

**THE STUDENTS' ABILITY IN PRONOUNCING VERB
INFLECTIONAL ENDINGS AT THE ELEVENTH
GRADE OF MAN 3 RANTAU ACADEMIC
YEAR 2012/2013**



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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
BANJARMASIN
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INFLECTIONAL ENDINGS AT THE ELEVENTH
GRADE OF MAN 3 RANTAU ACADEMIC
YEAR 2012/2013**

THESIS

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by

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ABSTRACT

Nurul Muslimah. 2013. *The Students' Ability in Pronouncing Verb Inflectional Endings at the Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013*. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor: Hj. Noor Maulidiyah, M. A.

Keywords: Ability, pronouncing and verb inflectional ending

This research describes the students' ability in pronouncing Verb Inflectional Endings at the Eleventh Grade of MAN 3 Rantau academic year 2012/2013. The statements of problems in this research are: 1) how is the students' ability in pronouncing –s inflectional ending and 2) how is the students' ability in pronouncing –ed inflectional ending at the eleventh grade of MAN 3 Rantau academic year 2012/2013.

The population of this research is the eleventh grade of MAN 3 Rantau academic year 2012/2013. There are 100 students at the eleventh grade and the writer takes 25% from all of the students by using proportional random sampling technique. So, the sample of this research is amounted 25 students.

To collect the data, the writer uses some techniques: test, interview and documentary. All the data collected are analyzed by using descriptive quantitative method and concluded by inductive method.

The result of this research indicates that the students' ability in pronouncing verb inflectional endings at the eleventh grade of MAN 3 Rantau in academic year 2012/2013 is: First, 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 is $2208 : 25 = 88.32$. Second, the students' ability in pronouncing –ed inflectional ending in regular past tense is in good category, it is shown by the calculation of the mean is $1844 : 25 = 73.76$.

ABSTRAK

Nurul Muslimah. 2013. *Kemampuan Siswa dalam Mengucapkan Kata Kerja yang Berakhiran Infleksi pada Kelas Sebelas MAN 3 Rantau Tahun Ajaran 2012/2013. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Pembimbing: Hj. Noor Maulidiyah, M. A*

Kata Kunci: Kemampuan, mengucapkan dan kata kerja berakhiran infleksi

Penelitian ini menggambarkan kemampuan siswa kelas sebelas dalam mengucapkan kata kerja yang berakhiran infleksi di MAN 3 Rantau tahun ajaran 2012/2013. Perumusan masalah dalam penelitian ini adalah: 1) Bagaimana kemampuan siswa dalam mengucapkan akhiran –s dan 2) bagaimana kemampuan siswa dalam mengucapkan akhiran –ed di kelas sebelas MAN 3 Rantau tahun ajaran 2012/2013.

Populasi pada penelitian ini adalah siswa kelas sebelas MAN 3 Rantau tahun ajaran 2012/2013. Ada 100 siswa di kelas sebelas dan penulis mengambil 25% dari jumlah keseluruhan siswa dengan menggunakan teknik proportional random sampling. Jadi, sampel dalam penelitian ini berjumlah 25 siswa.

Untuk mengumpulkan data-data, penulis menggunakan beberapa teknik seperti: tes, wawancara dan dokumentasi. Semua data yang telah terkumpul dianalisis dengan menggunakan gambaran kuantitatif dan disimpulkan menggunakan metode induktif.

Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam mengucapkan kata kerja berakhiran infleksi pada kelas sebelas di MAN 3 Rantau tahun ajaran 2012/2013 adalah: pertama, kemampuan siswa dalam mengucapkan akhiran –s pada kata kerja orang ketiga berada pada kategori sempurna. Hal ini ditunjukkan berdasarkan hitungan rata-rata $2208 : 25 = 88.32$. Kedua, kemampuan siswa dalam mengucapkan akhiran –ed pada kata kerja bentuk lampau beraturan berada pada kategori baik. Hal ini ditunjukkan berdasarkan hitungan rata-rata $1844 : 25 = 73.76$.

MOTTO

The More I Know

The More I Don't Know

DEDICATION

Thanks to:

*Allah SWT, the Lord of the World
The Best Messenger of Allah, Prophet Muhammad SAW*

I proudly dedicate this thesis for:

*My beloved parent: Abah and Mama
Thanks for everything you have done and given to me*

Heavy thanks for all of my brothers

*All teachers who have transferred their knowledge
May Allah always bless you*

*All my beloved friends
Who always color my life and accompany me in spending my days
I love you all . . .*

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بسم الله الرحمن الرحيم
الحمد لله رب العالمين. والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا ومولانا
محمد وعلى آله وصحبه أجمعين. أما بعد:

Praise be to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Students’ Ability in Pronouncing Verb Inflectional Endings at the Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013”. Peace and Salutation always be upon Prophet Muhammad P. B. U. H and all his companions who struggle for Allah.

The writer would like to express appreciation and gratitude to:

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7. Zailani, S. Ag as the headmaster of MAN 3 Rantau, English teachers, administration staff and all students there.
8. All my friends who directly and indirectly have supported me to finish this thesis.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Syakban 1434 H
June 2013 A.D

Nurul Muslimah

CONTENTS

COVER PAGE	i
LOGO PAGE.....	ii
TITLE PAGE	iii
APPROVAL SHEET	
1. ADVISOR'S APPROVAL SHEET	iv
2. VALIDATION.....	v
STATEMENT OF AUTHENTICITY.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
MOTTO	ix
DEDICATION.....	x
ACKNOWLEDGMENT	xi
CONTENTS.....	xiii
LIST OF TABLES	xv
LIST OF APPENDICES	xvii

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Statement of Problems	5
C. Objectives of Study.....	
D. Significance of Study	6
E. Definition of Key Terms	

CHAPTER II THEORETICAL REVIEW

A. Morphology.....	8
B. Morphemes.....	9
C. Types of Morphemes ..	12
D. Eight Types of Inflectional Morphemes	16
E. The Differences Between Derivational and Inflectional Morphemes.....	18
1. Derivational Morpheme.	
2. Inflectional Morpheme	19
F. -s and -ed Inflectional Endings	21
1. Rules to Form -s and -ed Inflectional Endings	
2. Rules to Pronounce -s and -ed Inflectional Endings.	25
G. Description of Sounds /s/ and /z/.....	29
H. Description of Sounds /t/ and /d/	30

CHAPTER III RESEARCH METHOD

A. Research Design	33
B. Research Setting	34
C. Population and Sample	
D. Research Instruments.....	36
E. Data and Sources of Data	37

F. Data Collection Procedure.....	38
G. Data Analysis Procedure	40

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	42
1. Brief History of MAN 3 Rantau	
2. Teachers, Administration Staff, Students and Facilities of MAN 3 Rantau	43
3. The Students' Ability in Pronouncing –s and – ed Inflectional Endings	45
B. Discussion.....	54
1. The Students' Ability in Pronouncing –s Inflectional Ending	
2. The Students' Ability in Pronouncing –ed Inflectional Ending	55

CHAPTER V CLOSURE

A. Conclusion	57
B. Suggestion	58

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

2.1	TABLE OF ENGLISH CONSONANT PHONEMES	26
2.2	THE PRONUNCIATION OF –s ENDING	31
2.3	THE PRONUNCIATION OF –ed ENDING	32
3.1	DESCRIPTION OF THE POPULATION AT THE ELEVENTH GRADE OF MAN 3 RANTAU ACADEMIC YEAR 2012/2013	34
3.2	DESCRIPTION OF SAMPLE AT THE ELEVENTH GRADE OF MAN 3 RANTAU ACADEMIC YEAR 2012/2013	35
3.3	DATA, SOURCES OF DATA AND TECHNIQUES OF DATA COLLECTING	39
3.4	INTERPRETATION RESULT OF ORAL TEST	40
3.5	PERCENTAGE SCALE TO ANALYZE THE RESULT OF STUDY .	41
4.1	DESCRIPTION OF STUDENTS’ SCORE IN PRONOUNCING –S AND –ed INFLECTIONAL ENDING IN THIRD PERSON SINGULAR PRESENT TENSE VERBS	45
4.2	THE ABILITY IN PRONOUNCING ALLOMOPRH –S ENDING.....	46
4.3	THE STUDENTS’ ABILITY IN PRONOUNCING –S ENDING ALLOMOPRH /s/.....	47
4.4	THE STUDENTS’ ABILITY IN PRONOUNCING –S ENDING ALLOMOPRH /z/	48
4.5	THE STUDENTS’ ABILITY IN PRONOUNCING –S ENDING ALLOMOPRH /ɪz/	49
4.6	DESCRIPTION OF STUDENTS’ SCORE IN PRONOUNCING –ED INFLECTIONAL ENDING IN REGULAR PAST TENSE VERBS	50
4.7	THE ABILITY OF STUDENTS IN PRONOUNCING –ED ENDING	51

4.8	THE STUDENTS' ABILITY IN PRONOUNCING –ED ENDING ALLOMOPRH /t/	
4.9	TH STUDENTS' ABILITY IN PRONOUNCING –ED ENDING ALLOMOPRH /d/	52
4.10	THE STUDENTS' ABILITY IN PRONOUNCING –ED ENDING ALLOMOPRH /ɪd/	53

LIST OF APPENDICES

1. TRANSLATION OF VERSES
2. THE NAMES OF HEADMASTER AT MAN 3 RANTAU
3. THE NAMES OF TEACHER AT MAN 3 RANTAU
4. THE NAMES OF ENGLISH TEACHER AT MAN 3 RANTAU
5. THE NAMES OF ADMINISTRATION STAFF AT MAN 3 RANTAU
6. THE DESCRIPTION OF STUDENTS AT MAN 3 RANTAU
7. THE DESCRIPTION OF SCHOOL FACILITIES AT MAN 3 RANTAU
8. *PEDOMAN WAWANCARA DAN DOKUMENTER*
9. PICTURES OF MAN 3 RANTAU
10. *SURAT KETERANGAN PERSETUJUAN JUDUL*
11. *SURAT CATATAN SEMINAR DESAIN PROPOSAL SKRIPSI*
12. *SURAT KETERANGAN SUDAH SEMINAR*
13. *SURAT PERUBAHAN JUDUL*
14. *SURAT IZIN RISET*
15. *SURAT SELESAI RISET*
16. *CATATAN KONSULTASI BIMBINGAN SKRIPSI*
17. CURRICULLUM VITAE

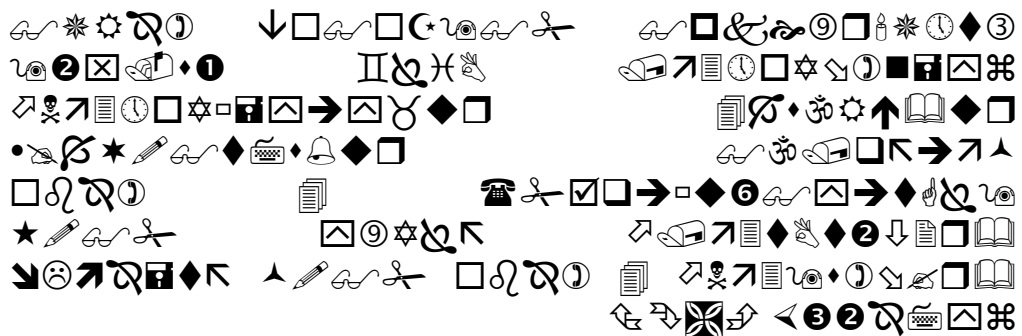
CHAPTER I

INTRODUCTION

A. Background of Study

Language has played an important role in many aspects of human life. By using language, people can express their ideas and transfer information or messages. Language is also used to realize every person's hopes, aspiration and thinking. As a means of communication, it is very useful and flexible which can serve the human needs in their communication in any situation.

Allah SWT creates different tribes, nations and languages in the world in order that people are able to know each other by using various languages as the tool of communication; it is said in the Holy Qur'an Surah Al-Hujurat: 13



Based on Surah Al-Hujurat above, Allah SWT has ordered us to learn and explore about language, because it is very important in our life. So, we must learn more about language because by mastering the language we can learn and interact with other country.

There are many languages in the world. One of them is English. People use English as the first language or foreign language. English is also considered as an international language. In line with the statement above, Key and Nancy (1996) stated that English has been called “lingua franca of whole world.”

Nowadays, almost every developing science recently uses English. People who want to get the latest information in recent science have to master English because today English reports many kinds of information. Many books, magazines, news on the television program are written in English.

In Indonesia, English has been taught as a foreign language. It is not only taught as a subject in the elementary school and in the high school but also in the university level. Learning English is an obligation for the students because many scientific books and other sources of knowledge are written in English. For the students, they must be equipped with good command of the English language so that they can improve their potentials such as insights, knowledge and experiences. To support the statement above, it is stated in an online article about *Kurikulum KTSP* or School Based Curriculum that:

Mata Pelajaran bahasa inggris bertujuan agar peserta didik memiliki kemampuan: (1) mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk language accompanying action dalam konteks sekolah, (2) memiliki kesadaran tentang hakikat dan pentingnya bahasa inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.

Based on the quotation above, English competence is important to be used in communication, to get information, to get personal relationship and to

share information. Therefore, students need to understand and use English to improve their confidence to face the global competition. Moreover, as a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential.

In learning English, there are four skills which have to be mastered by the students. The basic skills have the same positions in language learning. They are listening, speaking, reading and writing (Fauziati, 2002, p. 110). Besides the four basic skills mentioned above, there are also four components in English: pronunciation, vocabulary, spelling and grammar.

Pronunciation is important for students because the competency of pronunciation is one aspect that determines the level of someone's speaking ability. A mistake that is made in pronouncing sounds may raise misunderstanding in communication. Because of its importance, pronunciation must be paid attention in language teaching and learning.

In our educational system, students often receive extensive grammar instruction (including past tense, plurals, possessive and parts of speech) at the early stage, but the pronunciation aspect of such grammar lesson is not always addressed (Murcia, 1996, p. 266). The result, many students have some problems in pronunciation. They think to pronounce English is difficult thing to do. It is because their tongue is not used in pronouncing some words that they seldom pronounce. One of the difficult parts of learning to speak English

is the correct pronunciation of the three phonological realizations in inflectional endings.

Inflectional ending is the grammatically marked form. In inflectional endings there are eight regular morphological inflections that English words can take: -s (possessive) and -s (plural) are attached to nouns. There are four inflections attached to verbs, -s (third person singular), -ing (present participle), -ed (past tense) and -en (past participle). There are two inflections attached to adjectives: -est (superlative) and -er (comparative). In English all inflectional endings are suffixes.

Not like other inflectional endings, the -s and -ed inflectional endings create different pronunciation according to last sound in the word. To pronounce the -s and -ed inflectional endings, students should pronounce them according to the rules of pronunciation. As Bloomfield explains in his book *Language*, translated to Indonesian by I. Sutikno, that there are three pronunciation rules for -s (1995, p. 203) and also for -ed endings (1995, p. 205).

-s inflectional endings pronunciation:

glass	:	glasses	[-ɪz]
pen	:	pens	[z]
book	:	books	[s]

-ed inflectional endings pronunciation:

land	:	land ed	[-ɪd]
live	:	liv ed	[-d]
dance	:	danc ed	[-t]

From the examples above, it can be known that there are three different pronunciations for –s and –ed inflectional endings. But the fact, most of students pronounce the –ed and –s inflectional endings as fully syllabic and they often pronounce them based on spelling alone. The writer assumed that the mastery of how to pronounce inflectional endings correctly is important because it will influence the students' speaking ability.

Based on pre observation the writer found that the students have difficulties in discriminating the pronunciation of –s and –ed inflectional endings. From the cases above the writer is motivated and interested in knowing about the students' ability in pronouncing verb inflectional endings and do a research at MAN 3 Rantau entitled **“The Students' Ability in Pronouncing Verb Inflectional Endings at the Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013”**

B. Statement of Problems

Based on the background above, the writer investigates and focuses on the following questions:

1. How is the students' ability in pronouncing –s inflectional ending at the eleventh grade of MAN 3 Rantau academic year 2012/2013?
2. How is the students' ability in pronouncing –ed inflectional ending at the eleventh grade of MAN 3 Rantau academic year 2012/2013?

C. Objectives of the Study

The objectives of the study are:

1. To know the students' ability in pronouncing –s inflectional ending at the eleventh grade of MAN 3 Rantau academic year 2012/2013.
2. To know the students' ability in pronouncing –ed inflectional ending at the eleventh grade of MAN 3 Rantau academic year 2012/2013.

D. Significance of Study

The result of this research is expected to:

1. Give clear information for English teachers who want to know about students' ability in pronouncing –s and –ed inflectional endings.
2. Give information, consideration and input for the students especially for improving the pronunciation of –s and –ed inflectional endings and avoiding them from making mispronunciation.
3. Enrich the writer's knowledge and experience in the specific study especially about pronunciation of –s and –ed inflectional endings.

E. Definition of Key Terms

To avoid misinterpretation toward the title, the writer needs to explain some terms in the title as follows:

1. Ability

Ability is the power or skill required to do something (Hornby, 1995, p. 2). Students' ability means that the student has skill to do

something. In this research, the term ability refers to pronouncing –s and -ed inflectional endings in verbs.

2. Pronouncing

Pronouncing is to speak words or sounds, especially in certain way (Chambers, 1998, p. 385). The pronunciation which discussed in this study is related to pronouncing –s and –ed inflectional endings.

3. Verb Inflectional Endings

This study focuses on –s and –ed inflectional endings in verbs. The –s inflectional ending is used in third person singular present tense and –ed inflectional ending is used in regular simple past tense.

4. The Eleventh Grade of MAN 3 Rantau

The students who are studying at the eleventh grade of MAN 3 Rantau academic year 2012/2013.

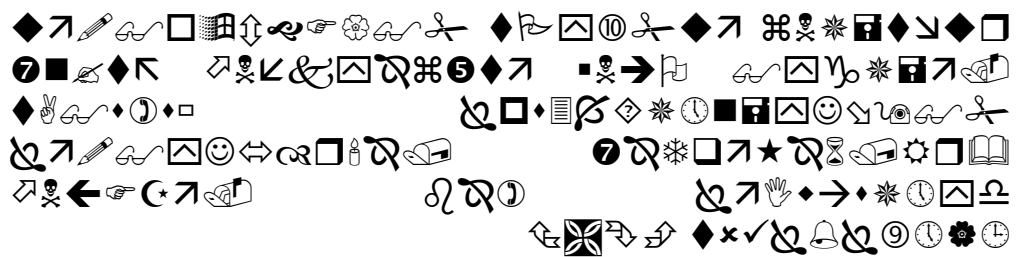
Based on the definitions of key terms above, this research is intended to know the students' ability in pronouncing –s and –ed inflectional endings in verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013.

CHAPTER II

THEORETICAL REVIEW

A. Morphology

Words are very important in learning a language. Because a language is built from some words that making a sentence. By using words, someone can convey their messages, feeling and thinking. Allah the Al-mighty says in Surat Al-Baqarah verse 31:



The verse above explains that Allah taught Adam the names of all things. As mentioned in this verse, the word **أَسْمَاء** means names of nouns. Thus Allah Almighty taught Adam the language that consists of words. In linguistic the study of word is called morphology.

Morphology is the branch of linguistics study. Morphology means the study of the forms of words (Hornby, 1995, p. 756). In *Kamus Besar Bahasa*

Indonesia morphology means *cabang linguistic tentang morfem dan kombinasinya* (Departemen Pendidikan Nasional, 2005, p. 755). While Donati (2009) gives definition of morphology as “the field of linguistics that studies the internal structure of words”.

Therefore, from the definitions of morphology, it can be concluded that morphology is a field of linguistics focused on the study of the forms or internal structure of word and formation of words in a language. Words in a language consist of one element or elements of meaning which are called morpheme.

B. Morphemes

A major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of morphemes, often defined as the smallest linguistic pieces with a grammatical function (Aronoff, p. 2). American linguist Bloomfield (1995, p. 200) states that “morphemes are the smallest meaningful unit of language.” While Wardaugh (1972, p. 70) in his book defines morphemes as “minimal units of meaning out of which have meaningful utterances”.

From the definitions above, the writer concluded that morphemes are the grammatical functions of words that cannot be broken down into smaller units and morphemes have meaningful utterances.

Mill (1998) argues that morphemes are what make up words. Often, a morpheme is thought as a word but it is not always true. Some single

morphemes are single words while other words have two or more morphemes within them.

Example: hand = (one word) = (one morpheme)

boyish = (one word) = (two morphemes)

boyishness = (one word) = (three morphemes)

gentlemanliness = (one word) = (four morphemes)

A morpheme may consist of a single root or two roots (Dixon, 2010).

When a root morpheme is combined with affix morpheme, it forms a stem.

Other affixes can be added to form a more complex stem.

Example: believe = (root) = (one morpheme)

believable (stem) = (two morphemes)

system = (root) = (one morpheme)

systematic = (stem) = (two morphemes)

Many morphemes also have more than one phonetic realization (morph). The variant of morphs are called allomorph. Usually the section of allomorph depends on the phonetic context in which it occurs in a particular word (Katamba, 2013). For instance, the –ed endings in regular past tense verbs have three allomorphs:

“jumped” the –ed ending is pronounced [t]

“repelled” the –ed ending is pronounced [d]

“rooted” the –ed ending is pronounced as fully syllabic [ɪd]

In relation to morpheme, Mill (1998) says that a morpheme can also have more than one syllable or less than one syllable. The difference between

a syllable and a morpheme is that morpheme has to be meaningful, a syllable may or may not.

Example: boy = (one syllable) = (one morpheme)

water = (two syllables) = (one morpheme)

crocodile = (three syllables) = (one morpheme)

cats = (one syllable) = (two morphemes)

barked = (one syllable) = (two morphemes)

From the explanation above, it can be known that a morpheme may consist of word, allomorph, root or stem and syllable. These are some examples:

1. Unladylike

a. The word *unladylike* consists of three morphemes and four syllables.

b. Morpheme breaks:

1) *Un-* 'not' (affix)

2) *Lady* '(well behaved) female adult human' (stem)

3) *-like* 'having the characteristics of

c. None of these morphemes can be broken up any more without losing all sense of meaning. *Lady* cannot be broken up into 'la' and 'dy', even though 'la' and 'dy' are separate syllables. Each syllable has no meaning on its own.

2. Dogs

a. The word *dogs* consists of two morphemes and one syllable:

1) *Dog* (stem)

2) -s, a plural marker on nouns (affix)

- b. Note that a morpheme like ‘-s’ can just be a single phoneme and does not have to be a whole syllable.

3. Technique

- a. The word *technique* consists of only one morpheme having two syllables.
- b. Even though the word has two syllables, it is a single morpheme because it cannot be broken down into smaller meaningful parts.

C. Types of Morphemes

The morpheme is divided according to their distributions; there are free and bound morphemes.

1. Free Morpheme

Free morphemes are morphemes that can stand alone by themselves as single words, for example, *open* and *tour*. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, etc (Rahayu, 2010, p. 63). When they are used with bound morphemes attached, the basic word forms are technically known as stems (Brown & Attardo, 2003, p. 25).

Free morpheme falls into two categories:

a. Lexical Morpheme

The first category is that set of ordinary nouns, adjectives and verbs that we think of as the words that carry the ‘content’ of the messages we convey. These free morphemes are called lexical morphemes. Some examples are: *girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow and break*. We can add new lexical morphemes to the language rather easily, so they are treated as an ‘open’ class of words (Rahayu, 2010, p. 64). Open, because new words can be added to these categories (Husin, 2013, p. 1).

b. Functional Morpheme

The second category of free morphemes are called functional morpheme. The examples are *and, but, when, on, near, above, in, the, that, it, them*. This set consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a ‘closed’ class of words (Rahayu, 2010, p. 63).

The difference between lexical and functional morphemes is lexical morphemes have sense and meaning (content word/root). They can be attached to another morpheme through affixes. While, functional morpheme only connects between one morpheme to other morphemes e.g, *and* and *that* and they cannot be attached to other morpheme.

2. Bound Morphemes

The second type of morphemes are bound morphemes, which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as *re-*, *-ist*, *-ed*, and *-s*. Adding the bound morpheme *-s* to the free morpheme *cat* changes the noun number; the addition of the *-ed* changes tense. Similarly, the addition of *-er* to *run* changes the verb to noun (Kucer & Silva, 2006). So, we can say that all affixes (prefixes and suffixes) in English are bound morphemes (Brown & Attardo, 2003, p. 25).

Affixes are attached to basis in order to modify meaning. Affixes are classified according to their position. If they come before the root they are called **prefixes**; if they occur after the root they are called **suffixes**. If they attach in the middle of a word, they are called **infixes** (Brown & Attardo, 2003, p. 25)

Adding affixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech (e.g. noun, verb, and adjective) the word belongs to. The following words give some examples:

undressed			carelessness		
un-	dress	-ed	care-	-less	-ness
prefix	stem	suffix	stem	suffix	suffix
(bound)	(free)	(bound)	(free)	(bound)	(bound)

The type of description above is a partial simplification of the morphological facts of English. There are a number of English

words in which the element treated as the stem is not, in fact, a free morpheme. In words such as *receive*, *reduce* and *repeat*, we can identify the bound morpheme *re-* at the beginning, but the elements *-ceive*, *-duce*, and *-peat* are not separate words form and hence cannot be free morphemes. These types of forms are sometimes described as ‘bound stems’ to keep them distinct from ‘free stems’ such as *dress* and *care* (Rahayu, 2010, pp. 663-64).

The set affixes that make up the category of bound morphemes can also be divided into two types:

a. Derivational Morpheme

Derivational morphemes are often used to make new words from old ones (Brown & Attardo, 2003, p. 26) or to make words of a different grammatical category from the stem (Rahayu, 2010, p. 64). Derivational morphemes change the meaning because there is the change of lexical category. For example, the addition of the derivational morpheme *-ness* changes the adjective *good* to the noun *goodness*. The noun *care* can become the adjectives *careful* or *careless* by the addition of the derivational morphemes *-ful* or *-less*. A list of derivational morphemes will include suffixes such as the *-ish* in *foolish*, *ly* in *quickly*, and the *-ment* in *payment*. The list also includes prefixes such as *re-*, *pre-*, *ex-*, *mis-*, *co-*, *un-*, and many more.

b. Inflectional Morpheme

The second set of bound morpheme contains what are called inflectional morphemes and their influence on a base word is predictable. Inflectional morphemes modify the grammatical class of words by signaling a change in number, person, gender, tense and so on, but they

do not shift the base form into another word class. When *house* become *houses*, it is still a noun even though the plural morpheme ‘-s’ has been added (Ellis, 1999). Inflectional morphemes are only found in suffixes and there is no change of meaning or lexical category.

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.

D. Eight Types of Inflectional Morphemes

In English there are eight morphological inflections. They change the form of a word grammatically and add information to it. But these morphemes do not change the category of the word.

1. -s third person singular present tense

She *waits* at home.

The morpheme *wait* is a verb and the suffix *-s* indicates the third person singular form of the verb in the present tense, which was added to mark the grammatical category of the verb. The *-s* endings for third person singular have variant pronunciation. In the verb *waits* the *-s* ending should be pronounced “wait /s/”.

2. -ed past tense

She *waited* at home.

The verb *waited* consists of the morpheme *wait* 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 *waited* the *-ed* ending should be pronounced with /ɪd/ ending.

3. -ing progressive

She is *eating* the donut.

The *-ing* marker consists of the morpheme *eat* and the suffix *-ing* which marks the progressive (an action which is happening now or at the moment of speaking) (Riyanto, et. al, 2009, p. 19). In line with the *-ing* ending Murcia (1996) stated in her book “*Teaching Pronunciation*” that the present participle has a relatively invariant pronunciation. It always consists of ‘*ing*’ pronounced /ɪŋ/ (p. 255).

4. -en past participle

Mary has *eaten* the donuts.

The suffix *-en* of verb expresses the past participle in irregular form. For *-en* ending in irregular past form there is no variant pronunciation. Meanwhile, in past participle of regular verb the *-ed* endings have variant pronunciations. The rules set as the same pronunciation with past tense of regular verbs.

5. -s plural

She ate the *donuts*.

The plural marker *-s* of a noun expresses the category number in a rather imprecise way. Singular indicates the amount of one single *donut*, whereas the word *donuts* just show that there is more than one donut. To pronounce *-s* ending in plural, it has the same pronunciation rules in third person singular present tense.

6. *-s* possessive

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. They cannot stand alone but they are followed by a noun (Riyanto, et. al, 2009, p. 19). Possessive inflectional morphemes have same pronunciation rules in plural and third person singular present tense forms.

7. *-er* comparative

Dina has *shorter* hair than Karin.

The *-er* marker is used to compare two things or persons that are different (Riyanto, et. al, 2009, p. 342).

8. *-est* superlative

Dina has the *shortest* hair.

The *-est* is used to compare three or more things or persons (Riyanto, et. al, 2009, p. 347) or to make the word a superlative and it is a bound morpheme because it cannot stand alone and be meaningful (Ellis, 1999). Comparative and superlative forms do not have variant pronunciations.

From the eight types of inflectional morphemes, the adjective (comparative and superlative) and present progressive do not have variant pronunciation (Murcia, et. al, 1996, p. 257). While plural, possessive, third person singular (-s endings), past tense and past participle (-ed endings) have variant pronunciation.

E. The Differences Between Derivational and Inflectional Morphemes

As quoted by Brown and Attardo (2003, pp. 26-27) there are some principal differences between derivational and inflectional morphemes:

1. Derivational Morpheme

- a. Derivational morpheme changes the meaning of the word, or changes the word's part of speech.
adjective → adverb (e. g., quick-ly)
- b. Syntax does not require the presence of derivational. They are optional, whereas inflectionals are required by rules.
- c. Individually, derivationals are less productive. They cannot be attached to as many words as inflectional morphemes. For example: -hood, as in childhood, adulthood, as opposed to /-s/.
- d. English derivationals are located closest to the root.
- e. In English, derivational morphemes can be either prefixes or suffixes.

2. Inflectional Morphemes

- a. Do not make a significant meaning change in a word or change the word's part of speech.

- b. They are required by syntax.

Example: Mary eats lunch. The /-s/ marker for the third person singular is required by a grammatical rule.

- c. They are very productive. They can be attached to several words.

Example: the morpheme for plurality in English (/s/) can attach to virtually all nouns (with very few exceptions, such as irregular nouns like *ox*, *goose*, *women*, *man*, etc).

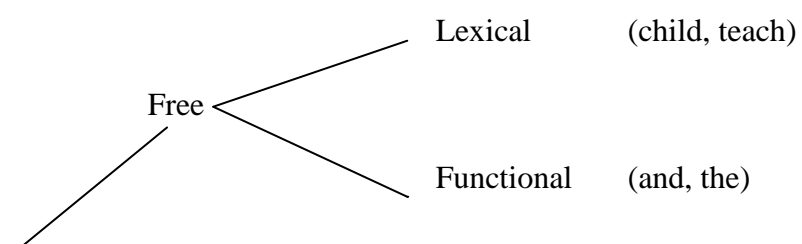
- d. In English, they are located after derivational morphemes, farthest from the root.

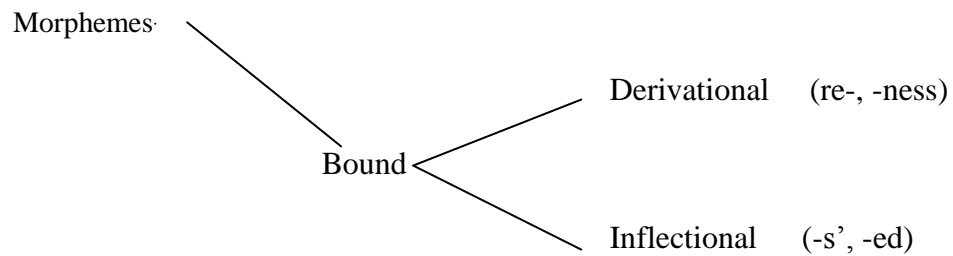
- e. In English, they are suffixes only.

Armed with all these terms for different types of morphemes, we can now take most sentences of English apart and list all the ‘elements’. For example, in the sentence *The child’s wildness shocked the teachers*, can be identified eleven morphemes.

<i>The</i>	<i>child</i>	<i>-’s</i>	<i>wild</i>	<i>-ness</i>
Functional	lexical	inflectional	lexical	derivational
<i>shock</i>	<i>-ed</i>	<i>the</i>	<i>teach</i>	<i>-er</i>
lexical	inflectional	functional	lexical	inflectional

A useful way to remember all these different types of morphemes is in the following chart (Rahayu, 2010, p. 66).





F. -s and –ed Inflectional Endings

1. Rules to Form –s and –ed Inflectional Ending

a. –s Inflectional Endings

–s endings are often used for plural nouns (Six bees), third person singular present tense verbs (It smells funny), possessive (Zoe’s house), and contractions (It’s amazing) (Baker & Goldstein, 2008, p. 115). In third person singular, –s ending is added if the subject of the sentence is *he*, *she* and *it*. To add –s endings to a verb, the students should follow these rules.

Riyanto (2008, p. 118) notes that there are three rules to form –s ending.

1. When a verb ends in: *ch*, *sh*, *ss*, *x*, and *o* add –*es* to the stem of the verb, for example:

➤	watch	→	watches
➤	finish	→	finishes
➤	pass	→	passes
➤	fix	→	fixes
➤	go	→	goes

2. When a verb ends in: **y** after a consonant, **y** changes into **ie**. Then add -s to the stem of the verb, for example:

➤ carry → carries

➤ study → studies

➤ cry → cries

3. When a verb ends in: **y** after a vowel, **y** does not change. Then -s is added to the stem of the verb. For example:

➤ play → plays

➤ buy → buys

b. -ed Inflectional Endings

G. Davidson explains (2005, p. 116) that -ed is the form more often used to form the past tense or the past participle of a verb.

demand → demanded

enjoy → enjoyed

happen → happened

kick → kicked

open → opened

The rules to form past tense verbs is explained by Hartanto (2008, pp. 228-231) in his book *Accurate, Brief and Clear English Grammar* that there are some rules to form past tense verb.

Regular verb is a verb which obeys the rule in common, generally which is formed from infinitive by adding -ed or -d.

- 1) In general to form past tense and past participle –ed is added in infinitive of regular verb.

The form: infinitive + ed

Infinitive	past tense	past participle	meaning
to abduct	abducted	abducted	<i>menculik</i>
to accept	accepted	accepted	<i>menerima baik</i>
to act	acted	acted	<i>bertindak</i>
to add	added	added	<i>menambah</i>
to help	helped	helped	<i>membantu</i>

- 2) If the infinitive regular verbs end with a vowel –e, only –d is added.

Infinitive	past tense	past participle	meaning
to advise	advised	advised	<i>menasihati</i>
to blame	blamed	blamed	<i>menyalahkan</i>
to close	closed	closed	<i>menutup</i>
to smoke	smoked	smoked	<i>merokok</i>
to value	valued	valued	<i>menilai</i>

- 3) If a verb ends in a consonant + –y, the –y is changed to –i and –ed is added.

Infinitive	past tense	past participle	meaning
to accompany	accompanied	accompanied	<i>menemani</i>
to carry	carried	carried	<i>membawa</i>
to cry	cried	cried	<i>menangis</i>
to supply	supplied	supplied	<i>menyediakan</i>

to try	tried	tried	<i>mencoba</i>
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4) If a verb ends in a vowel + -y, only *-ed* is added.

Infinitive	past tense	past participle	meaning
to annoy	annoyed	annoyed	<i>menjengkelkan</i>
to betray	betrayed	betrayed	<i>menghianati</i>
to convey	conveyed	conveyed	<i>meyampaikan</i>
to play	played	played	<i>bermain</i>
to pray	prayed	prayed	<i>berdoa</i>

5) If the verb has one syllable and ends in one vowel + one consonant, the consonant is doubled then *-ed* is added.

Infinitive	past tense	past participle	meaning
to beg	begged	begged	<i>memohon</i>
To gab	gabbed	gabbed	<i>mengobrol</i>
to jig	jigged	jigged	<i>berjoget</i>
to rob	robbed	robbed	<i>merampok</i>
to rub	rubbed	rubbed	<i>menggosok</i>

6) If the regular verbs end in a vowel + consonant *l*, the consonant *l* is doubled then *-ed* is added.

Infinitive	past tense	past participle	meaning
to annul	annulled	annulled	<i>menghapus</i>
to cancel	cancelled	cancelled	<i>membatalkan</i>
to compel	compelled	compelled	<i>memaksa</i>
to propel	propelled	propelled	<i>menggerakkan</i>

to travel	travelled	travelled	<i>bepergian</i>
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However, if the verbs end in two vowels + consonant *l*, the consonant *l* is not doubled.

to assail	assailed	assailed	<i>menyerang</i>
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to conceal	concealed	concealed	<i>menyembunyikan</i>
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7) For two syllables verbs that end in a vowel and a consonant, Azar in her book *Basic English Grammar* (2001, p. 192) explains that:

a) The consonant is not doubled if the stress is on the first syllable.

to visit	visited	visited	mengunjungi
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to open	opened	opened	membuka
---------	--------	--------	---------

b) The consonant is doubled if the stress is on the second syllable.

to admit	admitted	admitted	mengakui
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to occur	occurred	occurred	terjadi
----------	----------	----------	---------

2. Rules to Pronounce –s and –ed Inflectional Endings

In pronouncing the –s and –ed inflectional endings, first the students should differentiate between voiced and voiceless sounds. Voiced sounds occur when the vocal cords in the larynx are vibrated (Kelly: 2). When the vocal cords do not vibrate, the sounds is called voiceless sounds.

The chart of the English consonants below arranges the consonants according to the manner and points of articulation. The chart is followed by an example on each consonant.

English Consonant Phonemes									
		Place of articulation							
		Front → Back							
Manner of Articulation		bilabial	Labiodental	dental	Alveolar	Palato-alveolar	Palatal	Velar	glottal
	Plosive	p b			t d			k g	
	Affricative					tʃ dʒ			
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Nasal	m			n			ŋ	
	Lateral				l				
	Approximant	(w)				R	j	w	

Note: Unvoiced phonemes are on the left. Voiced phonemes are on the right) (Kelly, p. 7).

From the table above, it is easy to distinct between voiced and voiceless sounds, as Husin (2011, p. 5) said, quoted from O'Grady et. al (1988), that:

Mudah dikenali bunyi apa saja yang dikategorikan bersuara dan tidak bersuara. Pada setiap kotak dimana terdapat contoh bunyi bahasa manusia, setiap bunyi yang diletakkan disebelah kiri kotak adalah bunyi yang tak bersuara (voiceless sounds), sedangkan yang disebelah kanannya adalah bunyi bersuara (voiced sounds).

a. Rules to Pronounce –s Endings

The –s ending in third person singular present tense, possessive, plural and contractions follow the same pronunciation rules. The –s ending has three possible pronunciations: /s, /z/ and /ɪz/.

The pronunciation of the –s ending depends on the sound that comes before it in the word (Baker & Goldstein, 2008, p. 115).

- 1) When the noun or verb ends in sibilant consonant (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʒ/, or /dʒ/ the inflection has epenthetic vowel and is realized as unstressed /ɪz/.
- 2) When the noun or verb ends in a voiced nonsibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels) the inflection involves progressive assimilation and is realized as /z/.
- 3) When the noun or verb ends in a voiceless nonsibilant consonant (/p, t, k, f, θ/) the inflection also involves progressive assimilation and is realized as /s/.

		/z/	/s/	/ɪz/
Regular plural		Boys	boats	buses
		Bags	lakes	churches
Third singular present tense	person present	Sees	makes	uses
		Runs	hits	catches
Possessive		Ray's	Mike's	rose's
		Marvin's	Mr. White's	Dr. Leech's

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

- 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*).
- 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*.

b. Rules to Pronounce –ed Inflectional Endings

The regular past tense and the regular past participle inflections (the latter occur in the perfect tense and the passive voice) also share a common set of pronunciation rules (Murcia, et. al, 1996, p. 252).

According to Linda Lane (1993, p. 59) the regular past tense or –ed ending has three pronunciations: [t], [d] or [ɪd]. The pronunciation of the –ed ending depends on the sounds that comes before it in the verb (Baker & Goldstein, 2008, p. 97).

There are some rules to pronounce –ed inflectional endings:

- 1) When the verb ends in /d/ or /t/, the ending takes an epenthetic vowel and is realized as /ɪd/.
- 2) When the verb ends in a voiced sounds (/b, g, z, ʒ, dʒ, v, ð, m, n, ŋ, l, r/ and vowels) other than /d/, the ending undergoes progressive assimilation and is pronounced as /d/.
- 3) When the verb ends in a voiceless consonant (/p, k, s, ʃ, tʃ, f, θ/) other than /t/, the ending also undergoes progressive assimilation and is pronounced as /t/.

<i>/d/</i>	<i>/t/</i>	<i>/Id/</i>
<i>cried</i>	<i>walked</i>	<i>chatted</i>
<i>grabbed</i>	<i>passed</i>	<i>waded</i>
<i>moved</i>	<i>kissed</i>	<i>added</i>
<i>viewed</i>	<i>laughed</i>	<i>needed</i>
<i>robbed</i>	<i>stopped</i>	<i>waited</i>

G. Description of Sounds /s/ and /z/

The sounds /s/ and /z/ are alveolar fricative consonant sounds (Brown & Attardo, 2003, p. 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.

The following is description of the production of alveolar fricative consonant sounds /s/ and /z/.

1. Producing /s/

The sound /s/ is found in the following examples of words: so, cent, scene, missing, decide, race, kiss, cease. To produce /s/ sound, the following processes are made:

- a. The front part of the tongue is raised and the tip of the tongue is raised towards the gum ridge but not touching it.
- b. The side of the tongue is pressed against the upper teeth.

- c. The air is forced to go over the tongue and through the opening the tongue and teeth.
- d. The vocal cords do not vibrate.

2. 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:

- a. The front part of the tongue is raised and the tip of the tongue is raised towards the gum ridge but not touching it.
- b. The side of the tongue is pressed against the upper teeth.
- c. The air is forced to go over the tongue and through the opening the tongue and teeth.
- d. The vocal cords vibrate.

H. Description of Sounds /t/ and /d/

The sounds /t/ and /d/ are alveolar stop consonant sounds (Brown & Attardo, 2003, p.15). They are sounds that produced when the tongue blade is against the alveolar ridge. The soft palate is raised (Kelly, p. 49)

The following is description of the production of the alveolar stop consonant sounds /t/ and /d/.

1. Producing /t/

The sound /t/ is found in the following examples of words: *to, hat and hotter*. To produce /t/ sound, the following steps are made:

- a. The tongue is put against the hard bump behind the upper teeth.
- b. The air is stopped from escaping.
- c. The air is released suddenly.
- d. The vocal cords do not vibrate.

2. Producing /d/

The sound /d/ is found in the following example of words: *do*, *had* and *harder*. To produce /d/ sound, the following steps are made:

- a. The tongue is put against the hard bump behind the upper teeth.
- b. The air is stopped from escaping.
- c. The air is released suddenly.
- d. The vocal cords vibrate.

Morley makes charts for –s ending (1993, p. 29) and –ed ending (1993, p. 35). It can be seen in the following tables:

Table 2.2 The Pronunciation of –s Ending

		Column 1	Column 2	Column 3
Final sound		/s/	/z/	/ɪz/
Sibilant and fricative consonants	s z sh zh ch j			kisses loses pushes changes teaches judges
All voiceless consonant sounds	p t k f th	sleeps writes drinks laughs bathes		
All other voiced consonant	b d		rub rides	

sounds (pronunciation note: Vowel sounds <i>before</i> voiced consonant sounds are lengthened)	g v m n ng l r		rugs drives dreams runs sings smiles wears	
Vowels and diphthongs (all voiced)	aw ey ay oe ie oy		draws conveys betrays does cries enjoys	

Table 2.3. The Pronunciation of –ed Ending

		Column 1	Column 2	Column 3
Final Sound		/t/	/d/	/ɪd/
Alveolar Plosive Consonants	t d			waited needed
All other voiceless consonant sounds	p k f s sh ch	stopped kicked laughed kissed wished watched		
All other voiced consonant sounds (pronunciation note: Vowel sounds <i>before</i> voiced consonant sounds are lengthened)	b g v th z j m n ng l r		bobbed dragged waved breathed used judged slammed burned banged called roared	
Vowels and diphthongs (all voiced)	ay oy ie		betrayed enjoyed died	

	ow ee aw		showed freed sawed	
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CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is field research which the writer comes to the school directly to find out how the students' ability in pronouncing –s and –ed inflectional endings of verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013. The method used in this research is descriptive quantitative method. This research is quantitative research because the test result represent with number. As Arikunto (2009, p. 269) explains in his Book *Manajemen Penelitian* that “*Presentasi yang dinyatakan dalam bilangan sudah jelas merupakan ukuran yang bersifat kuantitatif*”. To support the statement, Margono (2010, pp. 104-105) also argues that “*Penelitian kuantitatif adalah suatu proses menemukan pengetahuan yang menggunakan data berupa angka sebagai alat menemukan keterangan mengenai apa yang ingin kita ketahui*”.

Basically, this study belongs to a descriptive study. It is defined by the purpose of this study that the writer only wants to describe the ability of the eleventh grade of MAN 3 Rantau academic year 2012/2013 in pronouncing verb inflectional endings.

A descriptive study is a study that is based on the facts and the actual matters that happen currently. In this sense, the writer only wants to find out the ability of students and describes the level of students' ability.

B. Research Setting

This research takes place at MAN 3 Rantau which is located in Jl. Pendidikan, Pasar Lama or Margasari Ilir village RT 1 No. 22 (71171), Margasari District, Tapin Regency. The time for research is conducted for two months, from March, 19th 2013 until May, 19th 2013 (two months).

C. Population and Sample

1. Population

The population of this study is taken from MAN 3 Rantau at the eleventh grade in academic year 2012/2013. The eleventh grade consists of four classes which are 25 students in natural science class / *IPA*, 18 students in class *Agama*, 30 students in social science class / *IPS I* and 27 students in class *IPS II*.

Table 3.1. Description of the Population at the Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013

No.	Class	Sex		Total
		Male	Female	
1.	XI IPA	4	21	25
2.	XI AGAMA	8	10	18
3.	XI IPS I	20	10	30
4.	XI IPS II	11	16	27
Total		43	57	100

2. Sample

Remembering that the number of population is quite large, the writer feels necessary to take sample. In taking sample, it has not an absolute decision. As Margono (2007, p. 123) says in his book *Metodologi Penelitian Pendidikan*, that “*besar kecilnya sampel tidak ada ketetapan yang mutlak, artinya tidak ada suatu ketentuan berapa persen suatu sampel harus diambil*”. Due to the difficulty to take whole population, the writer takes 25% of the population. Thus, the total number of the sample is 25 students. In taking sample, the writer uses proportional random sampling technique. Proportional random sampling means here is as said by Kamaruddin (1987, p. 214):

Proportional random sampling adalah suatu teknik pengambilan sampel secara acak dengan tujuan untuk mewakili populasi yang ada atau populasi yang diteliti dan biasanya besarnya sub-sampel setara dengan perbandingan besarnya sub-populasi, sedangkan individu ditetapkan dari tiap sub-populasi yang akan dijadikan sampel ditentukan melalui teknik random/acak.

Table 3.2 Description of Sample at the Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013

No.	Class	Sex		Total
		Male	Female	
1.	XI IPA	1	5	6
2.	XI AGAMA	2	3	5
3.	XI IPS I	5	2	7

4.	XI IPS II	3	4	7
Total		11	14	25

D. Research Instrument

In this research, the writer uses oral test to get the students' score. The scores are taken from 25 students and analyzed in order to find out the students' ability in pronouncing –s and –ed inflectional endings of verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013. The writer does the test in two times. First, the writer does the test for –ed inflectional ending. Second, the writer does the test for –s inflectional ending. The test is divided into two sessions because the writer wants the students to focus on one material. The total of the test items is 50. There are 25 items for –s inflectional ending and 25 items for –ed inflectional ending. Each question is marked 2. The highest score is 100 and the lowest score is 0.

To assess the result of the students' pronunciation of –s and -ed inflectional endings, the formula from Usman & Setiawati (2001, p. 136) is used as follows:

1. Pronouncing –s inflectional ending 1 - 25

Maximum score = 50

Student's score = $\frac{\text{Received score}}{\text{Maximum score}} \times 100 = \text{Final score}$

2. Pronouncing –ed inflectional ending 1 - 25

Maximum score = 50

Student's score = $\frac{\text{Received score}}{\text{Maximum score}} \times 100 = \text{Final score}$

E. Data and Sources of Data

1. Data

There are two kinds of data in this study, namely primary and secondary data.

a. Primary Data

1. The data about students' ability in pronouncing –s inflectional ending in the third person singular present tense verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013.
2. The data about students' ability in pronouncing –ed inflectional ending in regular simple past tense verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013.

b. Secondary Data

The secondary data consist of:

- 1) General description about research location.
- 2) Brief history of MAN 3 Rantau.
- 3) Description about headmaster, teachers, and administration staff.
- 4) School facilities.

2. Sources of Data

- a. Respondents : 25 students at the eleventh grade of MAN 3 Rantau.
- b. Informant : The headmaster, teachers and administration staff.
- c. Documents : All written reports which related to the primary and secondary data.

F. Data Collection Procedure

To collect the data, the writer uses the following techniques:

1. Oral test

This technique is used to get data about the students' ability in pronouncing –s ending in third person singular present tense and –ed inflectional ending in regular simple past tense.

2. Interview

This technique is used to collect data about general description of the research location, which consist of description of MAN 3 Rantau, conditions of teachers, students, administration staff and school facilities.

3. Documentary

This technique is aimed at looking for written reports or document, which perhaps keep some of detail records of primary and secondary data.

Concerning the data, sources of data and techniques of data collecting which are used in this research, the following matrix will be helpful

Table 3.3 Data, Sources of Data and Techniques of Data Collecting

No.	Data	Sources of Data	Technique of Data Collecting
1.	<p>Primary Data</p> <p>The data about the students' ability in pronouncing verb inflectional endings at the eleventh grade of MAN 3 Rantau academic year 2012/2013.</p> <p>a. The data about the students' ability in pronouncing the –s inflectional ending in third person singular present tense verbs.</p> <p>b. The data about the students' ability in pronouncing the –ed inflectional ending in regular simple past tense verbs.</p>	<p>Students</p> <p>Students</p>	<p>Oral Test</p> <p>Oral Test</p>
2.	<p>Secondary Data</p> <p>General description about research location</p> <p>a. Brief history of MAN 3 Rantau.</p> <p>b. Description about headmaster, teachers and administration staff and students.</p> <p>c. School facilities.</p>	<p>Headmaster, Teachers and administration staff</p> <p>Headmaster, Teachers and administration staff</p> <p>Headmaster, Teachers and</p>	<p>Interview and Documentary</p> <p>Interview and Documentary</p> <p>Interview and</p>

		administration staff	Documentary
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G. Data Analysis Procedure

The way assessment of result from students' pronunciation of –s and ed inflectional endings, the formula from Usman and Setiawati (2001, p. 136), is used as follows:

$$N = \frac{\text{Score}}{\text{Maximum score}} \times 100$$

N= Final Score

Table 3.4 Interpretation Result of Oral Test (Sudijono, 2003, p. 372)

No.	Score	Explanation
1.	80 – 100	Excellent
2.	60 - < 80	Good
3.	40 - < 60	Sufficient
4.	20 - < 40	Poor
5.	0 - < 20	Very Poor

Then, to know the group average score or mean, the following formula is used:

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

M = Mean

$\sum x$ = Total Score

N = Number of Cases (Murdan, 2006, p. 47)

Table 3.4 Percentage Scale to Analyze the Result of Study (Riduwan, 2005, p. 89)

No.	Percentage	Data Analysis
1.	80,00% – 100,00%	Excellent
2.	60,00% - < 80,00%	Good
3.	40,00% - < 60,00%	Sufficient
4.	20,00% - < 40,00%	Low
5.	0,00% - < 20,00%	Very Low

The result of oral test will be analyzed and being concluded based on the steps below:

1. Each of answer from students' answer will be calculated by using the formula above.
2. The Result will be arranged into table.
3. Calculating and categorizing the students' answer.
4. The frequency of answer alternatives will be calculated by using percentage

BAB IV

FINDINGS AND DISCUSSION

A. Findings

1. Brief History of MAN 3 Rantau

According to the headmaster, administration staff and document of MAN 3 Rantau located on Jl. Pendidikan at Margasari Ilir/Pasar Lama Village, Candi Laras Utara Sub district, Tapin Regency was established in 1993. MAN 3 Rantau was built around 1997 under the Department of Islamic Education.

MAN 3 Rantau has a strategic location, the school is far from noisy highway which can disturb concentration of studying activities. Generally the physical condition of MAN 3 Rantau is good and the construction is permanent.

MAN 3 Rantau has been led by some headmasters since it was established in 1993. The first headmaster was H. Usman Syahida who was the founder of this school. The second headmaster was Dra. Hj. Rukmini. The third headmaster was Drs. Fitri Zulpansyah and at present the

headmaster of MAN 3 Rantau is Zailani S. Ag. Those who led the school can be seen in table 4.1 appendix 2.

2. Teachers, Administration Staff, Students and Facilities of MAN 3 Rantau

a. Teachers

Based on school data there are 41 teachers from different educational backgrounds. There are 38 teachers who are S1 graduates, 1 teacher who is D2 graduate and two teachers from Senior High School graduates. The description of teachers of MAN 3 Rantau can be seen in table 4.2 in appendix 3.

b. English Teachers

There are three English teachers at MAN 3 Rantau and from the data that the writer found, the English teachers have different educational background. They are Zubaidah Haris, S. Pd. I teacher of class XII, Tri Budianti, S. Pd. I, teacher of class XI and Izmi Hafizah, S. Pd teacher of class X.

Zubaidah Haris, S. Pd, I was born in Tatakan on April 18th 1980. She graduated from S1 at IAIN Antasari, Tarbiyah Faculty, English Education Department graduated in year 2000. She has been teaching for nine years. She teaches class XII and she also teaches at MTsN 1 Candi Laras Utara.

Tri Budianti, S. Pd, I was born in Margasari on September 4th 1984. She graduated from S1 IAIN Antasari, Tarbiyah Faculty, English Education Department. She has been teaching for six years. She teaches class XI.

Izmi Hafizah, S. Pd was born on September 9th 1989. She graduated from S1 STIKIP PGRI. She has been teaching for one year. She teaches class X. She also teaches at SMAN 2 Kandangan and SMPN 1 Candi Laras Selatan. This can be seen in the table 4.3 appendix 4.

c. Administration Staff

From the description of teachers at MAN 3 Rantau, we also know there are ten administration staff at MAN 3 Rantau. For further information it can be seen in table 4.4 appendix 5.

d. Students

Besides the description about teachers we also have to know about the number of students at MAN 3 Rantau. The number of students who administratively registered at MAN 3 Rantau academic year 2012/2013 is 291 students; 105 males and 186 females. They are separately 119 students from class X, 100 students are from class XI, and 72 students are from class XII. The condition of students can be seen in table 4.5 appendix 6.

b. School Facilities

School facilities are very important thing in every school especially for MAN 3 Rantau. The facilities at MAN 3 Rantau consist of: one headmaster's room, one administration staff's room, one teachers' room, twelve classrooms, a library, one computer room, two parking areas, one

LCD projector, mushalla, canteen, two teachers' toilets, three students' toilets, hotspot and one BK's room counseling. The facilities that are available at MAN 3 Rantau can be seen in table 4.6 appendix 7.

3. The Students' Ability in Pronouncing –s and –ed Inflectional Endings

In this section, the writer describes about result of the research on the field that collected by the techniques of data collection, oral test to find out the ability of students in pronouncing –s and –ed inflectional endings.

English teaching and learning process at MAN 3 Rantau for the eleventh grade have been done two times in a week. All classes in the eleventh grade learn English on Wednesday and Thursday and they have the same English teacher named Tri Budianti.S. Pd. I.

The writer did the research on March, 19th 2013 until May, 19th 2013 (two months). On March, 19th 2013 the writer gave the research letter from the Department of Religious Affairs in Rantau city to the headmaster of MAN 3 Rantau.

a. Oral Test

The writer did the oral test in two sessions. First, on Wednesday, 4th of April 2013, the writer did the research by giving the oral test of –ed inflectional endings of past tense verbs. Second, on Thursday, 10th April 2013, the writer did the research of –s inflectional ending third person singular present tense verbs. The test has been done by using tape recorder.

To know the students' ability in pronouncing verb inflectional endings at the eleventh grade of MAN 3 Rantau, the writer carried out oral test. This test consists of 50 items test, each test has 25 items. Each correct answer will be given 2 points and 0 (zero) for the wrong answer. If the students answer all the items test correctly, they will get the score 100 and the lowest score is 0. The test was done in a special class because the students needed silent situation. There are 25 students in the eleventh grade and the time provided is 45 minutes. For this test, the writer gave the students 50 words that have connection with pronunciation of the –s and –ed inflectional endings, and then invited the students one by one to pronounce the words.

a. **The Students' Ability in Pronouncing –s Ending**

Table 4.1 Descriptions of Students' Score in Pronouncing -s Inflectional Ending in Third Person Singular Present Tense Verbs

No.	Students' score of ability in pronouncing –s inflectional ending in third person singular present tense verbs	Interpretation
1.	88	Excellent Category
2.	64	Good Category
3.	96	Excellent Category
4.	96	Excellent Category
5.	96	Excellent Category
6.	100	Excellent Category
7.	72	Good Category
8.	92	Excellent Category
9.	88	Excellent Category
10.	84	Excellent Category
11.	88	Excellent Category
12.	76	Good Category
13.	100	Excellent Category
14.	92	Excellent Category
15.	100	Excellent Category
16.	96	Excellent Category

17.	64	Good Category
18.	96	Excellent Category
19.	96	Excellent Category
20.	72	Good Category
21.	100	Excellent Category
22.	80	Excellent Category
23.	100	Excellent Category
24.	72	Good Category
25.	100	Excellent Category
	2208	

As shown in the table above, the highest score of students at the eleventh grade of MAN 3 Rantau in academic year 2012-2013 in pronouncing –s inflectional ending is 100 and the lowest score is 64, the mean score for the ability is $2208 : 25 = 88.32$.

To know more clearly about students' ability in pronouncing –s inflectional ending in third person singular present tense verbs, it can be seen in the following table:

Table 4.2 The Ability of Students in Pronouncing –s Ending

No.	Category	Frequency	Percentage
1.	Excellent Category (80 – 100)	18	72%
2.	Good Category (60 - < 80)	7	28%

The table shows that there are 18 (72%) students with the score 80–100 (excellent category) and 7 (28%) students with the score 60-<80 (good category).

The ability of students in pronouncing each allomorph can be seen as follows:

Table 4.3 The Students' Ability in Pronouncing –s Endings Allomorph /s/

Verb	Percentage of Correct
------	-----------------------

	Pronunciation
Likes	96
Hates	96
Laughs	88
Collects	84
Talks	92
Writes	84
Works	80
Sleeps	100

As can be seen in table 4.9, the highest score is 100 and the lowest score is 84. Students can produce appropriately the allomorph /s/ in the word “sleeps”. The high percentage of “sleeps” indicates /p/ had already been categorized as belonging to the consonant class that can be followed by /-s/.

From the data, the mean score for ability of students in pronouncing –s ending allomorph /s/ is $720 : 8 = 90$. It can be concluded that the students’ ability in pronouncing –s ending allomorph /s/ is in excellent category.

Table 4.4 The Students’ Ability in Pronouncing –s Endings Allomorph /z/

Verb	Percentage of Correct Pronunciation
Loves	100
Owns	92
Knows	92
Says	92
Grows	92
Wears	68
Smells	88
Lives	100
Reads	92
Runs	100
Sees	96

As can be seen in table 4.10, the highest score is 100 and the lowest score is 68. Students can produce appropriately the /z/ allomorph in

the word “loves”, “lives” and “runs”. As indicated by the high percentage of right answer for “loves”, “lives” and “runs” is 100%. The high percentage of “loves”, “lives” and “runs” indicates that /v/ and /n/ had already been categorized as belonging to the consonant class that can be followed by /-z/. For the words “wears” and “smells” students pronounced them without –s ending.

From the data, the mean score for ability of students in pronouncing –s ending allomorph /-z/ is $1012 : 11 = 92$. It can be concluded that the students’ ability in pronouncing –s allomorph /z/ is in excellent category.

Table 4.5 The Students’ Ability in Pronouncing –s endings allomorph /ɪz/

Verb	Percentage of Correct Pronunciation
Washes	76
Watches	76
Loses	84
Races	80
Rises	72
Teaches	88

As can be seen in table 4.12, the highest score is 88 and the lowest score is 72. Most of students have mispronunciation when pronouncing these words. Students pronounce the words without /ɪz/ ending. It indicates that the phonological rules may not yet be perfectly learned.

From the data, the mean of students’ ability in pronouncing –s ending allomorph /ɪz/ is $476 : 6 = 79.33$. The result shows that the students’ ability is in good category.

The results with third person singular present tense forms indicate that the students can handle the /-s/ and /-z/ allomorphs but less in /ɪz/ ending.

b. The Students' Ability in Pronouncing –ed Ending

Then, the writer will describes about the students' ability in pronouncing –ed inflectional ending. The test result can be seen in the following table.

Table. 4.6 Description of Students' Score in Pronouncing -ed Inflectional Ending in Regular Past Tense Verbs

No.	Students' score of ability in pronouncing –ed inflectional ending in regular past tense verbs	Interpretation
1.	64	Good Category
2.	44	Sufficient Category
3.	92	Excellent Category
4.	76	Good Category
5.	60	Good Category
6.	88	Excellent Category
7.	56	Sufficient Category
8.	92	Excellent Category
9.	48	Sufficient Category
10.	96	Excellent Category
11.	88	Excellent Category
12.	60	Good Category
13.	80	Excellent Category
14.	72	Good Category
15.	68	Good Category
16.	68	Good Category
17.	80	Excellent Category
18.	64	Good Category
19.	72	Good Category
20.	68	Good Category
21.	72	Good Category
22.	76	Good Category

23.	100	Excellent Category
24.	84	Excellent Category
25.	76	Good Category
	1844	

As shown on the table above, the highest score of students at the eleventh grade of MAN 3 Rantau in academic year 2012-2013 in pronouncing –ed inflectional ending is 100 and the lowest score is 44, the mean score for the ability is $1844 : 25 = 73.76$.

The students' ability in pronouncing–ed inflectional ending can be seen in the following table.

Table 4.7 The Ability of Students in Pronouncing –ed Ending

No.	Category	Frequency	Percentage
1.	Excellent Category (80 – 100)	9	36%
2.	Good Category (60 - < 80)	13	52%
3.	Sufficient Category (40 - < 60)	3	12%

The table shows that the ability of students in pronouncing –ed inflectional ending in regular past tense verb is 9 (36%) students with the score 80-100 (excellent category), 13 (52%) students with the score 60-<80 (good category) and 3 (12%) students with the score 40-<60 (sufficient category).

The ability of students in pronouncing each allomorph can be known as follows:

Table 4.8 The Students' Ability in Pronouncing –ed Endings Allomorph /t/

Verb	Percentage of correct Pronunciation
Worked	88

Danced	96
Closed	92
Liked	96
Washed	72
Talked	80
Stopped	80
Laughed	72

As can be seen in the table 4.8, the highest score is 96 and the lowest score is 72. From the result, it can be known that the students have ability in pronouncing –ed ending allomorph /t/. It shows from the students' score. There is no bad score.

From the data, the mean of students' ability in pronouncing –ed ending allomorph /t/ is $676 : 8 = 84.5$. It can be concluded that the category is in excellent category.

Table 4.9 The Students' Ability in Pronouncing –ed endings allomorph /d/

Verb	Percentage of Correct Pronunciation
Stayed	92
Snowed	88
Rained	84
Called	96
Opened	72
Lived	88
Ordered	76
Agreed	84
Studied	76

As can be seen in table 4.9, the highest score is 96 and the lowest score is 72. Students can produce appropriately the allomorph /d/ in the word “called”. The high percentage of “called” indicates /l/ had already

been categorized as belonging to the consonant class that can be followed by /-d/. For the words “opened”, “ordered” and “studied”, students pronounce the words as fully syllabic /ɪd/.

From the data, the mean of students’ ability in pronouncing –ed ending allomorph /d/ is $756 : 9 = 84$. It had shown the students’ ability is in excellent category.

Table 4.10 The Students’ Ability in Pronouncing –ed Endings Allomorph /ɪd/

Verb	Percentage of Correct Pronunciation
Decided	36
Added	64
Wanted	68
Loaded	56
Invited	44
Tested	56
Started	44
Attended	40

As can be seen in table 4.16, the highest score is 68 and the lowest score is 36. Students were worse in the pronunciation of word ”decided”. For allomorph /ɪd/, students have same problem. They pronounce these words without –ed ending.

From the data, the mean of students’ ability in pronouncing –ed ending allomorph /ed/ is $408 : 8 = 51$. It can be concluded that the students’ ability is in sufficient category.

The results with the past tense forms indicate that the students can handle the /-t/ and /-d/ allomorphs of the past but not in /ɪd/.

B. Discussion

The students' ability in pronouncing verb inflectional endings is divided into:

1. The Students' Ability in Pronouncing –s Inflectional Ending

The test result as described in table 4.1 shows that they are 18 (72%) students who got the score 80-100 (excellent category), and 7 (28%) students who got the score 60-<80 (good category). From the result above, the mean score for the ability in pronouncing –s ending in third person singular present tense verbs is $2208 : 25 = 88.32$. From the data above, it can be known that the students' ability in pronouncing –s inflectional ending in third person singular present tense verbs is in **excellent category**.

The mean of students ability on each allomorph is 90 (excellent category) for /s/ ending, 92 (excellent category) for /z/ ending and 79.33 (good category) for /ɪz/ ending. Based on the mean, it is indicated the students are good in /s/ and /z/ allomorph and less in allomorph /ɪz/.

This category is got by the students because they can remember when the words should be pronounced /s/ and /z/ endings and they can pronounce the words correctly. But the students are less in the /ɪz/ ending.

Students too much pay attention to the words ending /s/ and /z/ whereas there is also the –s ending pronounced with /ɪz/ ending.

Based on the reason, it is hoped that the English teacher teaches the inflectional –s allomorphs (/s/, /z/, and /ɪz/) for plural nouns, third person singular present tense verbs, and possessive. However, once the three endings for plural have been taught, the same endings can easily be recycled when presenting or practicing the simple present tense third person singular or when presenting or practicing possessive.

2. The Students' Ability in Pronouncing –ed Inflectional Ending

The test result as described in table 4.6 shows that there are 9 (36%) students who got the score 80-100 (excellent category), 13 (52%) students who got the score 60-<80 (good category) and 3 (12%) students who got the score 40-<60 (sufficient category). From the test result above, the mean score for the ability in pronouncing –ed inflectional ending is $1844 : 25 = 73.76$.

From the result above, the writer concludes that the students' ability in pronouncing –ed inflectional ending in regular simple past tense verbs at the eleventh grade of MAN 3 Rantau academic year 2012/2013 is **in good category**.

The mean of students' ability on each allomorph is 84.5 (excellent category) for allomorph /t/, 84 (excellent category) for allomorph /d/, and 51 (sufficient category) for allomorph /ɪd/. Based on the mean, it indicates

that the students are good in /t/ and /d/ allomorphs but not in allomorph /ɪd/.

This category is got by the students because they can remember when the words should be pronounced /t/ and /d/ endings. But the students are less in the /ɪd/ ending. Students too much pay attention to the words ending /t/ and /d/ whereas there is also the –ed ending pronounced with /ɪd/ ending.

Based on the reason, the English teacher should teach the inflectional allomorphs (/d/, /t/ and /ɪd/) for past tense and past participle of regular verbs, this information can be reviewed and applied again when perfect tenses or the passive voice are presented and practiced with regular verb.

The writer analyzes that many students can apply and understand in pronouncing –s and –ed endings especially the sounds /s/, /z/, /t/ and /d/ but less in handle /ɪz/ and /ɪd/ endings (Jean Barko, 165). To pronounce better they have to more practice every time.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research result at MAN 3 Rantau academic year 2012/2013 on the eleventh grade students' ability in pronouncing verb inflectional endings, the conclusions are as follows:

1. The ability of the eleventh grade students in pronouncing –s inflectional ending in third person singular present tense verbs at MAN 3 Rantau academic year 2012/2013 is in excellent category, it is based on the calculation of the mean of students' score is 88.32.
2. The ability of the eleventh grade in pronouncing –ed inflectional ending in regular past tense verbs at MAN 3 Rantau academic year 2012/2013 is in good category, it is based on the calculation of the mean of students' score is 73.76.

B. Suggestions

From the conclusion above, the writer gives some suggestions as feedback for conducting the research, there are:

1. The students should keep studying and practicing more about inflectional endings especially –s and –ed inflectional endings every time; practicing can help them pronounce –s and –ed inflectional endings better.
2. Students should frequently open the dictionary because the pronunciation of English especially –s and –ed endings have different pronunciation rules.
3. The English teacher should use English Grammar Book or Text book that contains explanation about how to pronounce especially for –s and –ed endings.
4. The other researchers are suggested to study more about the problem that related with English pronunciation because there are many interesting aspects in grammar and pronunciation that should be researched.

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Name :

Class :

Pronounce the following verbs with the correct pronunciation!!!

- | | | |
|-------------|------------|-------------|
| 1. Likes | 11. Says | 21. Teaches |
| 2. Loves | 12. Grows | 22. Reads |
| 3. Hates | 13. Wears | 23. Sleeps |
| 4. Owns | 14. Talks | 24. Runs |
| 5. Washes | 15. Smells | 25. Sees |
| 6. Laughs | 16. Writes | |
| 7. Collects | 17. Races | |
| 8. Watches | 18. Lives | |
| 9. Loses | 19. Works | |
| 10. Knows | 20. Rises | |

Name :

Class :

Pronounce the following verbs with the correct pronunciation!!!

- | | | |
|------------|-------------|--------------|
| 1. Worked | 11. Liked | 21. Started |
| 2. Stayed | 12. Wanted | 22. Stopped |
| 3. Snowed | 13. Lived | 23. Laughed |
| 4. Rained | 14. Ordered | 24. Attended |
| 5. Called | 15. Loaded | 25. Studied |
| 6. Danced | 16. Washed | |
| 7. Opened | 17. Talked | |
| 8. Decided | 18. Invited | |
| 9. Added | 19. Agreed | |
| 10. Closed | 20. Tested | |

Answer key of –s inflectional endings:

- | | | |
|---------------|--------------|---------------|
| 1. Like/s/ | 11. Say/z/ | 21. Teach/ɪz/ |
| 2. Love/z/ | 12. Grow/z/ | 22. Read/z/ |
| 3. Hate/s/ | 13. Wear/z/ | 23. Sleep/s/ |
| 4. Own/z/ | 14. Talk/s/ | 24. Run/z/ |
| 5. Wash/ɪz/ | 15. Smell/z/ | 25. See/z/ |
| 6. Laugh/s/ | 16. Write/s/ | |
| 7. Collect/s/ | 17. Race/ɪz/ | |
| 8. Watch/ɪz/ | 18. Live/z/ | |
| 9. Lose/ɪz/ | 19. Work/s/ | |
| 10. Know/z/ | 20. Rise/ɪz/ | |

Answer key of –ed inflectional endings:

- | | | |
|---------------|----------------|----------------|
| 1. Work/t/ | 11. Like/t/ | 21. Start/ɪd/ |
| 2. Stay/d/ | 12. Want/ɪd/ | 22. Stop/t/ |
| 3. Snow/d/ | 13. Live/d/ | 23. Laugh/t/ |
| 4. Rain/d/ | 14. Order/d/ | 24. Attend/ɪd/ |
| 5. Call/d/ | 15. Load/ɪd/ | 25. Study/d/ |
| 6. Dance/t/ | 16. Wash/t/ | |
| 7. Open/d/ | 17. Talk/t/ | |
| 8. Decide/ɪd/ | 18. Invite/ɪd/ | |
| 9. Add/ɪd/ | 19. Agree/d/ | |
| 10. Close/d/ | 20. Test/ɪd/ | |

These transcriptions are taken from Jones, Daniel. (1963). *Everyman's English Pronouncing Dictionary*, London: Dent Dutton.

- | | |
|-------------------------|------------------------|
| 1. Likes (laɪk-s) | 16. Writes (raɪt-s) |
| 2. Loves (lʌv-z) | 17. Races (reɪs-ɪz) |
| 3. Hates (heɪt-s) | 18. Lives (lɪv-z) |
| 4. Owns (oʊn-z) | 19. Works (wɜ:k-s) |
| 5. Washes (wɒʃ-ɪz) | 20. Rises (raɪz-ɪz) |
| 6. Laughs (lɑ:f-s) | 21. Teaches (ti:tʃ-ɪz) |
| 7. Collects (kə'lekt-s) | 22. Reads (ri:d-z) |
| 8. Watches (wɒʃ-ɪz) | 23. Sleeps (sli:p-s) |
| 9. Loses (lu:z-ɪz) | 24. Runs (rʌn-z) |
| 10. Knows (nou-z) | 25. Sees (si:z) |
| 11. Says (se-z) | |
| 12. Grows (gr ou-z) | |
| 13. Wears (weə*z) | |
| 14. Talks (tɔ:ks) | |
| 15. Smells (smelz) | |

These transcriptions are taken from Jones, Daniel. (1963). *Everyman's English Pronouncing Dictionary*, London: Dent Dutton.

- | | |
|-------------------------|--------------------------|
| 1. Worked (wə:k-t) | 16. Washed (wɒʃ-t) |
| 2. Stayed (stei-d) | 17. Talked (tɔ:k-t) |
| 3. Snowed (snou-d) | 18. Invited (in'vait-id) |
| 4. Rained (rein-d) | 19. Agreed (ə'gri:-d) |
| 5. Called (kɔ:l-d) | 20. Tested (test-id) |
| 6. Danced (dɑ:ns-t) | 21. Started (stɑ:t-id) |
| 7. Opened (ˈoup ən-d) | 22. Stopped (stɒp-t) |
| 8. Decided (di'said-id) | 23. Laughed (la:f-t) |
| 9. Added (æd-id) | 24. Attended (ə'tend-id) |
| 10. Closed (klouz-d) | 25. Studied (stʌd -id) |
| 11. Liked (laik-t) | |
| 12. Wanted (wɒnt-id) | |
| 13. Lived (liv-d) | |
| 14. Ordered (ˈɔ: ə*-d) | |
| 15. Loaded (loud-id) | |

APPENDIX 1

TRANSLATION OF VERSES

No.	Page	Surah	Verse	Translation
1.	1	Al-Hujurat	13	<p>“O mankind! Lo! We have created you from a male and a female, and have made you nations and tribes that you may know one another. Lo! The noblest no you, in the sight of Allah, is the best in conduct. Lo! Allah is knower, aware”.</p> <p><i>Hai manusia, sesungguhnya kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling bertaqwa diantara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal.</i></p>
2.	8	Al-Baqarah	31	<p>He taught Adam the names of all things and then set them before the angels, saying: “Tell me the names of these, if what you say be true!”</p> <p><i>Dan dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukannya kepada para Malaikat lalu berfirman, “Sebutkanlah kepadaku nama-nama benda itu jika kamu memang orang-orang yang benar!”</i></p>

APPENDIX 2

Table 4.1 Names of Headmaster at MAN 3 Rantau

No.	Names of Headmaster	Period
1.	H. Usman Syahida	1993 -1997
2.	Dra. Hj. Rukmini	1997 – 2002
3.	Drs. Fitri Zulpansyah	2002 – 2007
4.	Zailani, S. Ag	2007 – present

Note: Administration archive

APPENDIX 3

Table 4.2 Names of Teacher at MAN 3 Rantau

No.	Name	Education	Degree	Position	Subject
1.	Zailani, S. Ag	S1 Tarbiyah IAIN Islamic Education	IV/a	Headmaster	Fikih
2.	Hj. Hasunah, S. Pd. I	S1 STAI Islamic Education	III/d	Permanent Teacher	Art
3.	Wahidah, S. Ag	S1 STAI Islamic Education	III/c	Permanent Teacher	Islamic History
4.	Wiwiek Isdiana, S. Pd	S1 FKIP UNLAM Chemistry	III/b	Permanent Teacher	Chemistry Physics
5.	Abd. Razak, S. Ag	S1 Tarbiyah IAIN Arabic	III/c	Permanent Teacher	Arabic
6.	Syamsuddin, S. Pd	S1 FKIP UNLAM Mathematics	III/c	Permanent Teacher	Mathematics
7.	Padliah, S. Ag	S1 Tarbiyah IAIN Islamic Education	III/c	Permanent Teacher	Fikih
8.	Juairiah, S. Pd	S1 STKIP PGRI Biology	III/c	Permanent Teacher	Biology
9.	Dahlia, S. Ag	S1 Tarbiyah IAIN Islamic Education	III/b	Permanent Teacher	Moral
10.	Dra. Nurul Hidayati	S1 FKIP UNLAM History	IV/a	Permanenet Teacher	History
11.	Mahyudin Noor, S. Ag	S1 Tarbiyah IAIN	III/b	Permanent Teacher	Sociology

		Islamic Education			
12.	Sakdiah, S. Pd	S1 FKIP UNLAM Chemistry	III/a	Permanent Teacher	Chemistry
13.	Mugniah, S. Pd. I	S1 Tarbiyah IAIN Islamic Education	III/a	Permanent Teacher	Mathematics
14.	Yanasari, S. Pd	S1 UNISKA Counseling	III/a	Permanent Teacher	Counseling
15.	Zubaidah Haris, S. Pd. I	S1 Tarbiyah IAIN English	-	Permanent Teacher	English
16.	H. Barkani	MAN Ilmu Agama	-	Permanent Teacher	Local Content Subjects
17.	Yusran, S. Pd	S1 STKIP PGRI Indonesian	-	Permanent Teacher	Sport, Geography
18.	Arsinah, S. Pd	S1 STKIP PGRI Indonesian	-	Permanent Teacher	Indonesian
19.	Siti Jaliha, S. Pd	S1 STKIP PGRI Biology	-	Permanent Teacher	Art
20.	Muslimah, S. Pd. I	S1 Tarbiyah IAIN AMPI	-	Permanent Teacher	Communication and information technology
21.	Siti Patimah, SH. I	S1 Syari'ah IAIN	-	Permanent Teacher	Communication and information technology
22.	Ulfah, Pd. I	S1 Tarbiyah IAIN Islamic Education	-	Permanent Teacher	Communication and information technology
23.	Arbaniah, S. Pd. I	S1 Tarbiyah IAIN Arabic	-	Permanent Teacher	Arabic
24.	Tri Budianti, S. Pd. I	S1 Tarbiyah IAIN English	-	Permanent Teacher	English

25.	Jamiatul Kubra, S. Pd	S1 FKIP UNLAM Chemistry	-	Permanent Teacher	Mathematics
26.	Rabiyatul Adawiah, SH	S1 FKIP UNLAM Geography	-	Permanent Teacher	Geography
37.	Zaitun, S. Pd	S1 UNISKA Self Development	-	Permanent Teacher	Self Development
38.	Vymillatina, S. Pd	S1 UNISKA Self Development	-	Permanent Teacher	Self Development
39.	Fakhrurrazie, S. Pd. I	S1 Tarbiyah IAIN Islamic Education	-	Permanent Teacher	Sport
30.	Kamsinah, S. Pd	S1 FKIP UNLAM History	-	Permanent Teacher	History
31.	Khairun, S. Pd. I	S1 STAI Al-Falah Islamic Education	-	Permanent Teacher	Fikih
32.	Rabiatul Adawiah, S. Pd	S1 FKIP UNLAM Economy	-	Permanent Teacher	Economy
33.	Gapuri Rahman, S. Pd	S1 UVAYA ADM Pend.	-	Permanent Teacher	Communication and information technology
34.	Humhuri, S. Pd. I	S1 STAI Al-Falah Islamic Education	-	Permanent Teacher	Civic Education
35.	Raudatul Jannah, S. Pd. I	S1 Tarbiyah IAIN Arabic	-	Permanent Teacher	Arabic
46.	Siti Aisyah, S. Pd. I	S1 Tarbiyah IAIN Mathematics	-	Permanent Teacher	Mathematics
37.	Kastalani, Am. Pd. Or	DII UT Physical Exercise	-	Permanent Employee	Sport
38.	Audi Rahman	SMA	-	Permanent Teacher	Sport

		Social Science			
39.	Izmi Hafizah, S. Pd	S1 STIKIP PGRI English	-	Nonpermanent teacher	English
40.	Rubi Indriansyah, S. Pd. I	S1 STAI Kapuas Islamic Education	-	Nonpermanent teacher	Moral
41.	Erni Ramila, S. Pd	S1 FKIP UNLAM Geography	-	Nonpermanent teacher	Geography

APPENDIX 4

Table 4.3 Names of English Teacher at MAN 3 Rantau

No.	Name	Class	Teaching Experience
1.	Zubaidah Haris, S. Pd. I	XII	9 years
2.	Tri Budianti, S. Pd. I	XI	6 years
3.	Izmi Hafizah, S. Pd	X	1 year

APPENDIX 5

Table 4.4 Names of Administration Staff at MAN 3 Rantau

No.	Name	Degree	Position	Explanation
1.	Pahmiriadi	II/d	Kepala TU	Head of Administration Staff
2.	Zaitun, S. Pd	-	Staf TU	Administration staff
3.	Vymillatina, S. Pd	-	Staf TU	Administration Staff
4.	Dahlia, S. Ag	III/a	Kepala Perpustakaan	Head of Librarian
5.	Fakhrurrazie, S. Pd. I	-	Staf TU	Librarian
6.	Siti Patimah, SH. I	-	Staf TU	Librarian
7.	Muslimah, S. Pd. I	-	Staf TU	Librarian
8.	Ismaudin	-	Staf TU	Security
9.	Kastalani, Am. Pd. Or	-	Staf TU	Security
10.	Muhammad Hamdani	-	Staf TU	Cleanliness Execotor

APPENDIX 6

Table 4.5 Description of Students at MAN 3 Rantau Academic Year 2012/2013

No.	Class	Male	Female	Amount	Class Amount
1.	XA	7	17	24	5 classes
	XB	9	17	26	
	XC	6	17	23	
	XD	6	17	23	
	XE	6	17	23	
2.	XI IPA	4	21	25	4 classes
	XI AGAMA	8	10	18	
	XI IPS I	20	10	30	
	XI IPS II	11	16	27	
3.	XII IPA	5	20	25	3 classes
	XII AGAMA	6	13	19	
	XII IPS	17	11	28	
	Amount	105	186	291 students	12 classes

APPENDIX 7

Table 4.6 Facilities of School at MAN 3 Rantau

No.	Facilities	Amount	Condition
1.	Classroom	12	Good
2.	Headmaster's Room	1	Good
3.	Administration Staff Room	1	Good
4.	Teachers' Room	1	Good
5.	Library	1	Good
6.	OSIS Room	1	Good
7.	Computer Room	1	Good
8.	Parking Area	2	Good
9.	LCD Projector	1	Good
10.	Musholla	1	Good
11.	Canteen	1	Good
12.	Teachers' Toilet	2	Good
13.	Students' Toilet	3	Good
14.	Hotspot	2	Good
15.	BK's Room Counseling	1	Good

APPENDIX 8

PEDOMAN WAWANCARA DAN DOKUMENTER

I. Pedoman Wawancara

a. Untuk Kepala Sekolah

- 1) Bagaimana sejarah berdirinya MAN 3 Rantau?
- 2) Dimana letak MAN 3 Rantau secara geografis?
- 3) Sejak berdirinya sekolah ini, sudah berapa kali pergantian kepek?
Dan kapan bapak menjabat sebagai kepek di sekolah ini?
- 4) Bagaimana keadaan guru dan staff tata usaha di MAN 3 Rantau?
- 5) Bagaimana perkembangan siswa dari tahun ke tahun?

b. Untuk TU (Tata Usaha)

- 1) Berapa jumlah siswa-siswi pada masing-masing kelas?
- 2) Berapa jumlah tenaga pengajar tetap, tidak tetap, tata usaha dan petugas lain?
- 3) Berapa jumlah sarana yang dimiliki sekolah ini?
- 4) Apakah ada dokumen yang mengabadikan perkembangan MAN 3 Rantau?

c. Untuk Guru Bahasa Inggris

- 1) Sudah berapa lama Bapak/Ibu mengajar mata pelajaran bahasa inggris di sekolah ini dan juga di sekolah-sekolah lain (jika ada)?
- 2) Apa latar belakang pendidikan Bapak/Ibu?
- 3) Apa saja usaha-usaha yang dilakukan Bapak/Ibu untuk meningkatkan pembelajaran bahasa inggris terutama masalah pengucapan?
- 4) Apakah dalam setiap pembelajaran bahasa inggris Bapak/Ibu sering kali memberikan latihan pengucapan kata-kata bahasa inggris?
- 5) Bagaimana langkah-langkah atau metode yang dilakukan Bapak/Ibu dalam menyampaikan materi pembelajaran bahasa inggris?

- 6) Bagaimana kelengkapan buku-buku yang berhubungan dengan mata pembelajaran bahasa inggris di MAN 3 Rantau?

II. Pedoman Dokumenter

1. Dokumen tentang sejarah berdirinya MAN 3 Rantau.
2. Dokumen mengenai letak geografis MAN 3 Rantau.
3. Dokumen tentang jumlah tata usaha MAN 3 Rantau.
4. Dokumen tentang jumlah guru MAN 3 Rantau.
5. Dokumen tentang jumlah siswa MAN 3 Rantau.
6. Dokumen tentang keadaan sarana dan prasarana di MAN 3 Rantau.

The Picture of Headmaster's Room, Teachers' Room and Class XII



The Picture of Class X and XI



CURRICULUM VITAE

1. Name : Nurul Muslimah
2. Place and date of Birth : Candi Laras, July 31th, 1989
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Candi Laras, Rt. 2 No. 11 Candi Laras Selatan Kab.
Tapin
8. Education : a. SDN Baringin B graduated in 2002
b. MTsN 1 Candi Laras Utara graduated in 2005
c. MAN 3 Rantau graduated in 2008
d. S1 English Education Department of Tarbiyah
Faculty of IAIN Antasari Banjarmasin Academic
Year 2008/2009.
9. Organization : Mardha Yudha
10. Parents : a. Father's name : Ramli
b. Mother's name : Rukmini
11. Siblings : a. Nurjani
b. Rusbandi
c. Abdullah Mulkani
d. M. Arsyad

Banjarmasin, June 2013

Nurul Muslimah