to put on and have

/ˌek.sɪˈbɪʃ. ə n/

announced**plans** to build a $200m extension. The new **galleries** will house bigger **shows** and

/plæn**s**/ /ˈgæl. ə r.i**s**/ /ʃəʊ/

increase the **museum's** status as one of the best in the world. In recent **years**, the museum

/mjuːˈziː.əm**s**/ /jɪə r**s**/

has not been able to cope with the huge **crowds** wanting to see special **exhibitions**. In 2006,

/kraʊd**s**/ /ˌek.sɪˈbɪʃ. ə n/

the demand for **tickets** was far greater than the number of **tickets** available for its **exhibitions**

/ˈtɪk.ɪt/ /ˈtɪk.ɪt/ /ˌek.sɪˈbɪʃ. ə n/

on Persia and Michelangelo. Neil MacGregor, the **museum's** director, said: "For the

/mjuːˈziː.əm/

Michelangelo we could have had three times as many **visitors** if we'd had space." The new

/ˈvɪz.ɪ.tə r/

1,000 square metrespace will allow more people to see these **kinds** of popular large-scale

/kaɪnd**s**/

displays.

/dɪˈspleɪ/

Text 2

A new report on the influence of the Internet on US **teensreports** that one third of **teenagers**

/tiːn/ /rɪˈpɔːt/ /ˈtiːnˌeɪ.dʒə r/

who surf the Net have been **victims** of cyber-bullying. The research, conducted by the Pew

/ˈvɪk.tɪm/

Internet and American Life Project, **says**: "About one third of all **teenagers** who use the

/seɪ**s**/ /ˈtiːnˌeɪ.dʒə r/

internet say they have been **targets** of a range of annoying and potentially menacing online

/ˈtɑː.gɪt/

activities– such as receiving threatening **messages;** having their private **emails** or text

/ækˈtɪv.ɪ.ti**s**/ /ˈmes.ɪdʒ/ /ˈiː.meɪl/

messages forwarded without consent; having an embarrassing picture posted without

/ˈmes.ɪdʒ**s**/

permission; or having **rumors** about them spread online." However, the most common

/ˈruː.mə r/

complaint from online **teens** was about private information being shared rather than direct

/tiːn**s**/

threatsor physical violence.

/θret/

Text 3

A nine-year-old **maths** genius from Hong Kong has been accepted to study mathematics at a

/ˌmæθ**s**/

local university. Child prodigy March Boedihardjo will attend the Hong Kong Baptist

University (HKBU) and become the youngest college student in the city. The university will

create a specially designed five-year course which will see him gain a **Bachelor's** and

/ˈbætʃ. ə l.ə r**s**/

Master's degree.**Authorities** thought long and hard about whether or not to admit March.

/ˈmɑː.stə r / /ɔːˈθɒr.ɪ.ti**s**/

HKBU president Professor Franklin Luk announced at a press conference: "The decision was

made after a two-month discussion among various **departments** of the university and

/dɪˈpɑːt.mənt/

March's parents." March also met the press and raised a victory sign when he entered the

/mɑːtʃ/ /ˈpeə.rənt**s**/

media room. He seemed very confident amid the non-stop flash light from **photographers**.

/fəˈtɒg.rə.fə r /

Text 4

Plastic **cards** are the **UK's** favorite way to pay for **goods** and **services**, according to a new

/kɑːrd//ðə juːˈkeɪ/ /gʊd**s**/ /ˈsɜː.vɪs/

report by APACS, the body that **monitorspayments** in Britain. Spending on plastic **cards**

/ˈmɒn.ɪ.tə r/ /ˈpeɪ.mənt/ /kɑːrd/

overtook cash in 2004 and has continued growing ever since. British **consumers'** love of

/kənˈsjuː.mə r /

plastic**means** that spending on credit and debit **cards** has trebled over the past decade. A

/miːn**s**/ /kɑːrd/

little under a third of total consumer spending is now charged to **cards**. Plastic **transactions**

/kɑːrd/ /trænˈzæk.ʃə n/

increased to a record $600bn last year. APACS director of **communications** Sandra Quinn

/kəˌmjuː.nɪˈkeɪ.ʃə n/

said: "The last 10 **years** have seen a rapid rise in the popularity of plastic, with debit **cards**

/jɪə r**s**/ /kɑːrd/

showing particularly strong growth." She added: "**Consumers** enjoy the ease and

/kənˈsjuː.mə r/

convenience plastic **cards** bring, and today most **retailers** and **supermarkets** take plastic, as

/kɑːrd/ /ˈriː.teɪ.lə r**s**/ /ˈsuː.pəˌmɑː.kɪt**s**/

do an increasing number of professional service **providers."**

/prəˈvaɪ.də r/

Text 5

Consumer safety **officials** in the USA have warned **Americans** against using a toothpaste

/əˈfɪʃ. ə l/ /ˌɔːl.əˈmer.ɪ.k ə n/

made in China because it may be poisonous. The Food and Drug Administration (FDA)

declared that Chinese toothpaste may contain a toxic chemical commonly used in antifreeze –

a substance that **protects** car **engines** from freezing in cold weather. The FDA said that while

/prəˈtekt**s**/ /ˈen.dʒɪn**s**/

there have so far been no **reports** of toothpaste poisoning in the US, contamination has been

/rɪˈpɔːt/

reported in Mexico and Panama. It has also found **traces** of the chemical, diethylene glycol

/treɪs/

(DEG), in a shipment at the US border with Mexico and at retail **stores** in Florida and Puerto

/stɔː r/

Rico. The agency said it did not want to alarm the public, but **feels** it **needs** to err on the side

/fiːl/ /niːd**s**/

of caution and that it was better to be safe than sorry.

Appendix 7 : Students Pronunciation of English Inflectional –s Endings Class A

No	Inflectional -s ending	Tex/ Line	Identification Kind of students pronunciation	Number of Document	Explanation
1	**Says** /seɪ**z**/ Third person Verb	1/1	End with sound /s/ Professor Mumby **says** /seɪ**s**/ that in order to ensure	R1/R2/R3/R4/R7/ R8/R9/R10/R12/ R13/R14/R16/R17/R18/R21/R23.	The students pronounce the word with inaccurate pronunciation. The word "**says"** must be pronounced as "/seɪ**z**/" because there are vowel before –s ending. According to Murcia (1969:248) if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/. Therefore the students pronounce the word in inaccurate way
			Do not pronounce –s ending Professor Mumby **says** that in order /seɪ__/ to ensure	R11/R15/R19/R20	The students did not pronounce the –s ending in the word "**says".** The students ignore the rule of pronunciation –s ending. This word must be pronounced as "/seɪ**z**/" because there are vowel before –s ending. According to Murcia (1969:248) if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/.
			End with sound /z/ Professor Mumby **says** that in order /seɪ **z**/ to ensure	R22	The students pronounce correct inflectional –s ending. She pronounce the word "**says"** as /seɪ **z**/. This is the correct pronunciation because Murcia (1969:248) states that if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/.
2	**Reefs** /riːf**s**/ Plural Noun End with	1/1	End with sound /s/	R1/R2/R3/R4/R9/ R11/R12/R14/R16/R18/R19/R21/R22/R23	The students applied the rule of pronunciation. the pronounce "**reefs"** with /riːf**s**/. That is the correct

	sound /s/		..in order to ensure a future for the **reefs**, /ri:f**s**/		pronunciation, because Dale (2009:249) states that when the noun or verb end with voiceless no sibilant consonant, the –s ending must be pronounce as /s/.
			Do not pronounce –s ending ..in order to ensure a future for the **reefs**, /ri:f__/	R5/R6/R7/R8/R10/R13/R15/R17/R20	Students did not apply the rule of pronunciation of –s ending. They do not pronounce –s ending in the word. According to Dale (2009:249) when the noun or verb end with voiceless no sibilant consonant, the –s ending must be pronounce as /s/. The word "**reefs"** must be pronounce as /ri:f**s**/.
3	**Nets** /net**s**/ Plural Noun End with sound /s/	1/2	End with sound /s/ These colorful fish are frequently caught in fishing **nets** /net**s**/	R1/R2/R3/R4/R9/R11/R12/R14/R16/R18/R19/R21/R22/R23	Students give the accurate pronunciation on the word "**nets".** Students pronounce it as "/net**s**/" with sound /s/ at the end. According to Dale (2009:249) when the noun or verb end with voiceless no sibilant consonant such as /t/,/f/,/p/ etc, the –s ending must be pronounce as /s/.
			End without –s ending These colorful fish are frequently caught in fishing **nets** /net**s**/	R5/R6/R7/R8/R10/R13/R15/R17/R20	Students give the inaccurate pronunciation on the word "**nets".** Students pronounce it as "/net__/" without sound /s/ at the end. According to Dale (2009:249) when the noun or verb end with voiceless no sibilant consonant such as /t/,/f/,/p/ etc, the –s ending must be pronounce as /s/. Therefore those student ignore the rule of pronunciation –s ending.
4	**Markets**. /ˈmɑ:.rkɪt**s**/ Plural Noun End with sound /s/	1/3	End with /s/ .... and end up being sold in local **markets**. /ˈmɑ:.rkɪt**s**/	R1/R2/R3/R9/R11/R12/R13/R14/R17/R19/R21/R23	The students pronounce the word "**markets"** with accurate pronunciation. the students pronounce with /ˈmɑ:.rkɪt**s**/. This is correct pronunciation. According to

					Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounced with /s/.
			End without /s/ .... and end up being sold in local **markets**. /ˈmɑː.rkɪt_/	R4/R5/R6/R7/R10/R15/R16/R18/R20/R22	The students did not pronounce –s ending at the word "**markets**". They ignore the rule of pronunciation –s ending. According to Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounce with /s/. However the students pronounce as /ˈmɑː.rkɪt_/ without sound –ending.
5	**News** /njuːz/ Plural noun End with sound /z/	1/3	End with sound /s/ "The good **news** /njuːs/ is that....	R1/R3/R4/R5/R6/R7/R8/R9/R10/R11/R12/R13/R14/R16/R17/R18/R19/R20/R21/R22/R23.	The students pronounce the word inaccurately. The word "**News**" must be pronounced as /njuːz/ with sound /z/ at the end. Accordig to Murcia (1996:284) if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/. therefore the students pronounce with incorrect pronunciation.
			End without pronounce –s ending "The good **news** /njuː_/ is that....	R2/R5	The students pronounce the word "**News**" without pay attention to –s ending. They ignore to pronounce it and just pronounce /njuː__/. It is the wrong pronunciation beacuse Murcia (1996:284) if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/.
6	**Steps** /steps/ Plural noun End with sound /s/	1/3	End with sound /s/ we can take practical **steps** /steps/	R1/R2/R3/R9/R11/R14/R18/R19/R21/R22/R23.	The students pronounce the word accurately. The word "**steps**" /steps/ is pronounced with sound /s/ at the end. Dale (2009:249) states that if noun end in a voicless non

			to protect		sibilant sound, -s ending pronounce as /s/. Therefore the students pronounce correct pronounciation.
			End without pronounce –s ending we can take practical **steps** /step__/ to protect	R4/R5/R6/R7/R8/ R10/R12/R13/R1 5/R16/R17/R20	The students did not pronounce –s ending in the word "**steps".** They pronounce as / step_/ without –s ending at the end. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/. Therefore the students pronounce inaccurate pronounciation.
7	**Controls** /kənˈtrəʊl**z**/ Plural noun End with sound /z/	1/4	End with sound /s/ change in policy to establish **controls** /kənˈtrəʊl_/ over the use of	R3/R13/R14/R18/ R19/R21/R23.	The students did not pronounce the word accurately. The word **controls** /kənˈtrəʊl**z**/ must be pronounced with sound /z/ for its –s ending. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			End without pronounce the –s ending change in policy to establish **controls** /kənˈtrəʊl_/ over the use of	R1/R2/R4/R5/R6/ R7/R8/R9/R10/R 11/R12/R15/R16/ R17/R20/R22.	The students pronounce the word **controls** without –s ending. They just pronounce as /kənˈtrəʊl__/. That is incorrct pronunciation. it must be pronounced with sound /z/ for its –s ending. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
8	**Traps** /træp**s**/ Plural noun End with sound /s/	1/5	End with sound /s/ ... over the use of fish **traps** /træp**s**/	R1/R2/R3/R4/R8/ R9/R11/R12/R14/ R18/R19/R21/R2 3	Students applied accurate pronunciation of –s ending in the word **Traps.** That word must be pronounced as /træp**s**/ with /s/ at the end of the sound. According to Dale (2009:249) if noun and verb end with voiceless nonsibilant consonant, it

					must be pronounce with /s/
			End without pronounce –s ending ... over the use of fish **traps** /træp__/	R5/R6/R7/R10/R13/R15/R16/R17/R20/R22	The students did not apply the rule of –s ending. The word **Traps** /træp**s**/ must be pronounced with sound /s/ at the end but the students do not pronounce it. According to Dale (2009:249) if noun and verb end with voiceless nonsibilant consonant, it must be pronounce with /s/
9	**Visits** /ˈvɪz.ɪt**s**/ Third person singulat verb End with sound /s/	1/6	End with soud /s/ We also call on anyone who **visits** the /ˈvɪz.ɪt**s**/ Caribbean	R1/R3/R12/R13/R14/R17/R19	Students pronounced accurate –s ending in the word **Visits.** That word must be pronounced as /ˈvɪz.ɪt**s**/ with /s/ at the end of the sound. According to Dale (2009:249) if noun and verb end with voiceless nonsibilant consonant, it must be pronounce with /s/
			Did not pronounce –s ending We also call on anyone who **visits** the /ˈvɪz.ɪt__/ Caribbean	R2/R4/R5/R6/R7/R8/R9/R10/R11/R15/R16/R18/R20/R21/R22/R23	The students did not pronounce –s ending. The word **Visits** /ˈvɪz.ɪt**s**/ must be pronounced with sound /s/ at the end but the students do not pronounce it. According to Dale (2009:249) if noun and verb end with voiceless nonsibilant consonant, it must be pronounce with /s/
10	**Sees** /siː**z**/ Third person singular verb End with sound /z/	1/6	End with sound /z/ **.. sees** parrotfish /siː**z**/ on a restaurant menu	R12	The students applied the accurate pronunciation of –s endning. The word **Sees** /siː**z**/ must be pronounced with sound /z/ at the last sound because Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			End with sound /s/ **.. sees** parrotfish	R1/R2/R3/R4/R5/R6/R7/R8/R9/R10/R11/R13/R14/R15/R17/R18/R20/	The students did not pronounce the word accurtely. The word **Sees** /siː**z**/ must be pronounced

			/si:**s**/ on a restaurant menu	R21/R22/R23	with sound /z/ at the last sound because Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounce –s ending **.. sees** parrotfish /si:__/ on a restaurant menu	R16/R19	The students did not pronounce –s ending. The word **Sees** /si:**z**/ must be pronounced with sound /z/ at the end but the students do not pronounce it. According to Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
11	**Reefs** /ri:f**s**/ Plural noun End with sound /s/	1/7	End with sound /s/ "The **reefs** have /ri:f**s**/ been in decline	R3/R4/R9/R12/R19/R20/R23.	The students applied the accurate pronunciation of –s ending. The word **Reefs** /ri:f**s**/ must be pronounce with sound /s/ at the end. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/.
			End without pronounce the –s ending "The **reefs** have /ri:f**s**/ been in decline	R1/R2/R5/R6/R7/R8/R9/R10/R11/R13/R14/R15/R17/R18/R20/R21/R22/R23	The students did not pronounce –s ending. The word **Reefs** /ri:f**s**/ must be pronounced with sound /s/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/.
12	**Hopes /**həʊp**s**/ Third person singular verb end with sound /s/	1/9	End with sound /s/ Professor Mumby **hopes** /həʊp**s**/ the parrotfish	R1/R2/R3/R4/R8/R9/R12/R13/R14/R16/R17/R18/R19/R20/R2/R22/R23	The students applied the correct pronunciation of –s ending. The word **hopes** /həʊp**s**/ must be pronounced with sound /s/ at the end. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/.
			Do not pronounce the –s ending	R5/R6/R7/R10/R11/R15	The students did not pronounce –s ending. The

			Professor Mumby **hopes** /həʊp_/ the parrotfish		word **hopes** /həʊp**s**/ must be pronounced with sound /s/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/.
13	**Scientists** /ˈsaɪən.tɪst**s**/ Plural noun End with sound /s/	2/1	Did not pronounce the –s ending Three **scientists** /ˈsaɪən.tɪst_/ have won the Nobel Prize	R1/R2/R3/R4/R5/ R6/R7/R8/R9/R10/R11/R12/R13/R14/R15/R16/R17/ R18/R19/R20/R21/R22/R23/R24	The students did not apply the rule of –s ending. The word **Scientists** /ˈsaɪən.tɪst**s**/ must be pronounce with sound /s/ at the end but the students did not pronounce it. Dale (2009:249) states that if noun end in a voicless non sibilant sound, -s ending pronounce as /s/.
14	**Diseases** /dɪˈziːz**iz**/ Plural noun End with sound /z/	2/2	Pronouce as /is/ ..... in creating special mice that will help fight human **diseases.** /dɪˈziːs**is**/	R12/R18/R23	The students did not pronounce the word accurately. The word **diseases** must be pronounced as /dɪˈziːz**iz**/ with /z/ at the end. It is same with Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/.

			Do not pronounce the –s ending ..... in creating special mice that will help fight human **diseases.** /dɪˈziːs_/	R1/R2/R3/R4/R5/ R6/R7/R8/R9/R1 0/R11/R13/R14/R 15/R16/R17/R19/ R20/R21/R22/R2 4	The students did not pronounce –s ending. The word **diseases** /dɪˈziːs_/ must be pronounced with sound /z/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/.
15	**Researcher** /rɪˈsɜː.tʃərz/ Plural noun End with sound /z/	2/3	Pronounce the –s ending with sound /s/ American **researchers** /rɪˈsɜː.tʃərs/ Mario Capecchi...	R1/R3/R4/R5/R8/ R9/R10/R12/R14/ R16/R17/R18/R1 9/R20/R21/R22/R 23/R23	The students did not pronounce the word accurately. The word **researcher** must be pronounced as /rɪˈsɜː.tʃərz/ with sound /z/ at the end of the word. Dale (2009:249), states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. However the students did not do that.
			Did not pronounce –s ending American **researchers** /rɪˈsɜː.tʃər_/ Mario Capecchi...	R2/R6/R7/R11/R 13/R15	The students did not pronounce –s ending. The word **Researcher** must be pronounced as /rɪˈsɜː.tʃərz/ with sound /z/ at the end of the word. Dale (2009:249), states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. However the students did not do that.
16	**Scientists** /ˈsaɪən.tɪsts/ Plural noun End with sound /s/	2/4	End without pronounce the –s ending that many **scientists** say /ˈsaɪən.tɪs_/ will change medicine	R1/R2/R3/R4/R5/ R6/R7/R8/R9/R1 0/R11/R12/R13/R 14/R15/R16/R17/ R18/R19/R20/R2 1/R22/R23/R24	The students did not apply the rule of –s ending. The word **Researcher** must be pronounced as /rɪˈsɜː.tʃərz/ with sound /z/ at the end of the word. Dale (2009:249), states if noun and verb end with voiceless nonsibilant consonant sound the –s ending is realized as /s/. but the sudents did not do it.
17	**Cells** /selz/	2/5	Pronounce the –s ending with	R1/R2/R3/R4/R6/ R8/R9/R12/R13/	The students did not apply the correct pronunciation of

	Plural noun End with sound /z/		sound /s/ ...mice that had **cells** /sel**s**/ In their bodies..	R14/R18/R21/R22/R23/R24	–s ending. The word **Cells** /sel**z**/ is pronounce with sound /z/ at the end. According to Dale (2009:249), states –s ending that come after voiced non sibilant sound is pronounced as /z/
			Did not pronounce the –s ending ... mice that had **cells** /sel__/ in their bodies...	R5/R7/R10/R11/ R15/R16/R17/R19/R20	The students did not apply the rule of –s ending. The word **Cells** /sel**z**/ is pronounce with sound /z/ at the end. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/
18	**Bodies** /ˈbɒd.i**z**/ Plural noun End with sound /z/	2/6	Pronounce the –s ending as /s/ in their **bodies** /ˈbɒd.i**s**/ exactly like those found in	R1/R2/R3/R4/R5/ R6/R7/R8/R10/R11/R12/R13/R15/ R16/R17/R19/R21/R22/R24	The students did not apply the correct pronunciation of –s ending. They pronounce **Bodies** /ˈbɒd.i**z**/ with sound /s/ at the end. According to Dale (2009:249), –s ending that come after voiced non sibilant sound is pronounced as /z/. however, students must pronounce it as /z/ not /s/
			Did not pronounce the –s ending in their **bodies** /ˈbɒd.i_/ exactly like those found in	R14/R18/R22/R23/	The students did not pronounce the –s endimg. They leaved it. the word **bodies** /ˈbɒd.i**z**/ must be pronounced with sound /z/ at the last sound because Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. The students is wrong if they did not prononce it.
			Pronounce the –s ending as /z/ in their **bodies** /ˈbɒd.i**z**/	D9	The students apply the correct pronunciation of –s ending. The word **bodies** /ˈbɒd.i**z**/ must be pronounced with sound /z/ at the last sound because Dale

			exactly like those found in		(2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
19	**Diseases** /dɪˈziːz**iz**/ Plural noun End with sound /iz/	2/6	Pronounce the –s ending as /is/ like those found in human **diseases** /dɪˈziːs**is**/	R12/R16/R18/R23	The students give incorrect pronunciation in word **Diseases** /dɪˈziːz**iz**/. It must be pronounce with sound /iz/ at the end of the word. Dale (2009:249) states that if noun and verb end with sibilant consonant sound the –s ending is realized as /iz/. However the students did not apply it.
			Do not pronounce the –s ending like those found in human **diseases** /dɪˈziːs_/	R1/R2/R3/R4/R5/R6/R7/R8/R9/R10/R11/R13/R14/R15/R17/R19/R20/R21/R22/R24	The students did not give any rule of –s ending. They leaved –s ending without pronounce it. **Diseases** /dɪˈziːz**iz** must be pronounce with sound /iz/ at the end of the word. Dale (2009:249) states that if noun and verb end with sibilant consonant sound the –s ending is realized as /iz/.
20	**Means** /miːn**z**/ Thir person verb End with sound /z/	2/6	Pronounce –s ending with sound /s/ This **means** /miːn**s/** researchers in the future	R2/R3/R8/R9/R10/R11/R12/R13/R14/R17/R21/R22/R23	The students did not pronounce the word correctly. **means** /miːn**s/** must be pronounce with /z/ at the end of the word. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Do not pronounce the –s ending This **means** /miːn**s/** researchers in the future	R1/R4/R5/R6/R7/R15/R16/R18/R19/R20/R24	The students did not give any rule of –s ending. They leaved –s ending without pronounce it. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.

Students Pronunciation of English Inflectional –s Ending Class B

No	Inflectional -s ending	Tex/ Line	Identification Kind of students pronunciation	Number of Document	Explanation
1.	**Campaignes** /ˌkæmˈpeɪ.nə r**z** / Plural noun end with sound /z/	1/1	Pronouncing –s ending with /s/ Anti-smoking **campaigners** /ˌkæmˈpeɪ.nə r**s** / welcomed the new	R4/R5/R8/R10/ R12/R13/R14/R 15/R16/R17/R18 /R22/R23/R27	Students did not apply accurate pronunciation of –s ending in the word "**campaigners".** That word must be pronounced as /kæmˈpeɪ.nərz/ with /z/ at the end of the sound. According to Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounc –s ending Anti-smoking **campaigners** /kæmˈpeɪ.nər_/ welomed the new	R1/R2/R3/R6R/ 7/R9/R11/R19/R 21/R24/R25/R26	The students did not pronounce –s ending in the word "**campaigners".** They pronounced as /kæmˈpeɪ.nər_/ without –s ending at the end of the sound. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students pronounce inaccurate pronunciation.
2.	**Warnings** /ˈwɔː.nɪŋ**z**/ Plural noun end with sound /z/	1/1	Pronouncing –s ending with /s/ welcomed the new **warnings** /ˈwɔː.nɪŋ**s**/ on tobacco	R2/R4/R10/R12/ R13/R18/R22/R 23/R27	The students did not pronounce the word "**warnings"** with accurate pronunciation. The students pronounce with /ˈwɔː.nɪŋ**s**/. This is inaccurate pronunciation because –s ending in that word must be pronounce with /z/ as /ˈwɔː.nɪŋ**z/**. According to Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounc –s	R1/R3/R5/R6/R 7/R8/R9/R11/R1	The students pronounced the word **warnings** without –s

			ending welcomed the new **warnings** /ˈwɔːnɪŋ__/ on tobacco	4/R15/R16/R17/ R19/R21/R24/R 25/R26	ending. They ignored the rule of –s ending. the accurate pronunciation is /ˈwɔːnɪŋ**z**/ with sound /z/ at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students inaccurate to pronounce without –s ending.
3	**Products** /ˈprɒd.ʌkt**s**/ Plural noun end with sound /s/	1/1	Pronouncing –s ending with /s/ the new warnings on tobacco **products**. /ˈprɒd.ʌkt**s**/	R2/R3/R4/R5/R 8/R10/R12/R16/ R17/R18/R19/R 21/R22/R23/R24 /R27	The students pronounce the word "**products"** with accurate pronunciation. the students pronounce with /ˈprɒd.ʌkt**s**/. This is accurate pronunciation. According to Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounced with /s/.
			End with sound /s/ the new warnings on tobacco **products**. /ˈprɒd.ʌkt__/	R1/R6/R7/R9/R 11/R13/R14/R15 /R25/R26	The students did not pronounce –s ending at the word "**products**". They ignore the rule of pronunciation –s ending. According to Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounce with /s/. However the students pronounce as /ˈprɒd.ʌkt__/ without sound –ending.
4.	**Effects** /ɪˈfekt**s**/ Plural noun end with sound /s/	1/ 2	Pronouncing –s ending with /s/ people to be more aware of the **effects** /ɪˈfekt**s**/ smoking	R1/R2/R3/R4/R 5/R6/R7/R8/R9/ R10/R11/R12/R 13/R14/R15/R16 /R17/R18/R19/R 20/R21/R22/R23 /R24/R25/R26/R 27	The students pronounce the word accurately. The word "**effects**" /ɪˈfekt**s**/ is pronounced with sound /s/ at the end of the sound. Dale (2009:249) states that if noun end in a voiceless non sibilant sound, -s ending pronounce as /s/. Therefore the students pronounce correct pronunciation.

5.	**Organs** /ˈɔː.gən**z**/ Plural noun end with sound /z/	1/2	Pronouncing –s ending with /s/ smoking has on vital body **organs.** /ˈɔː.gən**s**/	R3/R4/R5/R8/R9/R10/R11/R12/R13/R14/R16/R17/R18/R19/R21/R23/R26/R27	The students did not pronounce the word accurately. The word **organs** /ˈɔː.gən**z**/ must be pronounced with sound /z/ for its –s ending. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounc –s ending smoking has on vital body **organs.** /ˈɔː.gən__/	R1/R2/R6/R7/R15/R22/R24/R25	The students pronounce the word **organs** without –s ending. They just pronounce as /ˈɔː.gən**s**/. That is inaccurate pronunciation. It must be pronounced with sound /z/ for its –s ending. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
6.	**Images** /ˈɪm.ɪdʒ**iz**/ Plural noun end with sound /iz/	1/3	Pronouncing as /s/ said she hoped the strong **images** /ˈɪm.ɪdʒ**s**/	R10/R13	The students did not apply the rule of pronunciation –s ending. The word **images** must be pronounced as /ˈɪm.ɪdʒ**iz**/ with /z/ at the end. It is same with Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/. However the students pronounce as /ˈɪm.ɪdʒ**s**/. that is inaccurate pronunciation.
			Pronouncing the –s ending with /is/ said she hoped the strong **images** /ˈɪm.ɪdʒ**is**/	R4/R16/R27	The students did not pronounce the word accurately. The word **images** /ˈɪm.ɪdʒ**iz**/ must be pronounced with sound /iz/ for its –s ending. According to Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/.
			Did not	R1/R2/R3/R5/R	The students did not

			pronounce –s ending said she hoped the strong **images** /ˈɪm.ɪdʒ_/	6/R7/R8/R9/R11 /R12/R14/R15/R 17/R18/R19/R21 /R22/R23/R24/R 25/R26	pronounce –s ending. The word **diseases** /dɪˈziːs_/ must be pronounced with sound /z/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/. Therefore, the students pronounce the word inaccurately.
7.	**Studies** /stʌd.i**z**/ Plural noun end with sound /z/	1/4	Pronouncing the –s ending with /s/ Evidence from international **studies** is that /stʌd.i**s**/	R3/R4/R5/R6/R 7/R8/R10/R11/R 12/R13/R14/R15 /R16/R17/R18/R 19/R20/R21/R22 /R23/R24/R25/R 26/R27	The students did not pronounce the word accurately. The word **studies /**stʌd.i**z/** must be pronounced with sound /z/ at the last sound because Murcia (1996:284) states that if noun and verb end with all vowels and diphthong the –s ending is realized as /z/.
			Did not pronounce –s ending Evidence from international **studies** is that /stʌd.i_/	R1/R2/R9	The students did not pronounce –s ending. The word **studies /**stʌd.i**z/** must be pronounced with sound /z/ at the end but the students do not pronounce it. According to Murcia (1996:284) if noun and verb end with all vowels and diphthongs the –s ending is realized as /z/. Therefore, students pronounce the word inaccurately.
8.	**Warnings** /ˈwɔː.nɪŋ**z**/ Plural noun end with sound /z/	1/5	Pronouncing as /s/ **warnings** are /ˈwɔː.nɪŋ**s**/ better," she said...	R4/R10/R12/R1 3/R18/R23/R27	The students did not pronounce the word "**warnings"** with accurate pronunciation. The students pronounce with /ˈwɔː.nɪŋ**s**/. This is inaccurate pronunciation because –s ending in that word must be pronounce with /z/ as /ˈwɔː.nɪŋ**z/**. According to Dale (2009:249) states if

					noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounc –s ending **warnings** are /ˈwɔː.nɪŋ_/ better," she said...	R1/R2/R3/R5/R6/R7/R8/R9/R11/R14/R15/R16/R17/R19/R21/R22/R24/R25/R26	The students pronounced the word **warnings** without –s ending. They ignored the rule of –s ending. The accurate pronunciation is /ˈwɔːnɪŋ**z**/ with sound /z/ at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students inaccurate to pronounce without –s ending.
9.	**Adverts** /ˈæd.vɜːt**s**/ Plural noun end with sound /s/	1/5	Pronouncing as /s/ She is also pleased the **adverts** will /ˈæd.vɜːt**s**/ coincide	R5/R9/R10/R11/R12/R14/R23/R27	The students apply the accurate pronunciation of –s ending. The word **adverts /ˈæd.vɜːt<u>s</u>/** must be pronounce with sound /s/ at the end of the sound. Dale (2009:249) states that if noun end in a voiceless non sibilant sound, -s ending pronounce as /s/.
			End without pronounce –s ending She is also pleased the **adverts** will /ˈæd.vɜːt_/ coincide	R1/R2/R3/R4/R6/R7/R8/R13/R15/R16/R17/R18/R19/R21/R22/R24/R25/R26	The students did not pronounce –s ending. The word **adverts /ˈæd.vɜːt<u>s</u>/** must be pronounced with sound /s/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun end in a voiceless non sibilant sound, -s ending pronounce as /s/.
10	**Cigarates** /ˌsɪg. ə rˈet**s**/ Plural noun end with sound /s/	1/6	Pronouncing as /s/ the minimum age for buying **cigarettes,..** /ˌsɪg.ərˈet**s**/	R4/R5/R10/R12/R14/R17/R18/R19/R21/R26/R27	Students pronounced accurate –s ending in the word **cigarates**. That word must be pronounced as /ˌsɪg.ərˈet**s**/ with /s/ at the end of the sound and they did it. According to Dale (2009:249) if noun and verb end with voiceless non

					sibilant consonant, it must be pronounce with /s/.
			Pronouncing as /es/ the minimum age for buying **cigarettes,..** /ˌsɪg. ə rˈet**es**/	R15/R22/R23	The students did not apply accurate pronunciation of –s ending in the word **cigarettes.** They pronounce it as /ˌsɪg.ərˈet**es**/ while the correct pronunciation is /ˌsɪg.ərˈet**s**/. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounced as /s/.
			End with sound /is/ the minimum age for buying **cigarettes,..** /ˌsɪg.ərˈet**is**/	R16	The student applied inaccurate pronunciation of –s ending in the word **Cigarettes**. He pronounced as /ˌsɪg.ərˈet**is**/ while the accurate pronunciation is /ˌsɪg.ərˈet**s**/. The students pronounce the other sound before –s ending. The sound /**i**/ in the student pronunciation is inaccurate because "e" in the word is not pronounced.
			Did not pronounce –s ending the minimum age for buying **cigarettes,..** /ˌsɪg. ə rˈet_/	R1/R2/R3/R6/R7/R8/R9/R11/R13/R24/R25	The students pronounce the word **cigarettes** without –s ending. Its word must be pronounced as /ˌsɪg.ərˈet**s**/ with sound /s/ at the end but the students do not pronounce it. According to Dale (2009:249) if noun and verb end with voiceless non sibilant consonant, it must be pronounce with /s/
11.	**Rises** /raɪz**iz**/ Third person singular verb End with sound /iz/	1/6	Pronouncing –s ending with /is/ which **rises** /raɪz**is**/ from 16 to 18	R2/R9/R12/R16/R17/R18/R19/R22/R23	The students did not pronounce the word accurately. The word **rises** must be pronounced as /raɪz**iz**/ with sound /iz/ at the end while the students pronounce as /raɪz**is**/. Dale (2009:249) states that if

					noun and verb end with sibilant consonant the –s ending is realized as /iz/.
			Did not pronounce –s ending which **rises** /raɪz_/ from 16 to 18	R1/R3/R4/R5/R6/R7/R8/R10/R11/R13/R14/R15/R21/R24/R25/R26/R27	The students did not pronounce –s ending. The word **rises** /raɪs**iz**/ must be pronounced with sound /z/ at the end but the students do not pronounce it. Dale (2009:249) states that if noun and verb end with sibilant consonant the –s ending is realized as /iz/.
12	**Smokers'** /ˈsməʊ.kər**z**/ Possessive End with sound /z/	1/6	Pronouncing –s ending with /s/ However, **smokers'** /ˈsməʊ.kə r**s**/ rights groups	R2/R4/R8/R9/R10/R11/R12/R13/R14/R15/R17/R18/R19/R22/R23/R27	The students did not apply accurate pronunciation of –s ending. The word **smokers'** /ˈsməʊ.kər**z**/ is pronounced with sound /z/ at the end. According to Dale (2009:249), states –s ending that come after voiced non sibilant sound is pronounced as /z/. However the students pronounce wih inaccurate pronunciation as /ˈsməʊ.kə r**s**/
			Did not pronounce –s ending However, **smokers'** /ˈsməʊ.kə r__/ rights groups	R1/R3/R5/R6/R7/R16/R21/R24/R25/R26/	The students did not apply the rule of –s ending. The word **smokers'** /ˈsməʊ.kə r**z**/ is pronounce with sound /z/ at the end but they did not do that. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. Therefore, they pronounce inaccurate pronunciation.
13	**Rights** /raɪt**s/** Plural noun end with sound /s/	1/7	Pronouncing –s ending with /s/ **rights** groups /raɪt**s/** are up in	R25/R10/R18/R21/R27	The students applied the accurate pronunciation of –s ending. The word **rights** must be pronounced as /raɪt**s/** with sound /s/ at the end because /t/ is voiceless non sibilant consonant. According to Dale

					(2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounced as /s/.
			Did not pronounce –s ending **rights** groups /raɪt__/ are up in	R1/R3/R4/R6/R7/R8/R9/R11/R12/R13/R14/R15/R16/R17/R19/R22/R23/R24/R26	The students did not pronounce the –s ending. While it must be pronounce as **rights** with sound /s/ at the end while they did not do that. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
14	**Groups** /gruːp**s**/ Plural noun end with sound /s/	1/7	Pronouncing –s ending with /s/ rights **groups** /gruːp**s**/ are up in	R7/R8/R10/R11/R12/R13/R14/R15/R16/R23/R24/R26/R27	The students applied accurate pronunciation of –s ending. The word **groups** /gruːp**s**/ must be pronounce with sound /s/ at the end because /t/ is voiceless non sibilant consonant. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
			End with sound /s/ rights **groups** /gruːp__/ are up in	R1/R2/R3/R4/R5/R6/R9/R17/R18/R19/R21/R22/R25	The students did not pronounce the –s ending. While it must be pronounce as **groups** /gruːp__/ with sound s/ at the end. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
15	**Arms** /ɑːm**z**/ Plural noun end with sound /z/	1/7	Pronouncing –s ending with /s/ groups are up in **arms** over /ɑːm**s**/	R2/R5/R10/R11/R12/R13/R16/R18/R22/R23/R24/R26/R27	The students pronounce incaccurate -s ending. The word **Arms** /ɑːm**z**/ with sound /z/ at the end. But the students pronounce it as /ɑːm**s**/ with sound /s/ at the

			the new		end of the sound. It is inaccurate pronunciation. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Pronouncing –s ending with /s/ groups are up in **arms** over /ɑːm_/ the new	R1/R3/R4/R6/R7/R8/R9/R14/R15/R17/R19/R21/R25	The students did not pronounce –s ending in the word **Arms** /ɑːm**z**/ that must be pronounce with sound /z/ for –s ending otherwise they pronounce as /ɑːm_/ without –s ending. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
16	**Government's** /gʌv.ən.mənt**s**/ Possessive end with sound /s/	1/8	Pronouncing –s ending with /s/ described the **government's** /gʌv.ən.mənt**s**/ Decision	R2/R3/R5/R6/R9/R10/R11/R12/R14/R16/R18/R21/R22/R23/R24/R27	The students applied the accurate pronunciation of –s ending. The word **government's** must be pronounce as /gʌv.ən.mənt**s**/ with sound /s/ at the end because /t/ is voiceless non sibilant consonant. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
			End without –s ending described the **government's** /gʌv.ən.mənt_/ Decision	R1/R4/R7/R8/R13/R15/R17/R19/R25/R26	The students did not pronounce the –s ending. While it must be pronounce as **government's** with sound /s/ at the end while they did not do that. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
17	**Smokers** /ˈsməʊ.kə r**z**/ Plural noun	1/8	Pronouncing –s ending with /s/ However,	R2/R3/R4/R8/R9/R10/R11/R12/R14/R17/R18/R19/R22/R23/R24	The students did not apply accurate pronunciation of –s ending. The word **smokers** /ˈsməʊ.kər**z**/ is pronounce

	end with sound /z/		**smokers'** /ˈsməʊ.kə r**s**/ rights groups	/R26/R27	with sound /z/ at the end. According to Dale (2009:249), states –s ending that come after voiced non sibilant sound is pronounced as /z/. However the students pronounce with inaccurate pronunciation as /ˈsməʊ.kə r**s**/
			Did not pronounce –s ending However, **smokers'** /ˈsməʊ.kə r__/ rights groups	R1/R5/R6/R7/R13/R15/R16/R21/R25	The students did not apply the rule of –s ending. The word **smokers** /ˈsməʊ.kə r**z**/ is pronounce with sound /z/ at the end but they did not do that. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. Therefore, they pronounce inaccurate pronunciation.
18	**Smokers** /ˈsməʊ.kə r**z**/ Plural noun end with sound /z/	1/9	Pronouncing –s ending with /s/ However, **smokers'** /ˈsməʊ.kə r**s**/ rights groups	R2/R4/R5/R6/R7/R8/R9/R10/R11/R12/R13/R14/R15/R17/R18/R19/R20/R21/R22/R24/R26/R27	The students did not apply accurate pronunciation of –s ending. The word **smokers** /ˈsməʊ.kər**z**/ is pronounce with sound /z/ at the end. According to Dale (2009:249), states –s ending that come after voiced non sibilant sound is pronounced as /z/. However the students pronounce with inaccurate pronunciation as /ˈsməʊ.kə r**s**/
			Did not pronounce –s ending However, **smokers'** /ˈsməʊ.kə r__/ rights groups	R1/R3/R16/R25	The students did not applied the rule of –s ending. The word **smokers** /ˈsməʊ.kə r**z**/ is pronounce with sound /z/ at the end but they did not do that. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. Therefore, they pronounce inaccurate pronunciation.

19	**Streets** /striːt**s**/ Plural noun end with sound /s/	2/1	Pronouncing –s ending with /s/ Mafia violence spilled into the **streets** in /striːt**s**/	R4/R9/R10/R11/ R27	Students pronounced accurate –s ending in the word **streets.** That word must be pronounced as /striːt**s**/ with /s/ at the end of the sound. According to Dale (2009:249) if noun and verb end with voiceless non sibilant consonant, it must be pronounce with /s/.
			Did not pronounce –s ending Mafia violence spilled into the **streets** in /striːt_/	R1/R2/R3/R5/R 6/R7/R8/R9/R12 /R13/R14/R15/R 16/R17/R18/R19 /R20/R21/R22/R 23/R24/R25/R26	The students did not pronounce –s ending. The word **streets** /striːt_/ must be pronounced with sound /s/ at the end but the students do not pronounce it. According to Dale (2009:249) if noun and verb end with voiceless non sibilant consonant, it must be pronounce with /s/
20	**Italians** /ɪˈtæl.jən**z**/ Plural noun end with sound /z/	2/1	Pronouncing the –s ending with sound /s/ Wednesday as six **Italians** /ɪˈtæl.jən**s**/ were shot in	R3/R4/R6/R9/R 10/R12/R14/15/ R16/R17/R18/R 19/R20/R21/R22 /R23/R24/R26/R 27	Students applied inaccurate pronunciation of –s ending. the word **Italians** must be pronounced as /ɪˈtæl.jən**z**/ with sound /z/ for –s ending. otherwise they pronounce as /ɪˈtæl.jən**s**/. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. therefore the students pronounce inaccurate –s ending.
			End without pronounce the –s ending Wednesday as six **Italians** /ɪˈtæl.jən_/ were shot in	D1/D2/D5/D7/D 8/D11/D13/D25	The student did not apply the rule of pronunciation of –s ending. They did not pronounce it. The word **Italians** must be pronounced as /ɪˈtæl.jən**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. So that, they is inaccurate in pronouncing –s ending.

Students Pronunciation of English Inflectional –s Ending Class C

No	Inflectional -s ending	Tex/ Line	Identification Kind of students pronunciation	Number of Document	Explanation
1.	**Londons** /ˈlʌn.dən**z**/ Plural noun end with sound /z/	1/ 1	Pronouncing –s ending with /s/ **London's** /ˈlʌn.dən**s**/ British Museum is	R3/R5/R7/R8/ R9	Students did not apply accurate pronunciation of –s ending in the word **Londons.** That word must be pronounced as /ˈlʌn.dən**s**/ with /z/ at the end of the sound. According to Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronouncing the –s ending **London's** /ˈlʌn.dən_/ British Museum is	R1/R2/R4/R6	The students did not pronounce –s ending in the word "**Londons".** They pronounced as /ˈlʌn.dən___/ without –s ending at the end of the sound. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students pronounce inaccurate pronunciation.
2.	**Executives** /ɪgˈzek.jʊ.tɪv**z** / Plural noun end with sound /z/	1/1	Pronouncing –s ending with /is/ **Executives** /ɪgˈzek.jʊ.tɪv**is**/ have decided it is too	R5	The students did not pronounce the word "**executives"** with accurate pronunciation. They pronounce as /ɪgˈzek.jʊ.tɪv**is**/. This is inaccurate pronunciation because –s ending in that word must be pronounce with /z/ /ɪgˈzek.jʊ.tɪv**is**/ According to Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounce –s ending	R1/R2/R3/R4/ R6/R7/R8/R9	The students did not applied the rule of pronunciation of –s ending. They did not

			Executives /ɪgˈzek.jʊ.tɪv_/ have decided it is too		pronounce it. The word **Executives** must be pronounced as /ɪgˈzek.jʊ.tɪv**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. the students is inaccurate in pronouncing –s ending.
3.	**Exibitions** /ek.sɪˈbɪʃ.ə n**z**/ Plural noun end with sound /z/	1/2	Pronouncing –s ending as /s/ many of the world-class **exhibitions** /ek.sɪˈbɪʃ.ə n**s**/ they	R3	The student did not pronounce the word accurtely. The word **Exibitions** /ek.sɪˈbɪʃ.ən**z**/ must be pronounced with sound /z/ at the last sound because Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore, what he pronounce is inaccurate.
			Without pronouncing –s ending many of the world-class **exhibitions** /ek.sɪˈbɪʃ.ə n_/ they	R1/R2/R4/R5/ R6/R7/R8/R9	The students did not applied the rule of pronunciation of –s ending. They did not pronounce it. The word **Exibitions** must be pronounced as /ek.sɪˈbɪʃ.ən**z**/ with sound /z / at the end of the word. it. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore, what they pronounce is inaccurate.
4.	**Plans** /plæn**z**/ Third person singular verb end with sound /z/	1/3	Pronouncing –s ending with /s/ announced **plans** to build /plæn**s**/ a $200m	R1/R2/R3/R4/ R5/R6/R8/R9	The students did not pronounce the word accurtely. The word **plans** /plæn**z**/ must be pronounced with sound /z/ at the last sound because Dale (2009:249) states that if noun and verb end with voiced non

			extension		sibilant sound the –s ending is realized as /z/. however they pronounce as /plæn**s**/ with inaccuate pronunciation.
			Without pronouncing –s ending announced **plans** to build /plæn_/ a $200m extension	R7	The student did not applied the rule of pronunciation of –s ending. They did not pronounce it. The word **plans** must be pronounced as /plæn**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. So that, he is inaccurate in pronouncing –s ending.
5	**Galeries** /ˈgæl. ə r.i**z**/ Plural noun end with sound /z/	1/3	Pronouncing –s ending with /s/ The new **galleries** will /ˈgæl. ə r.i**s**/ house bigger	R1/R2/R3/R4/ R5/R7/R8/R9	Students did not apply accurate pronunciation of –s ending in the word **galeries**. That word must be pronounced as /ˈgæl.ər.i**s**/ with /z/ at the end of the sound becuase there is vowel before –s ending. Murcia (1996:284) states that if noun and verb end with all cowels and dipthong the –s ending is realized as /z/.
			Without pronouncing –s ending The new **galleries** will /ˈgæl. ə r.i_/ house bigger	R6	The student did not applied the rule of pronunciation of –s ending. They did not pronounce it. The word **galleries** must be pronounced as /ˈgæl.ər.i___/ with sound /z / at the end of the word. Murcia (1996:284) states that if noun and verb end with all cowels and dipthong the –s ending is realized as /z/.So that, he is inaccurate in pronouncing –s ending.
6.	**Shows** /ʃəʊ**z**/	1/3	Pronouncing –s ending with /s/	R1/R3/R5/R8/ R9	The students did not pronounce the word "**shows"** with accurate pronunciation.

	Third person singular verb End with sound /z/		will house bigger **shows** /ʃəʊ**s**/ And		The students pronounce with /ʃəʊ**s**/ while accurate pronunciation is /ʃəʊ**z**/ with sound /z/. According to Murcia (1996:284) if noun and verb end with all cowels and dipthong the –s ending is realized as /z/.
			Did not pronounce –s ending will house bigger **shows** /ʃəʊ__/ and	R2/R4/R6/R7	The students pronounce the word "**shows"** without pronounce –s ending at the word. The students pronounce with /ʃəʊ_/ while the accurate pronunciation is /ʃəʊ**z**/ with sound /z/. According to Murcia (1996:284) if noun and verb end with all cowels and dipthong the –s ending is realized as /z/.
7.	**Museums** /mjuːˈziːəm**z**/ Plural noun end with sound /z/	1/4	Pronouncing –s ending with /s/ increase the **museum's** /mjuːˈziːəm**s**/ status as one	R2/R3/R5/R9	The students pronounce inaccurate –s ending. The word **Museums** must be pronounced as /mjuːˈziːəm**z**/ with sound /z/ at the end. But the students pronounce it as /mjuːˈziːəm**s**/ with sound /s/ at the end of the sound. It is incorrect pronunciation. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounce –s ending increase the **museum's** /mjuːˈziːəm_/ status as one	R1/R4/R6/R7/ R8	The students did not pronounce –s ending in the word **Museums** /mjuːˈziːəm**z**/ that must be pronounced with sound /z/ for –s ending. Otherwise they pronounce as /mjuːˈziːəm__/ without –s ending. That is incaccurate pronunciation According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is

					realized as /z/.
8.	**Years** /jɪə r**z**/ Plural noun end with sound /z/	1/4	Pronouncing –s ending with /s/ In recent **years**, the /jɪə r**s**/ Museum	R1/R2/R3/R4/ R6/R7/R9	The students did not apply the correct pronunciation of –s ending. The word **years** /jɪər**z**/ is pronounce with sound /z/ at the end. Otherwise they pronounce as /jɪə r**s**/. According to Dale (2009:249), states –s ending that come after voiced non sibilant sound is pronounced as /z/.
			Did not pronounce –s ending In recent **years**, the /jɪə r_/ museum	R5/R8	The students did not apply the rule of –s ending. The word **years** /jɪər**z**/ is pronounce with sound /z/ at the end of the word. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. therefore the students pronounce inaccurate –s ending.
9.	**Crowds** /kraʊd**z**/ Plural noun end with sound /z/	1/5	Pronouncing –s ending with sound /s/ to cope with the huge **crowds** /kraʊd**s**/ wanting	R2/R3/R5/R9	Students applied inaccurate pronunciation of –s ending. the word **crowds** must be pronounced as /kraʊd**z**/ with sound /z/ for –s ending. otherwise they pronounce as /kraʊd**s**/. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. therefore the students pronounce inaccurate –s ending.
			Did not pronounce –s ending to cope with the huge **crowds** /kraʊd_/ wanting	R1/R4/R6/R7/ R8	The student did not apply the rule of pronunciation of –s ending. They did not pronounce it. The word **crowds** must be pronounced as /kraʊd**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non

					sibilant sound the –s ending is realized as /z/. So that, they is inaccurate in pronouncing –s ending.
10.	**Exibitions** /ˌek.sɪˈbɪʃ.ənz/ Plural noun end with sound /z/	1/5	Pronouncing –s ending with sound /s/ wanting to see special **exhibitions** /ˌek.sɪˈbɪʃ.ənz/	R9	The student pronounced the word with inaccurate pronunciation. The word **exhibitions** must be pronounced as /ek.sɪˈbɪʃ.ənz/ because /n/ is voiced non sibilant sound before –s ending. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the student applied incorrect pronunciation.
			Did not pronounce –s ending wanting to see special **exhibitions** /ˌek.sɪˈbɪʃ.ən_/	R1/R2/R3/R4/ R5/R6/R7/R8	The students did not pronounce the –s ending in the word **exhibitions**. The students ignore the rule of pronunciation –s ending. This word must be pronounced /ˌek.sɪˈbɪʃ.ən_/ because /n/ is voiced non sibilant sound before –s ending. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
11.	**Tickets** /ˈtɪk.ɪts/ Plural noun end with sound /s/	1/6	Pronouncing –s ending with sound /s/ the demand for **tickets** was far /ˈtɪk.ɪts/ greater	R1/R3/R5/R8	The students apply the accurate pronunciation of –s endning. The word **tickets** /ˈtɪk.ɪts/ must be pronounced with sound /s/ at the last sound because Dale (2009:249) states that if noun and verb end with voiceless non sibilant consonant the –s ending is realized as /s/. Therefore students accurate in pronouncing the word.
			Without pronouncing –s	R2/R4/R6/R7/ R9	The students did not pronounce the –s ending.

			ending the demand for **tickets** was far /ˈtɪk.ɪt_/ greater		While it must be pronounce as **tickets** /ˈtɪk.ɪt**s**/ with sound /s/ at the end but students leaved out the rule.. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
12	**Tickets** /ˈtɪk.ɪt**s**/ Plural noun end with sound /s/	1/6	Pronouncing –s ending with sound /s/ greater than the number of **tickets** /ˈtɪk.ɪt**s**/ Available	R1/R3/R4/R5	The students apply the accurate pronunciation of –s endning. The word **tickets** /ˈtɪk.ɪt**s**/ must be pronounced with sound /s/ at the last sound because Dale (2009:249) states that if noun and verb end with voiceless non sibilant consonant the –s ending is realized as /s/. Therefore students accurate in pronouncing the word.
			Did not pronouncing –s ending greater than the number of **tickets** /ˈtɪk.ɪt_/ available	R2/R6/R7/R8/ R9	The students did not pronounce the –s ending. While it must be pronounce as **tickets** /ˈtɪk.ɪt**s**/ with sound /s/ at the end but students leaved out the rule.. According to Dale (2009:249) when consonant that come before –s ending is voiceless non sibilant consonant, -s ending must be pronounce as /s/
13	**Exibitions** /ˌek.sɪˈbɪʃ. ə n**z**/ Plural noun end with sound /z/	1/6	Pronouncing –s ending with sound /s/ available for its **exhibitions** /ˌek.sɪˈbɪʃ.ə n**s**/	R3/R4/R5	The students pronounce the word with inaccurate pronunciation. The word **exhibitions** must be pronounced as /ek.sɪˈbɪʃ.ən**z**/ because /n/ is voiced non sibilant sound before –s ending. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the

					students applied inaccurate pronunciation.
			Did not pronouncing –s ending available for its **exhibitions** /ˌek.sɪˈbɪʃ.ə n_/	R1/R2/R6/R7/ R8/R9	The students did not pronounce the –s ending in the word **exhibitions**. The students ignore the rule of pronunciation –s ending. This word must be pronounced /ˌek.sɪˈbɪʃ.ən_/ because /n/ is voiced non sibilant sound before –s ending. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
14	**Museums** /mjuːziː.əm**z**/ Plural noun end with sound /z/	1/7	Pronouncing –s ending with /s/ Neil Mac Gregor, the **museums** /mjuːziː.əm**s**/ director, said	R1/R3	The students pronounce inaccurate –s ending. The word **Museums** must be pronounced as /mjuːˈziːəm**z**/ with sound /z/ at the end. But the students pronounce it as /mjuːˈziː.əm**s**/ with sound /s/ at the end of the sound. It is incorrect pronunciation. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			- Did not pronouncing –s ending Neil Mac Gregor, the **museum's** /mjuːziː.əm_/ director, said	R2/R4/R5/R6/ R7/R8/R9/	The students did not pronounce –s ending in the word **Museums** /mjuːˈziːəm**z**/ that must be pronounced with sound /z/ for –s ending. Otherwise they pronounce as /mjuːˈziː.əm_/ without –s ending. That is incaccurate pronunciation According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
15	**Visitors** /ˈvɪz.ɪ.tə r**z**/	1/8	Without pronouncing –s ending	R1/R2/R3/R4/ R5/R6/R7/R8/ R9	The student did not apply the rule of pronunciation of –s ending. They did not

	Plural noun end with sound /z/		three times as many **visitors** /ˈvɪz.ɪ.tə r_ /		pronounce it. The word **visitors** must be pronounced as /ˈvɪz.ɪ.tə r**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. So that, they is inaccurate in pronouncing –s ending.
16	**Kinds** /kaɪnd**z**/ Plural noun end with sound /z/	1/9	Pronouncing –s ending with /s/ more people to see these **kinds** /kaɪnd**s**/ Of popular	R2/R3/R4/R5/ R6/R8	Students applied inaccurate pronunciation of –s ending. the word **kinds** must be pronounced as /kaɪnd**z**/ with sound /z/ for –s ending. otherwise they pronounce as /kaɪnd**s**/. According to Dale (2009:249) –s ending that come after voiced non sibilant sound is pronounced as /z/. therefore the students pronounce inaccurate –s ending.
			Did not pronounce –s ending more people to see these **kinds** /kaɪnd_/ Of popular	R1/R7/R9	The student did not apply the rule of pronunciation of –s ending. They did not pronounce it. The word **kinds** must be pronounced as /kaɪnd**z**/ with sound /z / at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. So that, they is inaccurate in pronouncing –s ending.
17	**Displays** /dɪˈspleɪ**z**/ Plural noun end with sound /z/	1/10	Pronouncing –s ending with /s/ popular large-scale **displays**. /dɪˈspleɪ**s**/	R3/R8/R9	The students pronounce the word with inaccurate pronunciation. The word "**displays"** must be pronounced as /dɪˈspleɪ**z**/ because there are vowel before –s ending. According to Murcia (1969:248) if there is vowel and diphthong before –s ending, the –s

					ending must be pronounced as /z/. Therefore the students pronounce the word in incorrect way
			Did not pronounce –s ending popular large-scale **displays**. /dɪˈspleɪ_/	R1/R2/R4/R5/ R6/R7/	The students did not pronounce the –s ending in the word "**displays".** The students ignore the rule of pronunciation –s ending. This word must be pronounced as /dɪˈspleɪ**z**/ because there are vowel before –s ending. According to Murcia (1969:248) if there is vowel and diphthong before –s ending, the –s ending must be pronounced as /z/.
18	**Teens** /tiːn**z**/ Plural noun end with sound /z/	2 /1	Pronouncing –s ending with /s/ on the influence of the Internet on US **teens** /tiːn**s**/	R1/R3/R4/R5/ R7/R8/R9	Students did not apply accurate pronunciation of –s ending in the word **teens**. That word must be pronounced as /tiːn**z**/ with /z/ at the end of the sound. According to Dale (2009:249) if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounce –s ending on the influence of the Internet on US **teens** /tiːn_/	R2/R6	The students did not pronounce –s ending in the word **teens**. They pronounced as /tiːn**z**/ without –s ending at the end of the sound. Dale (2009:249) states that if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students pronounce inaccurate pronunciation.
19	**Reports** /rɪˈpɔːt**s**/ Third person singular verb	2/1	Pronouncing –s ending with /s/ US teens **reports** that	R8	The student pronounced the word **reports** with accurate pronunciation.He pronounce with /rɪˈpɔːt**s**/. This is accurate pronunciation.

	End with sound /s/		/rɪˈpɔːt**s**/ one third of		According to Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounced with /s/.
			Did not pronounce –s ending US teens **reports** that /rɪˈpɔːt_/ one third of	R1/R2/R3/R4/ R5/R6/R7/R9	The students did not pronounce –s ending at the word **reports**. They ignore the rule of pronunciation –s ending. According to Dale (2009:249) voiceless no sibilant sound before –s ending, must be pronounce with /s/. However the students pronounce as /rɪˈpɔːt / without sound – ending.
20	**Tenagers** /ˈtiːnˌeɪ.dʒə r**z**/ Plural noun end with sound /z/	2/1	Pronouncing –s ending with /s/ reports that one third of **teenagers** /ˈtiːnˌeɪ.dʒə r**s**/	R1/R3/R4/R5/ R8	The students did not pronounce the word **teenagers** with accurate pronunciation. The students pronounce with /ˈtiːnˌeɪ.dʒə r**s**/. This is inaccurate pronunciation because –s ending in that word must be pronounce with /z/ as /ˈtiːnˌeɪ.dʒə r**z**/. According to Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/.
			Did not pronounce –s ending reports that one third of **teenagers** /ˈtiːnˌeɪ.dʒə r_/	R2/R6/R7/R9	The students pronounced the word **teenagers** without –s ending. They ignored the rule of –s ending. the accurate pronunciation is /ˈtiːnˌeɪ.dʒə r_/ with sound /z/ at the end of the word. Dale (2009:249) states if noun and verb end with voiced non sibilant sound the –s ending is realized as /z/. Therefore the students inaccurate to pronounce without –s ending.

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SURAT IZIN PENELITIAN

Nomor : B- 212 /In.27/L.I/TL.00/ 01 /2018

Berdasarkan surat saudara/i nomor surat: Istimewa pada 25 Januari 2018 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	:	VENIA VARADILA / 14104082
Tempat/Tanggal Lahir	:	Panyalaian, 10 September 1994
Kartu Identitas	:	1304015009940001
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Alamat	:	Jorong Pincuran Tinggi Nagari Panyalaian Kecamatan Sepuluh Koto Kabupaten Tanah Datar
Judul Penelitian	:	***An Analysis of Students' Pronunciation of English Inflectional - S Ending (A Study of the Third Semester Students of English Teaching Department of IAIN Batusangkar Academic Year 2017/2018)***
Lokasi Penelitian	:	IAIN Batusangkar
Waktu Penelitian	:	26 Januari 2018 s.d 26 Maret 2018
Dosen Pembimbing 1	:	Zulhermindra, M.Pd.
Dosen Pembimbing 2	:	Rini Anita, M.Pd.

dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin/rekomendasi penelitian ini akan ***DICABUT*** kembali
5. Surat izin/rekomendasi penelitian ini berlaku dari tanggal: 26 Januari 2018 s.d 26 Maret 2018
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 25 Januari 2018
Ketua,

Yusrizal Efendi, S.Ag., M.Ag.

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan).