

Investigating The Teaching of Plural Ending Sounds Pronunciation in Rural Junior High School

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Abstrak

Pelafalan, sub-keterampilan dalam bahasa Inggris, merupakan persyaratan dasar bagi peserta didik yang ingin meningkatkan kemampuan komunikasi fungsional mereka dalam bahasa Inggris. Sub-keterampilan ini kurang mendapat perhatian dari guru bahasa Inggris karena tidak banyak dari mereka memiliki panduan yang jelas untuk memungkinkan siswa berbicara bahasa Inggris dengan baik menggunakan pengucapan yang baik. Untuk meningkatkan pelafalan siswa terutama dalam mengajar Plural Ending Sounds, para guru perlu memiliki berbagai pengajaran mengajar. Teknik yang digunakan para guru adalah; melatih, mengulangi, membaca dengan suara keras, dll. Tujuan dari penelitian ini adalah untuk mengetahui teknik pengajaran pengucapan yang digunakan guru dalam mengajar siswa pedesaan dan untuk mendapat hasil yang diperoleh para siswa setelah mendapat pengajarannya. Peneliti menggambarkan penelitian dalam bentuk penelitian kualitatif. Dalam mengumpulkan data, peneliti melakukan beberapa observasi di kelas secara langsung, meminta siswa untuk membaca teks yang diberikan secara nyaring, dan mewawancarai guru dan siswa. Dapat disimpulkan dari penelitian bahwa belajar Plural Ending Sounds sulit untuk beberapa alasan. Baik guru dan siswa memiliki masalah masing-masing dengan pelafalan bahasa Inggris. Ini dapat dibuktikan dari hasil siswa dalam membaca bacaan dengan keras yang menunjukkan beberapa skor rendah dan respons negatif mengenai pelafalan dari hasil wawancara.

Kata Kunci: Teknik Pengajaran Pelafalan, Suara Akhir Jamak

Abstract

Pronunciation, an English sub-skill, is a basic requirement for learners who want to improve their functional communicability in English. This sub-skill has less attention from English teachers since not many of them have clear guidelines to enable the students to speak English well using good pronunciation. In order to improve the students' pronunciation especially in teaching Plural Ending Sounds, teachers need to have various teaching techniques. The techniques that the teachers use are; drilling, repeating, reading aloud and etc. The objective of the study is to find out the pronunciation teaching technique that the teacher use in teaching rural students and the result. The researcher describes the study in qualitative research. In collecting the data, the research do some observations in classroom directly, get the students result in pronunciation reading aloud task, and interview both the teacher and the students. It is concluded from the research that learning Plural Ending Sounds is difficult for some reasons. Both the teacher and the students have problem dealing with pronunciation. It proves from the students' result in reading aloud task that shows some low score and negative responds regarding pronunciation from the interview result.

Keywords: Pronunciation Teaching Technique, Plural Ending Sounds.

INTRODUCTION

Pronunciation is one of language sub-skills in EFL learning. This sub-skill refers to the production of sounds which give meaning (Gilakjani, 2011). Furthermore, pronunciation plays a vital part in communication (Moedjito, 2016). People who are able to produce English sounds properly will get attention from the listeners because they can transfer the message easily rather than people who have poor pronunciation (Shak, Lee, & Stephen, 2015). For EFL who are used to use unclear pronunciation, it may bring negative impact to their spoken habit.

Considering the importance of pronunciation in learning English especially for junior high school student, English language teachers play an important role to the success of the students. They need to pay more attention to pronunciation instruction in EFL classroom and increase their quality of oral communication and the

accuracy of pronunciation (Moedjito, 2016). However, there are still many English language teachers have less power in teaching this sub-skill since they have not specific guideliness for pronunciation instruction (Gilakjani, 2016).

Harmer (2001) assists that pronunciation is the knowledge of how to pronounce a word (as cited in Nurpratiwi, 2016:7). Pronunciation refers to production of sounds that are used by the speaker to make meaning. In order to improve students' pronunciation especially for those who live in rural area, teachers should give the students more input, provide some example of cases in pronunciation problems and help the students to fix them. In addition, there are still many English teachers assume that those problems are uneasy to be fixed and they do not have much time to improve the students' pronunciation.

According to Yule (2010), phonology can be defined as the system of sounds in a language. This

system focuses on analyzing the sounds patterns in a language by deciding which phonetic sounds are significance with others and also defining how those phonetics sounds are received by the native speakers. The study of particular characteristics of speech sounds is called as phonetics. In phonetics, there is a feature called a segmental feature. Segmental Features are the study of consonant and vowel phonemes. Actually, there are huge differences between English and Indonesian phonemes.

For Indonesian, producing English sounds might be a confusion seems they only have five vowels (a, i, u, e, o,) and twenty one consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) in their first language. While English has at least 44 english phonemes which are automatically influence the students' qualities in producing English sounds. According to thematic analysis, there are some sounds that are considered as the most frequent misspronounced by EFL, they are; vowels (long vowel, short vowel, diphthongs), consonant (plosives, fricatives, and affricates), silent letter, and -ed ending sounds (Shak, Lee, & Stephen, 2015).

fricatives are also included as common misspronunciation did by the EFL. Fricatives are consonant which need the power of two articulators that close together, it can be called as a 'hissing' sound because the air through the small channel in the mouth. The example of hising sounds are labiodental, dental, alveolar, and palatals, and glottals (Fromkin, Rodman, & Hyams, 2011). Plural ending sounds are the sounds which emphasize the hissing sounds in the end of the plural word. In phonological rule, there are three probabilities in pronouncing -s or -es plural endings in English that the EFL have to know, they are; [s], [z] or even can be pronounced as [əz]. Even though these letters are distinguishable but some students are still confused in differing those plural ending sounds (Shak, Lee, & Stephen, 2015). For instance, when the students pronounce the words 'shops', 'dogs', and 'boxes' in English, they still have misconceptions in differing those ending sounds. It because the teachers ignore the students' mistakes and let the students pronounce inaccurately. Actually, if they cannot differentiate the rules of plural ending sounds, they are still able to convey the message, but if they are not aware of the smallest mistake in early age, they will uneasily control their mistakes when they get older (Lindawati, 2013).

Even though EFL students have already learnt English for at least six years, but in fact, not all the students have good ability in spoken English. It because many English teachers give less attention to pronunciation. Whereas, pronunciation is the main key in oral communication (Moedjito, 2016). Perfect grammar and huge vocabulary could not guarantee for successful communication if the people have low qualities in producing English sounds (Marzá, 2014). Therefore, English language teachers have responsibility to teach the students about sounds, patterns, and etc in order to improve the students' language skill (Gilakjani, 2016).

Large numbers of English language teachers believe that English pronunciation is considered as the source of communication problems (Al-Saidat, 2010). There are many factors that affect the difficulties in learning pronunciation for both teachers and students. They are; mother tongue influence, the accent, age factor, learners' motivation, learner's attitude, and speech organ.

Since teachers have big influence on the students' success in learning pronunciation (Gilakjani, 2016), this proposal is aimed to focus on investigating the teaching of plural ending sounds of English pronunciation in an area where English is considered as a subject that has lack of influence for their life.

RESEARCH METHODS

As it is stated in the previous chapter that the purposes of this current study are to investigate the teaching technique that the teacher use for teaching plural ending sounds pronunciation for junior high school students, to know the students plural ending sounds pronunciation performance in reading aloud task, and to find out the students' respond toward the teacher teaching technique and the teacher's opinion about her performance in teaching plural ending sounds pronunciation. Therefore, the description of this research is described in qualitative method. The method was chosen because the researcher found that it was the appropriate method for collecting the data by investigating the natural behavior of a community or explaining social phenomena (Hancock, Ockleford, & Windridge, 2009). Moreover, since this method was called as qualitative descriptive, hence, it was related to interviews, recordings, and observation (Andi-Pallawa, 2013).

The subjects of this research were an English teacher and the seven graders of Junior High School in rural area. The seven graders were chosen since most of rural students begin studying English at Junior High School and had mastered their first language (Suryanto, 2014). The numbers of the students were thirty students in the same classroom and had same English teacher. Almost all the students' mother tongue was Javanese and they lived in rural area. Meanwhile, there were only five students who were interviewed as the follow up of reading performance. Hence, the students were asked to read a text of conversation which provided some examples of plural ending sounds. These five students were chosen based on the result of the performance and they were regarded as the students who frequently make errors in pronouncing plural ending sounds. The reason for choosing five students was because the researcher wanted to get additional data about their pronunciation problem especially in pronouncing plural ending sounds.

In this study, the data of the study were from conducting observation, plurang ending sounds performance, and having interview. The first data to answer the first research question were from doing two times observation. The second data to answer the second research question were students' plural ending sounds pronunciation performance. The third data to answer the third research question were the students and teacher's interview result. Then, the sources of the data in this study came from the rubric of teaching, field notes, students' plural ending sounds pronunciation that were recorded and interview result that were also recorded. The researcher used recording, field notes, and rubric of teaching as tools to collect the data.

According to (Jacobs, Donald, & Sorensen, 2010), analyzing qualitative data was quite complex and more confusing since the researcher needs to organize data from what she had heard, seen, and felt and combined them with previous study and related theory. The data analysis involved three stages. The first stage was Familiarizing and Organizing. In this stage, the researcher needed to prepare all the instruments for analysis, transcribed the reading performance records and recorded interviews and then organize the data. The second stage was Coding and Reducing. In this stage, the researcher categorized the data into several categories and found the relationship among those categories. The last stage was Interpreting and Representing. In interpreting the data, the researcher ought to analyze the participants' act and in representing the data, the research needed to explain the data in detail.

Since the thesis was investigating the teaching plural ending sounds pronunciation in rural junior high school, the result of the students reading aloud in performing plural ending sounds pronunciation and the interview result, the researcher herself collected the data. To gain the specific data, the researcher as an observer observed directly the teaching of plural ending sounds in rural classroom. While observing, the researcher took notes about the learning and teaching process and how the rural students received the material. Then, after the teacher explained the material of plural ending sounds, the researcher conducted pronunciation performance regarding the material given. After that, the researcher interviewed the students about their respond to the teacher teaching material and asked the teacher dealing with her teaching process. After conducting the reading performance, the next thing that the researcher had to do was organizing. By gaining the result of the performance, the researcher organized which plural ending sounds that were commonly failed to be pronounced. After that, the result will be transcribed for interview. Number of questions in *Bahasa* were needed for interviewing the students in order to collect the students' opinion regarding the difficulties in pronouncing plural ending sounds. The last method was performing coding in the transcription.

RESULTS AND DISCUSSIONS

In order to know what kind of teaching technique that the teacher use in teaching plural ending sounds pronunciation, the students reading aloud performance in plural ending sounds pronunciation, and the result of interview. The researcher collects the data by doing observation, reading aloud performance task, and interview. In the discussion section, the researcher related the result of the observation, reading performance outcome, and the student's interview results with the literature review

The technique of the teaching used for pronunciation instruction

In order to answer the first research question which is related to the pronunciation instruction in EFL classroom, the researcher did a classroom observation for two times and each meeting spent 45 minutes. The observation held on February, 27th and March, 3rd. The class which the researcher used for conducting observation was at 7.1 grade of Junior High School in Pujon. The amount of the students in that class were 30 students. The English teacher for the seven graders was a female teacher. The classroom was on the second floor, located in the corner and near by the mosque. The room was so dark and pretty narrow for 30 students. It had no light and never got the sunlight. There was only one whiteboard in front of the class. The students' desk line was quite organized, the desk line was divided into two groups. Two rows in the left were for male students and the two rows in the right were for female students, the teacher's desk was in the middle front of the classroom. There were no LCD and speaker at classroom, therefore, the teachers used to borrow those things from the teacher's office. This condition was quite disturbing since the teacher had to connect the laptop to the LCD by using VGA or HDMI cable, connect the speaker cable to the laptop and it made the teacher spent for some minutes preparing for the media of teaching.

There were only two meetings for completing the 3.4 basic competence which were related to plural ending sounds material. Therefore, the researcher used the time as well as possible to do classroom observation. The teacher used some media for teaching plural ending sounds, they are plural ending sounds video from "Brain Pop Jr" Channel and the material from the curriculum 2013 book.

First Meeting

In the first chance of classroom observation, the researcher sat in the corner of the classroom and observed the teaching process directly. The meeting held on Tuesday, 27th February 2018. The teacher needed 5 minutes to prepare the material. She greeted the students by saying *salam* and asked their condition, and then the students responded the teacher. After having a short time in pre-teaching, the teacher directly instructed the students to open the book "When English Rings the Bell" page 56 about Plural and Singular. Then, they were

asked to read the material first. Unfortunately, the students made a noise, most of them played around and did not pay attention to the teacher's order. It because she did not give clear instruction about what part do they have to read. After some minutes, the teacher asked the students about what already they have read. But none of the students answer. They just laughed and did not say anything. The teacher finally answered her question herself about what the topic is about. She wrote "Singular and Plural" on the whiteboard. There was no LCD, the teacher and the students used English books from the library. Hence, each of the students had not private English books for themselves.

After introducing the material that they have on that day, the teacher wanted the students to read aloud about things around the classroom on page 61. The teacher was explaining about singular form by introducing article a, an/the. Then she asked the students to immediately open page 70 about plural form. Here the students needed to read aloud about the things around the living room. For some cases, the students were still lacking pronunciation, especially in pronouncing plural ending sounds. The teacher did not give a specific explanation about what rules behind plural ending sounds form, but she rather chose "playing a feeling" in order to decide what plural sounds do they have to use. She said that if the ending of the noun sounded weak, the students should use 's' ending sounds. She provided some examples of pencils and books. Then, if the ending of the noun sounded heavy, they had to use 'z' sounds behind. The teacher only provided one example 'bags'. If the ending sounds of the noun sounded heavier, she suggested the students use 'iz' ending sounds. For the last formula, the teacher did not provide the example. The time was going over, the teacher realized that she could not give the students chance to do some task. In the ending of the section, the teacher just ordered the students to learn and practice more for the recent material, said farewell greeting and then left the class.

Second Meeting

In the second meeting of the observation on Saturday, 3rd March 2018, the teacher came 5 minutes late since she had to bring some media from the office. She ordered the male student to help her to connect the LCD to the laptop and also the speaker. The students were waiting for what the teacher is going to have on that day. In this second meeting, the teacher used the scientific approach as her technique in teaching. After preparing for about 10 minutes, the students were divided into seven groups, each group consisted of 3-4 students. Then, the teacher showed a video about plural ending sounds from "Brain Pop Jr" Channel. She asked the students to pay attention to the sounds in video about plural ending sounds. In the first playing, the students were still confused and had no idea about the instruction. Therefore, they needed the teacher to play for the second round. Then, the teacher added the instruction to write the examples of plural sounds. Therefore, she played the video once more to make sure the students gave much

attention to the video. After playing the video for three times, the teacher gave three questions related to the material from the book "*When English Rings the Bell*" and the video that they just watched.

The questions made by the teacher were as follows:

1. What is the difference between singular and plural?
2. How to add -s/-ies/es plural ending?
3. Mention the example of plural and singular words. Four examples of each based on the video.

The students should discuss the answers with their group and accomplish them in ten minutes. The students had to use English to answer those questions and might open the book. After 10 minutes, the teacher ordered the students to come forward to present their answer, but none of the students confidently raised their hands to present their answers in front of the class. Therefore, the teacher pointed the students randomly. Four male students are asked to read their own answers. However, the students were not confident enough to convey theirs and covered their face with their books. The other students were curious of their answers. The teacher asked them to read the answers until all the students could hear. When they were reading for the third question about the example of plural words, they even did not read them clearly. The teacher wanted one of them to write the answers on the whiteboard. The examples were; pianos, knives, bikes, boxes, and flashlights. The other student was instructed to read them one by one. When he read the word 'boxes', he frequently said it as 'boks'. The teacher asked other students how the word was supposed to be pronounced. Other students agreed that it had to be pronounced as 'boks'. Then, she corrected the students that actually *boxes* must be pronounced as 'boks^z'. For this case, the students were not given the reason why the 'boxes' word was needed to be pronounced as 'boks^z'. Here, the teacher used drilling technique in order to make the students' pronunciation sounds correctly like the teacher. The second group ordered to convey their answer were from the female group. They were pretty confident to present their answers, even though their pronunciation were also not good enough. The students were still made many mistakes in pronouncing -z and -iz plural ending sounds.

The Students Pronunciation Performance in Reading Aloud Task

In the second meeting, the researcher asked the teacher some minutes to hold a reading performance for students. The students were given two conversation texts which were related to the material. Since the researcher focused on the students' plural ending sounds

pronunciation, therefore, the words that would be assessed were only for plural nouns. The students were asked to come to the researcher's desk in pairs to read the conversation text. The researcher had an obligation to choose the text. Since the students perform the reading section in pairs, therefore, after they have finished reading, they are asked to reread the text, but performing the opposite character. There are five examples of plural ending sounds that implicitly included in each text. They are; two examples of (s) plural ending sounds, one example of (iz) plural ending sounds, and two example of (z) plural ending sounds. The texts were made by the researcher and the noun words were chosen based on the video. The result of the students' learning outcomes based on the reading performance that they have done shows that there were fourteen students who have read text 1 about "Meeting Friend". There were five plural ending sounds included in the text. They are; potatoes, tomatoes, sandwiches, toys, and boys. Even though they have already received the material, however, the result showed that most of them made mistakes even once. The most frequent mistakes in plural ending sounds that they have pronounced was (iz) plural ending sounds. The number of the students who had difficulties on this plural ending sounds were eleven from fourteen students. While the level of the hardness in pronouncing (s) and (z) plural ending sounds were the same. However, there were still many of them who were confused on how to distinguish those two plural ending sounds. The same case for the second text. The students faced the same problem in pronouncing (z) plural ending sounds. The "Boxes" word was becoming the hardest part to pronounce since only five from fourteen students who could pass it. The second level of the difficulty was (s) plural ending sounds. The researchers found that many of them changed the (s) ending sounds to (z) since the example of the word that the researcher used was quite unfamiliar, like "Flashlights" and "Bikes". In this case, the students assumed that the word "flashlights" was sounded heavy, therefore they tend to use (z) ending sounds. While the easiest word for them was "pans". Almost all the students could pronounce this word properly.

The Interview Result from the Students

There were only five students who were interviewed based on their result in reading performance. These five students were categorized as poor students in pronouncing plural ending sounds since they have created frequent mistakes in pronouncing those sounds. They are asked to enter the next room beside their classroom and interviewed one by one. All the students declared that they agree to be interviewed. The researcher began the interview by asking their name and

what material that they have received for the last two meetings. Four of five students told that they have received the material about singular and plural. While one of them was not paying attention to the topic given. After that, the researcher began to ask their opinion about learning singular and plural. All of them said that the material was quite hard and confusing. After knowing their viewpoint, the researcher directly asked which text that they have read. Three of them stated that they have read the second text. By re-showing the text, the researcher wanted to know which noun words that were hardly pronounced. Most of them agreed that the –iz plural ending sounds was the hardest rule among others. The students also hardly distinguished which one was considered as heavy or weak sounds as the teacher explained about at that time. They also said that the teacher was unable to explain the rules clearly. There was only one student who is unique. He had cleft lip and could not say the ending sounds perfect since 's' in every word were read as "st". The researcher again asked why the students were not asking if they were still could not catch the material. Some of them were still not confident and shy to ask the teacher while two of them said that the material is not too important.

The Interview Result from the Teacher

After the material about singular and plural have already explained by the teacher for two meetings, the researcher took her time for a while for having an interview. The teacher shared her view about what she has done in teaching the material. In her opinion, honestly, she quite felt unconfident and not satisfied in teaching English since she could not have private media and tools in the classroom. In her pregnant condition, she had to go to the second floor and brought the tools from the office and asked the student to take the books from the library. In addition, the students were uneasy to be managed since they were still first graders of junior high school. Therefore, she needed to pay more attention to the students and to be more active teacher. She also said that the students' awareness in learning English was so poor. Most of them were not like that subject and tend to ignore the teachers' explanation. She deliberately did not explain the rules of plural ending sounds, because she was sure that any students would not catch that rules in their mind. Nevertheless, she was still tried to explain it in the best way.

The conclusion of Interview Result from both Students and Teacher

By knowing the result of the interview, the researcher find out that the teacher had already tried the best way in order to enable the students pronounce plural ending sounds accurately, even though she had applied two kinds of pronunciation teaching techniques, however, the students had no desire in learning English, moreover, if the material is quite unimportant for their daily communication. The proof that shows the students

had low motivation in learning plural ending sounds material was from their uninterested in asking the teacher if they were not understand of what the teacher's explanation. Therefore, in learning and teaching process, whether teachers or students are very influential for each other.

DISCUSSION

In this section, the researcher related the result of the observation, reading performance outcome, and the student's interview results with the literature review. Regarding the first question, it was inferred from the result of the two times classroom observation in rural Junior High School in Pujon. Since pronunciation is not a sub-skill that has to be taught in the whole time and not clearly written in curriculum, however, the teacher has to familiarize the students with English sounds and increase the students' awareness in pronunciation (Abayazeed & Abdalla, 2017). Therefore, the teacher usually included and combined it with other English skills. In delivering the material about plural and singular, the teacher used 2013 curriculum as a guide. In this case, the material concept was based on the 3.4 basic competency for seven graders.

There were only two techniques which were mainly used by the teacher, they were; reading aloud and repetition drill. Reading aloud technique is introduced in the first meeting. The students were asked to read aloud word by word about singular and plural nouns. The teacher pointed the students directly since there was no one who wanted to be the volunteer. There were only five students as representatives to read the words given aloud. The teacher let the students made error. She assumed that errors could be forgiven since they still had not get the material about the pronunciation rules yet. According to (Larsen-Freeman, 2000), error is a natural mistake which were often done by in order to increase their awareness in learning. Sometimes, the students were mostly confused on how to pronounce the words. They prefer to ask their friend who even did not really know what the perfect sounds rather than their teacher. When they were not sure in pronouncing the words, they usually reread them until three times. Since this technique consumed much time, there were still some students who did not get the chance to read the example of singular and plural nouns loudly. After the students read the words, the teacher shared the rules in pronouncing plural ending sounds. In explaining the rules, the teacher used simple language in order to make the students understood what she explained about. However, even though the teacher applied the simple way, the students were not enthusiastic in paying attention of what the teacher said. The teacher used "Heavy and weak" words in deciding plural ending sounds. The students needed to choose (s) ending sounds if the students find the ending of the noun is weak. The students need to choose (z) ending sounds if they find the ending of the noun is heavy. In the second meeting, the teacher applied scientific approach method in

teaching the singular plural material. After giving video about singular and plural sounds, the teacher used drilling in the way of making the students used to pronounce the English properly. After the teacher gave instruction for the students to come forward to present their answers, the students were needed to read aloud the example of plural words. For the second time, the teacher used reading aloud technique to ease her to identify the students' pronunciation. By knowing that the students were still making some troubles in pronouncing plural ending sounds, the teacher corrected them immediately. The teacher instructed the students to write their answer of plural nouns and after that, she reads the words loudly and asks them to repeat after her. Based on the plural ending sounds and International Phonetics Alphabet (IPA) rules, when the teacher read the words; pianos, knives, bikes, boxes, and flashlights. She also had difficulties in pronouncing the words knives and boxes. In the first round, she was able to show the right pronunciation. However, in the second and third round, she was unfortunately inconsistent with her rule.

By knowing the result of the students' pronunciation performance in reading aloud task and interview, the researcher found some obstacles from both the students and teacher. The first trouble is from the students' mother tongue influence. In their *Bahasa*, there were no rules of plural sounds. They did not have to add 's or es' to every ending of plural nouns. Therefore, they were easily forget and unaware of applying it. The second obstacle was the students' motivation. The teacher had high motivation in teaching while the students had no desire in increasing their skill in English. Most of them were ignoring the importance of English. They assumed that English was a very hard subject. The third problem was the teachers' inconsistency pronunciation rules in applying plural ending sounds into the words. Actually, the most important characteristics that the teacher had to have is a confidence. However, if the teacher was too confident but she or he even made frequent errors during teaching, it probably affected the students' pronunciation habit, especially in pronunciation. The last was the student speech organ. Not everyone had perfect speech organ, he or she maybe had trouble in producing some sounds. It happened when the researcher asked one of the students who had special trouble dealing with s or es plural ending sounds (Cleft Lip and Palate). He felt uneasy to produce 's or es' and changed it into 'st' sound. The last problem was the learning media. In conclusion, the techniques which the teacher applied during teaching and learning process were not working effectively since the technique of the teaching was only focused on how to enable the students to produce the sounds properly and remember the rules. Therefore, many students were still confused in applying plural ending sounds in real life situation.

CONCLUSION

The conclusion is presented based on the result and discussion regarding investigation of teaching plural

ending sounds pronunciation in rural junior high school. The conclusion is as follows:

- a. Even though the teacher had applied several techniques (reading aloud and repetition drill) in teaching plural ending sounds pronunciation, if the students' awareness in paying attention to the teacher's explanation was still low, they find it hard to achieve the success of learning because in learning and teaching process, whether teachers or students were very influential for each other.
- b. It can be shown from the students' learning outcome. There were still many students who were unable to pronounce plural ending sounds properly. They even ignored the s/es ending sounds. Some students succeed in applying -es ending sound, because this ending sound was simpler than others. However, only a few of them who were able to apply -iz ending sound, since this ending sound was quite uneasy for the teacher and also the students.
- c. After conducting interview, the students assumed that the material was quite hard to be understood even though it was only about plural ending sounds and they also think that this material was not too important for them since only a few students who liked English subject. The teacher thought English pronunciation should be taught in classroom, even though she found some obstacles in delivering the material that has less attention from students.

SUGGESTIONS

In connection with the result and discussion of the research, the researcher shows some suggestion. The first suggestion is for English teacher. Since the learning outcome proves that the students still have low awareness in pronouncing plural ending sounds, the teacher should add another technique or just improve her technique that has been used in teaching. Teacher should be able to introduce the voiceless and voiced sounds before teaching about plural ending sounds material. In increasing the students' awareness in using proper pronunciation, the teacher has to be aware first on her own pronunciation, since the teacher is being a model in the classroom and the students easily believe of what the teacher's pronunciation.

The second suggestion is for the students. In this globalization era, each student possibly has the smartphone which enables them to get new things, have modern thought and at least learn another language. However, there are still many of them who do not use the technology properly. even though they live in a modern era, their English is still poor and their awareness of learning English is still low. Therefore, students should understand that English is an important

subject and have the desire to improve their skill in English.

The third suggestion is for the further researchers. It is suggested that they could add another technique to collect data regarding this plural ending sounds obstacle. They also may provide the students' respond to teaching technique material for the students who have completed the reading performance well.

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