

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This part is intended to present the result of the data analysis and the presentation which is derived from the analysis. This part consists of the result of the research based on the fact found in the research. It covers the ability of the students in pronouncing noun inflectional ending of plural noun.

There are two statements of problems that have to be answered in this research. The first problem is about students' ability in pronouncing noun inflectional ending for plural noun. The second problem is common mistake when the students pronounce noun inflectional ending for plural noun.

The data for the first problem is according to students' score of the test and for second problem is according to the third semester students' common mistakes which found in pronouncing noun inflectional ending for plural noun.

1. The description of English Department students' ability in pronouncing noun inflectional ending for plural noun at the third semester of Antasari State Institute for Islamic Studies academic year 2014/2015

To analyze the data, the writer collects the data in order to know the students data. The writer holds an oral test to find out the ability of the students.

The items test is made by writer and it has been consulted with the advisor. The writer conducts a test to the students of English Department especially the third semester students' of English Education Department. The test is performed five times in the classroom. It begins Tuesday 18th November 2014 until 21th November 2014. The test contains 72 words in minimal pair form about the final –s of plural noun that should be read by the students.

Actually, there are 168 students of English Department at third semester who took Pronunciation in the previous semester. Moreover, the writer uses simple random sampling and takes about 25% of population. Hence, there are 43 students who become the sample of this research.

Based on the test result, it is found that the highest score is 68.1 and the lowest score is 32. The test result can be seen in this following table:

Table 4.1. The Students' Ability in Pronouncing Noun Inflectional Ending for Plural Noun Test Result

No	Sample	Result
1	A	68.1
2	B	47.3
3	C	55.6
4	D	58.4

5	E	40.3
6	F	55.6
7	G	66.7
8	H	58.4
9	I	57
10	J	52.8
11	K	59.8
12	L	65.3
13	M	32
14	N	58.4
15	O	33.4
16	P	66.7
17	Q	55.6
18	R	57
19	S	44.5
20	T	50
21	U	58.4
22	V	55.6
23	W	51.4
24	X	62.6
25	Y	66.7
26	Z	66.7
27	A.1	65.3
28	B.1	66.7
29	C.1	54.2
30	D.1	57
31	E.1	65.3
32	F.1	62.6
33	G.1	52.8
34	H.1	51.4
35	I.1	65.3
36	J.1	57
37	K.1	50
38	L.1	58.4
39	M.1	62.6
40	N.1	58.4
41	O.1	43
42	P.1	51.4
43	Q.1	62.6

Total

2,428.3

From test result above, the writer divides the data based on its categories, the results can be seen in these following table:

Table 4.2. The Frequency Distribution of the Test Result.

No.	Score	Frequency
1	32	1
2	33.4	1
3	40.3	1
4	43	1
5	44.5	1
6	47.3	1
7	50	2
8	51.4	3
9	52.8	2
10	54.2	1
11	55.6	4
12	57	4
13	58.4	6
14	59.8	1
15	62.6	4
16	65.3	3
17	65.3	1
18	66.7	5
19	68.1	1
Total		43

According to the data above the highest score is 68.1 and the lowest score is 32. The scores are classified as follows:

Table 4.3. The Frequency Distribution of the Students Test Result and the Classification.

No.	Score	Category	F	%
1.	95– 100	Excellent	0 student	0%
2.	80 - < 95	Very Good	0 student	0%
3.	65 - < 80	Good	10 students	23.26%

4.	55 - < 65	Fair	19 students	44.19%
5.	40 - < 55	Low	12 students	27.90%
6.	0 - < 40	Very Low	2 students	4.65%
	Total		43 students	100 %

The table shows the students' ability in pronouncing noun inflectional ending for plural noun based on its categories. There is no student in excellent and very good category with the percentage 0%. 10 students get the score 65 - < 80 (good category) with the percentage 23.26%. 19 students get the score 55-<65 (fair category) with the percentage 44.19%. 12 students get the score 40-<55 (low category) with the percentage 27.90% and there are 2 students who get the score 0-<40 (very low category) with the percentage 4.65%.

To get better understanding about the third semester students' ability in pronouncing noun inflectional ending for plural noun at English Education Department, the writer uses this formula to get the average score or mean as follows:.

$$M = \frac{\sum x}{N}$$

Note:

M : Mean

$\sum x$: Accumulative score

N : Number of Cases

$$M = \frac{2,428.3}{43}$$

$$M = 56.47$$

Based on the data above, the total score of 43 students is 2,428.3. The mean score is 56.47. Therefore, the students' ability in pronouncing noun inflectional ending for plural noun at third semester of Antasari State Institute for Islamic Studies based on the data above can be categorized into fair category.

2. The description of students' common mistakes in pronouncing noun inflectional ending for plural noun at the third semester in English Department of Antasari State Institute for Islamic Studies academic year 2014/2015

To know about the common mistakes of the students' noun inflectional ending for plural noun pronunciation, the writer presents the data with number of wrong answer of pronouncing noun inflectional ending of plural noun. The data is shown in the following table:

Table 4.4. The Common Mistakes in Pronouncing Word Test

No	Items Test	Answered Wrong
1	Cups	0
	Cubs	43
2	Labs	43
	Laps	0

3	Itches	20
	Edges	20
4	Carts	4
	Cards	43
5	Backs	5
	Bags	43
6	Books	2
	Boxes	14
7	Buses	14
	Buzzes	10
8	Dogs	43
	Docks	2
9	Cats	1
	Cads	43
10	Cabs	43
	Caps	0
11	Racks	3
	Rags	43
12	Plates	5
	Places	13
13	Pieces	13
	Peaches	8
14	Ropes	1
	Robes	43
15	Washes	9
	Watches	12
16	Ribs	43
	Rips	0
17	Pups	0
	Pubs	43
18	Clogs	43
	Clocks	1
19	Dishes	3
	Ditches	2
20	Slides	43
	Slices	12
21	Prices	22
	Prizes	13
22	Bucks	0
	Bugs	43
23	Blogs	43
	Blocks	1
24	Locks	1

	Logs	43
25	Faces	12
	Phases	7
26	Tons	43
	Tongues	43
27	Mates	3
	Maids	43
28	Seeds	43
	Seats	1
29	Leashes	7
	Leeches	7
30	Rights	3
	Rides	43
31	Tufts	2
	Tubs	43
32	Batches	9
	Badges	12
33	Codes	43
	Coats	0
34	Bets	0
	Beds	43
35	Myths	4
	Misses	11
36	Wishes	10
	Witches	10

From the data above, it can be concluded that the common mistakes of the students' noun inflectional ending for plural noun pronunciation occur in words that end with voiced sounds that should be pronounced as /z/ such as in words **Cubs, Labs, Cards, Bags, Dogs, Cads, Cabs, Rags, Robes, Ribs, Pubs, Clogs, Slides, Bugs, Blogs, Logs, Tons, Tongues, Maids, Seeds, Rides, Tubs, Codes, and Beds**. As the table shows that there are no students who can pronounce the words correctly.

B. Discussion

After all the obtained data are presented, they are needed to be analyzed based on the order of issues that have introduced earlier in this research.

1. English Department students' ability in pronouncing noun inflectional ending for plural noun at the third semester of Antasari State Institute for Islamic Studies academic year 2014/2015

As having seen in the data presentation about the student's test result in pronouncing the final ending for plural noun. Some useful information about the students is presented.

After collecting and presenting the data about students' ability, it can be known that there is no one from 43 students who become the sample of this research can get the score more than 80 and 95 which is in very good and excellent category. The highest score of the test is 68.1 and the lowest score is 32.

There are only 10 students (23.26%) who get the score 65-<80 which is in good category. Moreover, 19 students (44.19%) get the score 55-<65 which is in fair category. Furthermore, there are 12 students (27.90%) who get the score 40-<55 which is in low category and 2 students get the score 0-<40 which is in very low category. The accumulative score is 2,428.3 when the mean is 56.47. The mean score is got by using this formula

$$M = \frac{\sum x}{N}$$

$$M = \frac{2,428.3}{43}$$

$$M = 56.47$$

Due to the mean score of the accumulative score in pronouncing noun inflectional ending for plural noun is between 55-<65 which is classified as fair category, it can be concluded that the students' ability in pronouncing noun inflectional ending for plural noun at the third semester in English Department of Antasari State Institute for Islamic Studies academic year 2014/2015 can be categorized into fair category.

2. English Department students' common mistakes in pronouncing noun inflectional ending for plural noun at the third semester of Antasari State Institute for Islamic Studies academic year 2014/2015

Based on the test result, the writer finds the students' mistakes in pronouncing noun inflectional ending are different. Further information can be seen in the following tables:

Table 4.5 The Frequency of Students' Mistakes in Pronouncing Words with Allomorph /s/

No	Word	F
1	Cups	0
2	Laps	0
3	Rips	0
4	Caps	0

5	Pups	0
6	Bucks	0
7	Coats	0
8	Bets	0
9	Cats	1
10	Ropes	1
11	Clocks	1
12	Blocks	1
13	Locks	1
14	Seats	1
15	Books	2
16	Docks	2
17	Tufts	2
18	Racks	3
19	Mates	3
20	Rights	3
21	Carts	4
22	Myths	4
23	Backs	5
24	Plates	5
Total		39

Table 4.6 The Frequency of Students' Mistakes in Pronouncing Words with Allomorph /z/

No	Word	F
1	Cubs	43
2	Labs	43
3	Cards	43
4	Bags	43
5	Dogs	43
6	Cads	43
7	Cabs	43
8	Rags	43
9	Robes	43
10	Ribs	43
11	Pubs	43
12	Clogs	43
13	Slides	43
14	Bugs	43
15	Blogs	43
16	Logs	43

17	Tons	43
18	Tongues	43
19	Maids	43
20	Seeds	43
21	Rides	43
22	Tubs	43
23	Codes	43
24	Beds	43
Total		1,032

Table 4.7 The Frequency of Students' Mistakes in Pronouncing Words with Allomorph /ɪz/

No	Word	F
1	Ditches	2
2	Dishes	3
3	Phases	7
4	Leashes	7
5	Leeches	7
6	Peaches	8
7	Washes	9
8	Batches	9
9	Buzzes	10
10	Wishes	10
11	Witches	10
12	Misses	11
13	Watches	12
14	Slices	12
15	Faces	12
16	Badges	12
17	Places	13
18	Pieces	13
19	Prizes	13
20	Boxes	14
21	Buses	14
22	Itches	20
23	Edges	20
24	Prices	22
Total		270

Based on the previous tables, it can be known that all of the students (100%) can pronounce the words end with voiceless sound with correct /s/ allomorph in some words. The words are **Cups, Laps, Caps, Rips, Pups, Bucks, Coats** and **Bets**. They are pronounced as **s** in /kʌps/, /læps/, /kæps/, /ɪps/, /pʌps/, /bʌks/, /kəʊts/ and /bets/. There is a student (2.32%) who pronounces **cats** by omitting the final –s while the rest students (97.68%) pronounce the words with correct pronunciation /kæts/.

The same case happens to the word **Clocks, Blocks, Locks, and Seats**. There is always a student (2.32%) who pronounces by omitting the final –s and 42 students (97.68%) pronounce with /klɒks/, /blɒks/, /lɒks/, and /si:ts/. However, there is another student (2.32%) who pronounces **Ropes** with /ɪz/ which belongs to the words end with sibilant sound. The correct pronunciation of it is /rəʊps/ and 42 students (97.68%) could pronounce it correctly. Moreover, there are 2 students (4.65%) from 43 students who omit the final –s of the single words **Books, Docks and Tufts** while 41 students (95.35%) who can pronounce the words by pronouncing /bʊks/, /dɒks/ and /tʌbz/.

Omitting final –s also occurs in the words **Racks, Mates** and **Rights** done by 3 students (6.97%) from 43 students when 40 students (93.03%) can pronounce correctly. The correct pronunciation is /ræks/, /meɪts/ and /raɪts/.

Furthermore, there are 4 students (9.30%) who omit the final –s of the words **Carts** and **Myths** when 39 students (90.7%) can pronounce allomorph /s/ in /kɑ:ts/ and /miθs/. There 5 students (11.62) who pronounce the word **Plates** with incorrect pronunciation. Two students (4.65%) pronounce it with omitting the final –s while others (6.97%) by pronouncing it with allomorph /ɪz/. Fortunately, there are 38 students (88.38%) pronounce with /pleɪts/.

In addition to the information about students' mistakes in pronouncing words end with voiceless sound that have allomorph /s/ ending, the table shows that all of the students (100%) cannot pronounce the words end with voiced sound that should be pronounced with allomorph /z/ correctly. All of them pronounce the words incorrectly by replacing allomorph /z/ with allomorph /s/ or even with allomorph /ɪz/. The words are **Cubs, Labs, Cards, Bags, Dogs, Cads, Cabs, Rags, Robes, Ribs, Pubs, Clogs, Slides, Bugs, Blogs, Logs, Tons, Tongues, Maids, Seeds, Rides, Tubs, Codes, and Beds**. The correct pronunciation of each word is /kʌpz/, /læbz/, /kɑ:dz/, /bægz/, /dɒgz/, /kædz/, /kæbz/, /rægz/, /rəʊbz/, /rɪbz/, /pʌbz/, /klɒgz/, /slɑɪdz/, /bʌgz/, /blɒgz/, /lɒgz/, /tʌnz/, /tʌŋz/, /meɪdz/, /si:dz/, /raɪdz/, /tʌbz/, /kəʊdz/ and /bedz/.

There are 2 students (4.65%) who pronounce the words **Robes, Slides, Tongues** and **Rides** with allomorph /ɪz/ where others (95.35%) pronounce with allomorph /s/.

Moreover, students make mistakes when pronouncing words with sibilant ending which have allomorph /ɪz/. The students tend to pronounce the words end with sibilant sound by omitting the final-s so that they just pronounce the last sound of the words without final –s. There are 2 students (4.65%) who pronounce **Ditches** by omitting the final –s while others (95.35%) pronounce it correctly. The correct pronunciation is /dɪtʃɪz/. The same case happens to these words: **Dishes** where 3 students (6.98%) pronounce it without final –s when others (93.02%) pronounce /dɪʃɪz/ correctly. **Phases, Leashes, Leeches** where 7 students (16.28%) pronounce them with the same way while 36 students (83.72%) pronounce with correct allomorph /ɪz/ in /feɪzɪz/, /li:ʃɪz/ and /li:tʃɪz/, **Peaches** where 8 students (18.60%) pronounce it by omitting the inflectional ending and 35 students (81.40%) can pronounce /pi:tʃɪz/, **Washes** and **Batches** where 9 students (20.93%) pronounce exactly with the same way and 34 students (79.07%) can pronounce /wɒʃɪz/ and /bætʃɪz/, **Buzzes, Wishes** and **Witches** where 10 students (23.26%) pronounce without –s ending and 33 students (76.74%) can pronounce the allomorph /ɪz/ in /bʌzɪz/, /wɪʃɪz/ and /wɪtʃɪz/. The word **Misses** mispronounced by 11 students (25.58%) by omitting its inflectional ending while 32 students (74.42%) pronounce with allomorph /ɪz/ in /mɪsɪz/. **Watches, Slices, Faces** and **Badges** pronounced without final –s by 12 students (27.91%) and 31 students (72.09%) pronounce allomorph /ɪz/ in /wɒtʃɪz/, /slaɪsɪz/, /feɪsɪz/ and /bædʒɪz/.

The words **Places**, **Pieces** and **Prizes** are pronounced incorrectly by 13 students (30.23%) by omitting the final –s and 30 students (69.77%) pronounce the allomorph /ɪz/ in /pleɪsɪz/, /piːsɪz/ and /praɪzɪz/. The same case happens to the words **Boxes** and **Buses** where 14 students (32.56%) pronounce without noun inflectional ending while others (67.44%) pronounce /ɪz/ in /bɒksɪz/ and /bʌsɪz/. It occurs to the rest words **Itches** and **Edges** which pronounced by 20 students (46.51%) incorrectly and 23 students (53.49%) correctly with /ɪtʃɪz/ and /edʒɪz/. The last word **Prices** gets incorrect pronunciation by 22 students (51.16%) with omitting its noun inflectional ending and 21 students (48.84%) give correct pronunciation /praɪsɪz/

Based on the data shown by the tables, it can be concluded that English Department students' common mistakes in pronouncing noun inflectional ending for plural noun at the third semester of Antasari State Institute for Islamic Studies academic year 2014/2015 occur in words end with voiced sound which should be pronounced with allomorph /z/ where all of the students who become the sample of this research (100%) cannot pronounce the words correctly. The students' mistakes can be seen in this following table:

Table 4.8 The Frequency of Students' Mistakes in Pronouncing Noun Inflectional ending for plural noun

No	Allomorph	F	P
1	/s/	39	2.91

2	/z/	1,032	76.96
3	/ɪz/	270	20.13
Total			100%

The table shows that students' mistake in pronouncing noun inflectional in words that should be pronounced with allomorph /z/ is higher than others. All of the students cannot pronounce the words correctly. It takes 76.96% of all mistakes that students make. The students pronounce the noun inflection ending in the words with allomorph /s/. It may be confusing for the students to differentiate the last sound of the words whether it is voiced or voiceless. Hence, they make generalization by pronouncing the words without considering the final sound which can be voiced sound or voiceless sound with allomorph /s/.

The generalization may cause the general thought for the students that words end with -es spelling should be pronounced with /ɪz/ as in words end with sibilant sounds such as in **Boxes** and **Buses**. However, they make incorrect conclusion by guessing that es- in some words are addition such as in words **Robes**, **Slides**, and **Rides**.

Furthermore, the students do not have serious problem for pronouncing noun inflectional ending for plural noun in words end with voiceless sound which have allomorph /s/. The mistake made by some

students is just omitting the final –s so that they pronounce the words without noun inflectional ending.

However, there are only three sounds of inflectional ending for plural noun. They are with allomorph /s/, /z/ and /ɪz/. Some students still mispronounce the words and use miss-match rule to pronounce the words or even omit the final –s of the words.

From the problems above, the writer concludes that the students do not understand well yet about pronouncing noun inflectional ending for plural noun. It is known by their confusion and generalization to decide the final sounds of the words that influence the sound of noun inflectional ending whether it is voiced or voiceless. Although they have learnt about it, they forget some information and guess the correct pronunciation of the words because they cannot differentiate between voiced and voiceless sound well yet.

The problem may be influenced by languages they learnt before English as a foreign language. In Indonesian, there is no difference to pronounce “s.” This prior knowledge differs to English which differentiates the “s” sound of plural noun. It can be pronounced in three ways, as /s/, /z/ and /ɪz/. Hence, the students are used to pronounce “s” without any difference as in their mother tongue and Indonesian.

It is known that Indonesian does not add final –s to make a plural noun. Reduplication is commonly used to emphasize plurality such as *rumah-rumah*. Moreover, quantity words that come before the noun are also used such as *dua orang*. However, it differs from English which expresses plural implicitly by creating patterns how to use –s or –es and how to pronounce it. Thus, it can influence students in learning and producing English. In this case, it may be the reason why the students mostly pronounce the words with allomorph /s/ or even drop the final –s.