

STUDENTS' PRONUNCIATION ANALYSIS OF ENGLISH INFLECTIONAL “-S” ENDING AT SMA PANGUDI LUHUR

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ABSTRACT

This study focused on the most dominant way of Students' Pronunciation of the English Inflectional “-S” Ending at the Tenth Grade of SMA Pangudi Luhur. The writer used the quantitative content analysis method to know the dominant way students pronounce the Inflectional “-S” Ending that was produced by 43 respondents. The technique of collecting the data was an instrument test consisting of 30 words of inflectional “-S” endings of two paragraphs and observation. Techniques for analyzing the data are coding category, coding material, data display, and analyzing and interpreting the result. Moreover, from the Pronunciation of inflectional “-S” endings, there were three possible inflectional “-S” endings such as /s/, /z/, and /iz/. Based on the findings, the dominant error in students' Pronunciation of inflectional test was uninflected with /iz/ endings 1.131 (37%) words, /z/ endings 1.129 (33%) words, and /s/ 1.057 (30%) words. The most uninflected words made by the students were /iz/ and the “-S” in the third person singular present tense.

Keywords: *English; Inflection; Inflectional “-S” Ending; Pronunciation.*

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INTRODUCTION

Teaching the Pronunciation of a foreign language to second-language learners groups takes work. Teachers may need help to help their students in various ways. Level of proficiency increases or at least the knowledge of pronunciation aspects. The pronunciation is the process of creating understandable sounds by manipulating speech organs. To pronounce words, we force air from our lungs down our neck and vocal lines, mouth, past our tongue, and out between our throat and lips. We primarily utilize the muscles in our mouth, tongue, and lips to manipulate the shape of our mouths and the flow of air to alter the sound that we are producing Lasi, (2020). The pronunciation is one of the most crucial components of English, especially in speaking. It includes a language's specific segmental features like phonemes (vowels/consonants), along with aspects of connected speech such as stress, intonation, pitch, and other individual components (supersegmental features) and other aspects of connected speech Chaima & Soulef, (2022). The students cannot recognise and correctly pronounce the stress, rhythms, and intonation in English words, phrases, and sentences. Finally, the students can correctly pronounce the “-s” endings sound and the “ed” sound.

An inflectional ending is suffixes added to words to indicate grammatical properties. Inflection does not create a new meaning but changes the grammatical form of the same word. For example, the word chair becomes chairs, still has the same purpose but changes its grammatical structure to a plural noun. There are eight types of inflectional endings, such as “-s” (possessive, e.g., *Jonson’s house*) and “-s” (plural, e.g., *five books*), which are attached to nouns. There are four inflections attached to verbs, “-s” (third-person singular, e.g., *Wildan visits his grandparents*), “-ing” (present participle, e.g., *he is going to Palembang*), “-ed” (past participle, e.g., *he has eaten that choco*). There were two inflections attached to adjectives: “-est” (superlative, e.g., *longest*) and “-er” (comparative, e.g., *larger*).

From some of the inflectional “-s” endings above, the writer still found that students did not pronounce it correctly. The students made many mistakes; most of them generalized to pronouncing with /s/. Just one Student applied the rule of pronouncing “-s” inflectional endings but just for certain words. In fact, they had learned how to pronounce it before, but they haven’t implementation and still made mistakes.

From several of the inflectional “-s” endings above, the writer found that there were students’ pronunciation errors. There were many mistakes made by students, most of which were related to Pronunciation with /s/; only one Student used the “-s” pronunciation rule, but only for a few words. They had to learn how to pronounce it first, but they still needed to make mistakes. Based on the explanation above, the writer is interested in researching An Analysis of Students’ Pronunciation English Inflectional “-s” Endings in their tenth grades of SMA Pangudi Luhur because their writer has been observed in this school and lack of students knowledge about how to pronounce correctly on English lesson, especially in English inflectional –s ending.

LITERATURE REVIEW

Pronunciation

There are five factors you need to consider when talking and communicating with others: Pronunciation, vocabulary, structure, comprehension, and fluency. From those components, Pronunciation is an essential element of communication, According to Cholisah et al., (2021), Having good Pronunciation can lead to a successful Speech communication. So. It’s mean that good Pronunciation helps in good communication between speaker and listener.

According to (Burns & Seidlhofer, 2019), Pronunciation is a term used to capture all aspects of vocal communication. Meanwhile, Blatchford et al., (1977) pronunciation refers to the generation of a sound system that does not impede communication, whether from the perspective of the speakers or the listeners. In other words, Pronunciation is the sound pattern produced during communication.

In communication, Pronunciation is crucial. Good pronunciation carries a clear message, so if someone speaks, the listener comprehended what they were talk about. According to Harmer (2007), There were three criteria or aspects that influence how important Pronunciation is to pupils, such as Sounds, Stress and Pitch/Intonation. Pronunciation can first help pupils’ speaking abilities. It may also introduce pupils to various sounds and audio characteristics. Students learn where syllables should be stressed and unstressed in their final pronunciation lesson. Haghghi & Rahimy (2017) Says that Pronunciation is a concept in English

language learning that is important for communication and understanding and requires a speech development system. EFL learners need pronunciation skills. This made it easier for them to watch or listen to the news and take part in English dialogues, class debates, role-plays, and other activities. Students should strive to have clear Pronunciation since it helps them become more confident speakers and listeners.

A teacher may utilize a few different methods to teach Pronunciation. According to Murcia (1996), there are seven ways to teach Pronunciation. These are as follows: a) Listen and Imitate, b) Minimal Pair Drill, c) Visual Aid, d) Tongue Twister, e) Reading Aloud, f) Recording of Learner's Pronunciation.

Consonant Clusters

Consonants that stand together in a word with no vowel between them when it is spoken are referred to as "consonant clusters." According to Recasens (2018), consonant clusters are groups of two or more consonant sounds inside a word. They are speaking without any vowels in between. There might be one, two, or three consonants. *Ask, sport, and splash* are a few examples. A consonant cluster may appear at the start, middle, or end of a word. words with a consonant cluster at the start, like *divide* and *scream*. Otherwise, use the term "dazzling" in the middle of the sentence. Like *lips, milked, or fastened*, the last comes at the conclusion of the word. The word's last consonant cluster may be thought of as a suffix. For instance, *milk, kiss, and wait* The meaning of these three variant forms, which are all past tense, is the same. The three in the previous phrase is a morpheme.

The slightest word in the language is a morpheme. Allomorphs come in two or three different forms. For instance, they *kicked, pleaded, or waited*. They have many allomorphs, including /t/, /d/, and /id/. Three more morphemes have the standard allomorphs /iz, z, s/: third-person singular, linked to verbs, and plural number and possessive, linked to nouns.

Inflectional Morphemes

a. Definition Of Inflectional

Morphemes Inflectional morphemes change a word's grammatical class by indicating a change in number, Person, gender, tense, and other aspects, but they do not alter a word's meaning. For instance, even if the plural morpheme "(s)" has change the grammatical categories, "pen" remains a noun when it becomes "pens." Inflectional morphemes, according to Brown & Attardo (2000) are merely symbols for grammatical categories, including plurality, tenses (past, continuous, present), comparative, and third-person singular.

Inflectionals are a unique kind of suffix, yet they have a significant distinction from other suffixes. For instance, the noun "management" is created when the suffix "-ment" is added to the word "manager." The addition of inflection changes the grammatical form of an existing word rather than producing a new one.

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 indicate whether a word is plural or singular, past tense or not, comparative or possessive.

b. Eight Types Of Inflectional Morphemes

English has eight morphological inflections. This inflection changes the form of a word grammatically and adds information to the word. However, these morphemes do not change the word's category. According to Yule (2022) there are eight types of inflectional endings and their examples are:

1) “-s” third person singular present tense

Such as, She looks at her friend at school. The morpheme looks is a verb and the suffix “-s” indicates the third-person singular form of the verb in the present tense, that add to sign for grammatical form of simple present tense. The “-s” ending in the third person singular has some way of Pronunciation. In the verb visits, the “-s” ending should be pronounced "visits /s/".

2) (ed) past tense

Such as: She visited her friend at hospital. The verb visited consists of the morphemes visit and the suffix ed, which marks the past tense form of the verb—The –edndings in the past tense also have variant pronunciations. In the word visited the – ed ending should be pronounce visited /ɪd/ ending.

3) (-ing) progressive

For example, She is drinking a cup of tea. The (-ing) at the end of the word consists of the morphemes and ther suffix (-ing), which mark the progressive. Present participle has a relatively invariant pronunciation. It always consists of “ing” pronounced /ɪŋ/.

4) (en) past participle

Such as: He has eaten cake. The suffix “-en” of verbs expresses ther past participle in irregular form. For “-en” ending in irregular past form there is no variant pronunciation.

5) (s) plural

Such as: We ate the cookies. The plural marker “-s” of a noun expresses the category number. Cookies mean more than one. To pronounce “-s” ending in plural, it has the same pronunciation rules in third person singular present tense.

6) -'s possessive

Such as: Laura’s hair is long. The “-s” marker is use to indicate property that is either a portion of or belongs to a person. The same rules apply to third-person singular and plural possessive inflectional morphemes in the present tense.

7) “er” comparative

Such as: Lala has shorter hair than Lulu . The “er” marker is use to compare two distinct items or people.

8) “est” superlative

Such as: Dina has the shortest hair. The “-est” prefix is used when comparing something or someone to more than one. The adjectival morphemes (comparative and superlative) and present progressive do not have any variable pronunciations among the eight different kinds of inflectional morphemes. me, ther pronunciation varies for ther plural, possessive, third person singular (“s” end), past tense, and past participle (“ed” ndings).

Inflectional “-s” Ending

The attachment of suffix -s in order to indicate the plural form. According to Fromkin et al., (2018) The theory that the ending - is attached to the end of nouns

Indicates plural categories. The adjectival morphemes (comparative and superlative) and present progressive do not have any variable pronunciations among the eight different kinds of inflectional morphemes. At the same time, the pronunciation varies for the plural, possessive, third person singular (“-s” ending), past tense, and past participle (“-ed” endings).

When pupils pronounce anything, they must follow certain rules. In order to pronounce inflectional endings, students must understand the rules for pronouncing the “-s” ending. Students should first have a basic understanding of what voice and voiceless sounds. Behrman (2021) states that Speech sounds produced by vibration of the larynx are heard; Created without vibration is sound or voiceless. While Akmal et al., (2017) state that when the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as they pass through, creating a vibration effect. Sounds produced in this way are described as voice.

RESEARCH METHOD

The writer employed qualitative research in this study that incorporates content analysis. In order to get insights into a specific phenomenon of interest, White, M.D., & Marsh, (2006) define quantitative content analysis is a highly flexible research method that has been widely used in library and information science (LIS) studies with varying research goals and objectives. The research method is applied in qualitative, quantitative and sometimes mixed modes of research frameworks and employs a wide range of analytical techniques to generate findings and put them into context. The data of this study was collected by a instrument test. According to Arikunto Suharsimi (2013), says that there are some methods of collecting data. There are questioner, test, observation, interview and documentation. To collect data the writer used two of them by used a test as an instrument. The population of the study was the tenth grades of SMA Pangudi Luhur because in this class had English subject. There were two classes, namely X IPS was 21 students and X MIPA was 22 students.

In this study, the writer used a descriptive statistics analysis technique. According to Pyzdek (2021) Descriptive statistics are used to summarize data in an organized manner by describing the relationship between variables in a sample or population. Calculating descriptive statistics represents a vital first step when conducting research and should always occur before making inferential statistical comparisons. Descriptive statistics include types of variables (nominal, ordinal, interval, and ratio) as well as measures of frequency, central tendency, dispersion/variation, and position.

FINDING AND DISCUSSION

Finding

The students were required to complete the test and observe the pronunciation that had been taught. The students who have taken in this study were 43 students. To find out the pronunciation made by the tenth grades of SMA Pangudi Luhur, they presented the data analysis that found in the recording sound of pronunciation test about inflectional “-s” ending. The inflectional “-s” ending has three possible pronunciations such as /s/, /z/, and /ɪz/. The pronunciation of the inflectional “-s”

ending depends on the sound that comes before it in the word, like the rule that was said in the Dale (2021). The writer made 3 categories of inflectional words in this study, there were 30 inflectional words such as there were 13 inflectional words of pronounced with sound /s/, there were 8 inflectional words of pronounced with sound /z/, and there were 9 inflectional words of pronounced with sound /ɪz/. To find out more in detail, here is a description of the inflectional “-s” ending words follow in the table :

Table 1. Inflectional –s ending words of Pronounced with the sound /s/

No	Words Categories	
	/s/	Accurate Pronunciation
1	Effects	/ɪ'fekt <u>s</u> /
2	Changes	/tʃeɪndʒ <u>s</u> /
3	Amounts	/ə'maʊnt <u>s</u> /
4	Helps	/'help <u>s</u> /
5	Fellings	/'fi:lɪŋ <u>s</u> /
6	Works	/wɜ:rk <u>s</u> /
7	Cravings	/'kreɪ.vɪŋ <u>s</u> /
8	Results	/rɪ'zʌlt <u>s</u> /
9	Areas	/'eəriə <u>s</u> /
10	Accidents	/'æksɪdənt <u>s</u> /
11	Incidents	/'ɪnsɪdənt <u>s</u> /
12	Its	/ɪt <u>s</u> /
13	Supports	/sə'pɔ:t <u>s</u> /

Based on the table above, it can be seen that -s ending in words have to pronounce with sound /s/ and students have to accurately pronounce inflectional -s ending adapted to phonetics symbols. According to Dale (2021) if word before –s ending is voiceless no sibilant sound, such as (/p, t, k, f, θ/) it must be pronounced as /s/. As a result, the pupils correctly pronounced the inflectional -s ending since it fits the rule and this rule is not only in plural noun but also applies to in third person singular and possessive form.

Table 2. Inflectional –s ending words of Pronounced with the sound /z/

No	Words Categories	
	/z/	Accurate Pronunciation
1	Drugs	/drʌg <u>z</u> /
2	Chemicals	/'kemɪkl <u>z</u> /
3	Emotions	/'ɪməʊʃən <u>z</u> /
4	Expenditures	/ɪks'pendɪtʃə <u>z</u> /
5	Lives	/laɪv <u>z</u> /
6	Programs	/p'rəʊgræm <u>z</u> /
7	Provides	/prə'vaɪd <u>z</u> /
8	Contributions	/kɒntrɪb'ju:ʃn <u>z</u> /

According to Dale (2021), state that –s ending that come after voiced non sibilant sound (/b, d, g, v, ð, m, n, ŋ, l, r/ and vowels), word must be pronounced as /z/. In the words above, all of the words the sound that comes before the –s ending is a sibilant sound, which is one of the voiced non-sibilant sound. For example: In the word “chemicals” the sound that come before –s ending is /l/, therefore students must pronounce –s ending as /z/. The students have to apply all of the rule of inflectional –s ending, in plural noun, third person singular and possessive form.

Table 3. Inflectional –s ending words of Pronounce with the sound /iz/

No	Words Categories	
	/iz/	Accurate Pronunciation
1	Consequences	/'kɒnsɪkwənsɪz/
2	Ways	/weɪz/
3	Choices	/'tʃɔɪsɪz/
4	Disabilities	/,dɪsə'bilətɪz/
5	Injuries	/'ɪndʒərɪz/
6	Diseases	/dɪ'zi:zɪz/
7	Services	/'sɜ:vɪsɪz/
8	Facilities	/fə'sɪlɪtɪz/
9	Activities	/æk'tɪvɪtɪz/

According to Dale (2021), if there are noun or verb end with sibilant consonant sound, such as (i.e., /s/, /z/, /ʃ/, /ʒ/, /ʒ/, or /dʒ/) the inflectional –s ending is realized pronounced as /iz/. For example : In the word “choices” the sound that come before –s ending is /s/, therefore students must pronounce –s ending as /iz/. In this word, students have to apply all of the rule of inflectional –s ending.

Based on the data above, the writer presented the data analysis that found from the observation 43 respondents of students at the tenth grades of SMA Pangudi Luhur. The writer presented the data display to know dominant way of students pronunciation of inflectional –s endings. The table bellow presented the result of the observation :

Table 4. Percentage Inflectional –S Ending Section

No	Words	Oxford Dictionary	Inflectional		
			/s/	/z/	/iz/
1.	Drugs	/drʌɡz/		20	
2.	Chemicals	/'kemɪklz/		20	
3.	Effects	/'i:feɪkts/	22		
4.	Consequences	/'kɒnsɪkwənsɪz/			20
5.	Ways	/weɪz/			17
6.	Changes	/tʃeɪndʒs/	17		
7.	Amounts	/ə'maʊnts/	17		
8.	Hps	/'helps/	17		
9.	Emotions	/'i:məʊʃənz/		16	
10.	Felings	/'fi:lɪŋs/	14		
11.	Works	/wɜ:ks/	11		
12.	Choices	/'tʃɔɪsɪz/			35
13.	Cravings	/'kreɪvɪŋs/	33		
14.	Results	/'rɪ:zʌlts/	21		
15.	Areas	/'eəriəs/			13
16.	Disabilities	/,dɪsə'bilətɪz/			17
17.	Injuries	/'ɪndʒərɪz/	17		
18.	Accidents	/'æksɪdənts/	14		
19.	Incidents	/'ɪnsɪdənts/	8		
20.	Its	/ɪts/		30	
21.	Expenditures	/'ɪks'pendɪtʃəz/		29	
22.	Lives	/laɪvz/			24
23.	Diseases	/dɪ'zi:zɪz/	23		
24.	Supports	/sə'pɔ:ts/	9		
25.	Programs	/'prɒgræmz/		17	
26.	Provides	/prə'vaɪdz/		13	
27.	Services	/'sɜ:vɪsɪz/			13
28.	Facilities	/fə'sɪlɪtɪz/			10
29.	Activities	/æk'tɪvɪtɪz/			10

30.	Contributions	/kɒntrɪb'juːfɪnz/		32	
Total		Percentage	223	164	159
			17%	14%	12%

Based on the data displayed above, there were 30 inflectional words from two paragraphs. There were two students pronounced with their correct Pronunciation. It was found those few inflectional words are common errors or inflection by each student. The total with the correct Pronunciation was 557 with the percentage, 43%, and the total of incorrect Pronunciation was 733 with the percentage, 57%, from 1.290 pronunciations of all the respondents in the test.

Table 5. Percentage of the Result

<i>Percentage</i>	<i>Correct</i>	<i>Incorrect</i>
100%	557 (43%)	733 (57%)

From the result above, in this case there were 3 rules of inflectional "-s" ending like /s/ /z/ and /ɪz/. To pronunciation words with the percentage 50% (correct / inflection) and 50% (incorrect / uninflection) from 100 pronunciation of all the respondent. Moreover, based on the observation there were (43%) from 13 inflection /s/ endings, there were (30%) from 9 inflection /ɪz/ endings and there were (27%) from 8 inflection /z/ endings.

So the dominant way from the rules of the inflectional "-s" endings was not inflection with the highest percentage 57%. In this case there were two respondents which all of the inflectional words was used incorrect inflectional words and one had respondent which all of the inflectional words was use corrected inflectional words.

Discussion

The pronunciation test was produced by using inflectional "-s" findings; it can be stated that there were several words that have been found as a result of the Pronunciation of students pronounced correctly pronounced in English; The writer make three categories to describes the finding of the result that has been done. The first category was (1-10) words with students have bad Pronunciation, the second category was (11-20) words with students have enough Pronunciation, and the last category was (21-30) words with students have good Pronunciation.

Based on the data display above, it was found those few inflectional -S ending which commonly not inflection by each student. The total of the correct pronounce was 557 and the total incorrect pronounce was 733 from 43 respondents.

1. In addition, there were 21 respondents with the result into the first category or into bad category among others S_2 were used 6 inflection words and were used 24 uninflection words, S_3 were used 0 inflection words and were used 30 uninflection words, S_7 were used 8 inflection words and were used 22 uninflection words, S_10 were used 0 inflection words and were used 30 uninflection words, S_11 were used 8 inflection words and were used 22 uninflection words, S_12 were used 8 inflection words and were used 22 uninflection words, S_13 were used 8 inflection words and were used 22 uninflection words, S_16 were used 0 inflection words and were used 30 uninflection words, S_17 were used 8 inflection words and were used 22 uninflection words, S_18 were used 5 inflection words and were used 25 uninflection words, S_21 were used 0 inflection words and were used 30 uninflection words, S_22 were used 24 inflection words and were used 6

- uninflection words, S_23 were used 0 inflection words and were used 30 uninflection words, S_30 were used 8 inflection words and were used 22 uninflection words, S_31 were used 8 inflection words and were used 22 uninflection words, S_32 were used 8 inflection words and were used 22 uninflection words, S_34 were used 8 inflection words and were used 22 uninflection words, S_37 were used 8 inflection words and were used 22 uninflection words, S_38 were used 5 inflection words and were used 25 uninflection words, S_42 were used 6 inflection words and were used 24 uninflection words, S_43 were used 0 inflection words and were used 30 uninflection words. With the reason was the respondents always make an error on pronounce words of Chemicals, Consequences, Ways, Injuries, Disabilities, Expenditures, Lives, Choices.
2. The second there were 8 respondents with the result on into the second category or enough pronounce among others S_1 were used 11 inflection words and were used 19 uninflection words, S_15 were used 12 inflection words and were used 18 uninflection words, S_19 were used 13 inflection words and were used 17 uninflection words, S_33 were used 12 inflection words and were used 18 uninflection words, S_35 were used 16 inflection words and were used 14 uninflection words, S_36 were used 11 inflection words and were used 19 uninflection words, S_39 were used 13 inflection words and were used 17 uninflection words, S_41 were used 11 inflection words and were used 19 uninflection words. With the reason was the respondents usually make an error but not all of the respondent always do an error on pronounce inflection and the respondents do an error pronounce words of Chemicals, Consequences, Ways, Injuries, Expenditures, Choices.
 3. The last there were 14 respondents with the result on into third category or good pronounce among others S_4 were used 24 inflection words and were used 6 uninflection words, S_5 were used 22 inflection words and were used 8 uninflection words, S_6 were used 24 inflection words and were used 6 uninflection words, S_8 were used 28 inflection words and were used 2 uninflection words, S_9 were used 22 inflection words and were used 8 uninflection words, S_14 were used 30 inflection words and were used 0 uninflection words, S_20 were used 25 inflection words and were used 5 uninflection words, S_24 were used 24 inflection words and were used 6 uninflection words, S_25 were used 22 inflection words and were used 8 uninflection words, S_26 were used 24 inflection words and were used 6 uninflection words, S_27 were used 28 inflection words and were used 2 uninflection words, S_28 were used 22 inflection words and were used 8 uninflection words, S_29 were used 30 inflection words and were used 0 uninflection words, S_40 were used 25 inflection words and were used uninflection words. In this category the respondent not much wrong on pronounce the words.

Based on the data above we can see that the eight morphological inflection become the most dominant way on inflectional “-s” endings in this study. According to Yule (2022) who mentioned that inflectional “-s” ending especially -s third person singular present tense, become the dominant way can be occur because -s third person singular present test as inflectional endings.

From the discussion above, the most difficult -s ending is the third person singular. Students are still confused about when to add the ending "-s" to a verb in a sentence. For example, word number 2 is: "*Chemicals*". Based on the example, the Student should answer */'kemɪklz/*, but most of the students answered "Chemicals." This showed that students actually know the use of the ending -s in the third person singular, but unfortunately, they failed to pronounce it.

Students' answers: Chemicals Correct answer : */'kemɪklz/*

On the other hand, there are some students who need to learn the use of the suffix -s as the third person singular; of course, they will fail in pronouncing it. For example, question number 22 is : "*Lives.*"

Students' answers: *Lives* Correct answer : */larvz/*

The Students' ability to use the inflectional suffix -s (-s plural, -s possessive, and -s third person singular) is frail, especially in -s in the third person singular and possessive, and sufficient in using -s plural nouns.

CONCLUSION

The writer can be concluded that the students of SMA Pangudi Luhur still face problem about the pronunciation especially on the inflectional "-s" endings. In the inflectional "-s" ending there were three degree such as /s/ /z/ and /ɪz/. Moreover, the dominant way of student pronunciation of the inflectional "-s" ending in this presented use inflection of /s/ and /z/ because the highest way of pronunciation test and observation used inflection of /s/ /ɪz/ and the lowest used inflection of /ɪz/ with the total result used inflection of /s/ and correct was 223 (17%) words based on the two paragraphs from 43 Respondents. Inflection of /ɪz/ and correct was 164 (14%) words based on the two paragraphs from 43 Respondents and the lowest result with the total of used /ɪz/ and correct was 159 (12%) words based on the two paragraphs from 43 respondents.

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