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APPENDIX A: TASKS OF SIBILANTS

Name :

Students Number :

Class :

A. WORDS

Instruction : Read the following words for three times loudly!

1. class
2. sea
3. misses
4. quiz
5. buzz
6. zone
7. rush
8. wish
9. show
10. measure
11. pleasure
12. leisure

B. SENTENCES

Instruction : Read the following sentences loudly!

1. I have a history *class* at 9 o'clock
2. Let's look over the *sea!*
3. The baby surely *misses* her parents
4. 70% of the people *quizzed* said they agreed with the President

5. I heard the *buzz* of voices in the crowded room
6. This ticket is valid for travel between any stations in the central *zone*
7. The tide comes in with a sudden *rush* here
8. I *wish* he wouldn't go out every night
9. The most successful Broadway *shows* are musical
10. The tailor *measured* me up for a suit
11. It gives me a great *pleasure* to welcome our speaker
12. The rest of the day may be spent at *leisure*

C. PASSAGE

Instruction : Read the following passage loudly!

Roy is an assistant director of a *quiz show*. He had been studying in a college to improve his knowledge. Roy has just *missed* one class this morning, then he decides to go to the TV station. When he arrives, he sees the TV crews *buzz* around the *zone* to prepare the *quiz show*. The *quiz* will *measure* the participant's knowledge about the sea world. Roy looks over the whole part of stage, and he *wishes* the audience will not *rush* out the stage when the *quiz* is ended. It gives him a great *pleasure* to direct the quiz, although it does not give a *leisure* time.

APPENDIX B: Realization of /s/ and /z/ sounds in words

Respondent	TARGET WORDS					
	Class	Sea	Miss	quiz	buzz	zone
1	/kla:s/	/si:/	/mis/	/kwiz/	/bɛz/	/zoun/
2	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/zəun/
3	/kla:s/	/si:/	/mis/	/kwiz/	/bʌz/	/zoun/
4	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zoun/
5	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/zoun/
6	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/
7	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
8	/kla:s/	/si:/	/mis/	/kwiz/	/buz/	/soun/
9	/kla:s/	/si:/	/mis/	/kwiz/	/bʌz/	/zoun/
10	/kla:s/	/si:/	/miz/	/ kwiz/	/bɛz/	/zoun/
11	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
12	/kla:s/	/si:/	/mis/	/kwiz/	/bɛz/	/zoun/
13	/kla:s/	/si:/	/mis/	/kwiz/	/bʌz/	/soun/
14	/kla:s/	/si:/	/mis/	/kwiz/	/buz/	/soun/
15	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zoun/
16	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
17	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
18	/klæ:s/	/si:/	/mis/	/kwiz/	/bɛz/	/soun/
19	/kla:s/	/si:/	/miz/	/kwiz/	/bɛz/	/zoun/
20	/kla:s/	/si:/	/mis/	/kwiz/	/bɛz/	/zoun/
21	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/zoun/
22	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/
23	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
24	/kla:s/	/si:/	/mis/	/kwiz/	/buz/	/soun/
25	/kla:s/	/si:/	/mis/	/kwiz/	/bʌz/	/zoun/
26	/kla:s/	/si:/	/miz/	/ kwiz/	/bɛz/	/zoun/
27	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/
28	/kla:s/	/si:/	/mis/	/kwiz/	/bɛz/	/zoun/
29	/kla:s/	/si:/	/mis/	/kwiz/	/bɛz/	/zoun/
30	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/zoun/
31	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/
32	/kla:s/	/si:/	/mis/	/ kwiz/	/bɛz/	/zoun/

Appendix C: Realization of /ʃ/ and /ʒ/ sounds in words

Respondent	TARGET WORDS					
	Rush	Wish	Show	Measure	Pleasure	Leisure
1	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
2	/rʌʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
3	/rʌʃ/	/wiʃ/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
4	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
5	/rʌs/	/wiʃ/	/ʃou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
6	/ruʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
7	/rʌʃ/	/wiʃ/	/ʃau/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
8	/rʌs/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
9	/rʌs/	/wis/	/zou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
10	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
11	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
12	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
13	/rʌs/	/wis/	/sou/	/meʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
14	/rʌs/	/wis/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
15	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
16	/rus/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/lɪsə(r)/
17	/rus/	/wis/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
18	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
19	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
20	/rʌs/	/wis/	/sou/	/meʒə(r)/	/pleʒə(r)/	/leʒə(r)/
21	/rʌs/	/wiʃ/	/ʃou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
22	/ruʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
23	/rʌʃ/	/wiʃ/	/ʃau/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
24	/rʌʃ/	/wiʃ/	/ʃau/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
25	/rʌs/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
26	/rʌs/	/wis/	/zou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
27	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
28	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
29	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
30	/rʌs/	/wis/	/sou/	/meʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
31	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
32	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/

Appendix D : Table Frequency and Percentage of Sibilant Sounds in Word Lists

Respondents	Target Sounds							
	/s/		/z/		/ʃ/		/ʒ/	
	Token	%	Token	%	Token	%	Token	%
1	3	100	3	100	1	33,33	-	-
2	3	100	3	100	3	100	-	-
3	3	100	1	33,33	3	100	-	-
4	3	100	3	100	1	33,33	-	-
5	2	66,66	2	66,66	2	66,66	-	-
6	3	100	3	100	3	100	-	-
7	3	100	3	100	3	100	-	-
8	3	100	1	33,33	2	66,66	-	-
9	3	100	2	66,66	-	-	-	-
10	3	100	2	66,66	3	100	-	-
11	3	100	1	33,33	3	100	-	-
12	3	100	2	66,66	-	-	-	-
13	3	100	2	66,66	-	-	-	-
14	3	100	1	33,33	-	-	-	-
15	3	100	3	100	3	100	-	-
16	3	100	1	33,33	-	-	-	-
17	3	100	-	-	-	-	-	-
18	3	100	-	-	-	-	-	-
19	3	100	2	66,66	-	-	-	-
20	3	100	3	100	-	-	3	100
21	3	100	2	66,66	2	66,66	-	-
22	3	100	2	66,66	3	100	-	-
23	3	100	1	33,33	3	100	-	-
24	3	100	2	66,66	1	33,33	-	-
25	3	100	2	66,66	2	66,66	-	-
26	3	100	1	33,33	3	100	-	-
27	3	100	3	100	3	100	-	-
28	3	100	1	33,33	2	66,66	-	-
29	3	100	3	100	-	-	-	-
30	3	100	1	33,33	2	66,66	-	-
31	3	100	2	66,66	2	66,66	-	-
32	3	100	3	100	-	-	-	-

APPENDIX E: Realization of /s/ and /z/ sounds in Sentences

Respondent	TARGET WORDS					
	Class	Sea	miss	quiz	buzz	zone
1	/kla:s/	/si:/	/mis/	/kwiz/	/bæz/	/zo:n/
2	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zəun/
3	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zo:n/
4	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zo:n/
5	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/so:n/
6	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/
7	/kla:s/	/si:/	/mis/	/ kwiz/	/bæz/	/zoun/
8	/kla:s/	/si:/	/mis/	/kwis/	/buz/	/soun/
9	/kla:s/	/si:/	/miz/	/kwiz/	/bʌz/	/soun/
10	/kla:s/	/si:/	/miz/	/ kwiz/	/bæz/	/soun/
11	/kla:s/	/si:/	/mis/	/ kwis/	/bæz/	/soun/
12	/kla:s/	/si:/	/mis/	/kwiz/	/bæz/	/soun/
13	/kla:s/	/si:/	/mis/	/kwis/	/bʌz/	/zoun/
14	/kla:s/	/si:/	/mis/	/kwis/	/buz/	/soun/
15	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zoun/
16	/kla:s/	/si:/	/mis/	/ kwis/	/bæz/	/soun/
17	/kla:s/	/si:/	/mis/	/ kwiz/	/bæz/	/zoun/
18	/klæ:s/	/si:/	/mis/	/kwis/	/bæz/	/soun/
19	/kla:s/	/si:/	/mis/	/kwiz/	/bæz/	/soun/
20	/kla:s/	/si:/	/mis/	/kwiz/	/bæz/	/zoun/
21	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zoun/
22	/kla:s/	/si:/	/mis/	/ kwis/	/bæz/	/soun/
23	/kla:s/	/si:/	/mis/	/ kwiz/	/bæz/	/zoun/
24	/klæ:s/	/si:/	/mis/	/kwis/	/bæz/	/soun/
25	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zo:n/
26	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zo:n/
27	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/so:n/
28	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/
29	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zo:n/
30	/kla:s/	/si:/	/mis/	/ kwiz/	/bʌz/	/zo:n/
31	/kla:s/	/si:/	/miz/	/ kwiz/	/bʌz/	/so:n/
32	/kla:s/	/si:/	/miz/	/ kwiz/	/buz/	/zoun/

Appendix F: Realization of /ʃ/ and /ʒ/ sounds in Sentences

Respondent	TARGET WORDS					
	Rush	Wish	Show	Measure	Pleasure	Leisure
1	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
2	/rʌʃ/	/wɪʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
3	/rʌʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
4	/rʌʃ/	/wɪʃ/	/səu/	/mɪzə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
5	/rʌʃ/	/wɪʃ/	/ʃou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
6	/ruʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
7	/rʌʃ/	/wiʃ/	/ʃau/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
8	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
9	/rʌʃ/	/wɪʃ/	/sou/	/mɪzə(r)/	/plɪʃə(r)/	/leɪzə(r)/
10	/rʌʃ/	/wiʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
11	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
12	/rʌʃ/	/wɪʃ/	/sou/	/mɪzə(r)/	/plɪʃə(r)/	/leɪzə(r)/
13	/rʌʃ/	/wɪʃ/	/sou/	/mesə(r)/	/plesə(r)/	/leɪʃə(r)/
14	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
15	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
16	/rus/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/lɪʃə(r)/
17	/rus/	/wɪʃ/	/sou/	/mɪzə(r)/	/plɪʃə(r)/	/leɪzə(r)/
18	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪzə(r)/
19	/rʌʃ/	/wɪʃ/	/sou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
20	/rʌʃ/	/wɪʃ/	/sou/	/meʒə(r)/	/pleʒə(r)/	/leʒə(r)/
21	/rʌʃ/	/wɪʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
22	/rʌʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
23	/rʌʃ/	/wɪʃ/	/səu/	/mɪzə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
24	/rʌʃ/	/wɪʃ/	/ʃou/	/mɪzə(r)/	/plɪzə(r)/	/leɪzə(r)/
25	/ruʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
26	/rʌʃ/	/wɪʃ/	/sou/	/mɪzə(r)/	/plɪʃə(r)/	/leɪzə(r)/
27	/rʌʃ/	/wɪʃ/	/sou/	/mesə(r)/	/plesə(r)/	/leɪʃə(r)/
28	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
29	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
30	/rus/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/lɪʃə(r)/
31	/rʌʃ/	/wɪʃ/	/sou/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
32	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/

APPENDIX G: Table Frequency and Percentage of Sibilant Sounds in Sentences

Respondents	Target Sounds							
	/s/		/z/		/ʃ/		/ʒ/	
	Token	%	Token	%	Token	%	Token	%
1	3	100	2	66,66	2	66,66	-	-
2	3	100	2	66,66	2	66,66	-	-
3	3	100	1	33,33	3	100	-	-
4	3	100	1	33,33	-	-	-	-
5	2	66,66	1	33,33	1	33,33	-	-
6	2	66,66	2	66,66	3	100	-	-
7	3	100	1	33,33	3	100	-	-
8	3	100	-	-	-	-	-	-
9	2	66,66	1	33,33	-	-	-	-
10	2	66,66	1	33,33	2	66,66	-	-
11	3	100	2	66,66	-	-	-	-
12	3	100	1	33,33	-	-	-	-
13	3	100	1	33,33	-	-	-	-
14	3	100	2	66,66	-	-	-	-
15	3	100	2	66,66	3	100	-	-
16	3	100	1	33,33	-	-	-	-
17	3	100	2	66,66	-	-	-	-
18	3	100	2	66,66	-	-	-	-
19	3	100	2	66,66	-	-	-	-
20	3	100	2	66,66	-	-	3	100
21	2	66,66	1	33,33	2	66,66	-	-
22	2	66,66	1	33,33	2	66,66	-	-
23	3	100	2	66,66	3	100	-	-
24	3	100	1	33,33	-	-	-	-
25	3	100	1	33,33	1	33,33	-	-
26	3	100	2	66,66	3	100	-	-
27	3	100	2	66,66	3	100	-	-
28	3	100	1	33,33	-	-	-	-
29	3	100	-	-	-	-	-	-
30	3	100	-	-	2	66,66	-	-
31	3	100	2	66,66	-	-	-	-
32	3	100	2	66,66	-	-	-	-

APPENDIX H: Realization of /s/ and /z/ sounds in Passage

Respondent	TARGET WORDS					
	Class	Sea	Miss	quiz	buzz	zone
1	/kla:s/	/si:/	/mis/	/kwis/	/bɛz/	/zo:n/
2	/kla:s/	/si:/	/mis/	/ kwis/	/bʌs/	/zəun/
3	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zo:n/
4	/kla:s/	/si:/	/mis/	/ kwis/	/bʌz/	/so:n/
5	/kla:s/	/si:/	/miz/	/ kwis/	/bʌz/	/so:n/
6	/kla:s/	/si:/	/mis/	/ kwis/	/buz/	/zoun/
7	/kla:s/	/si:/	/mis/	/ kwis/	/bɛs/	/zoun/
8	/kla:s/	/si:/	/mis/	/kwis/	/bus/	/soun/
9	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zoun/
10	/kla:s/	/si:/	/mis/	/ kwis/	/bɛz/	/soun/
11	/kla:s/	/si:/	/mis/	/ kwis/	/bɛz/	/zoun/
12	/kla:s/	/si:/	/mis/	/kwis/	/bɛs/	/zoun/
13	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zoun/
14	/kla:s/	/si:/	/mis/	/kwis/	/buz/	/zoun/
15	/kla:s/	/si:/	/mis/	/ kwis/	/bʌz/	/zoun/
16	/kla:s/	/si:/	/mis/	/ kwis/	/bɛs/	/zoun/
17	/kla:s/	/si:/	/mis/	/ kwis/	/bɛs/	/soun/
18	/klæ:s/	/si:/	/mis/	/kwis/	/bɛs/	/soun/
19	/kla:s/	/si:/	/mis/	/kwiz/	/bɛs/	/zoun/
20	/kla:s/	/si:/	/mis/	/kwis/	/bɛz/	/zoun/
21	/kla:s/	/si:/	/mis/	/kwis/	/buz/	/zoun/
22	/kla:s/	/si:/	/mis/	/ kwis/	/bʌz/	/zoun/
23	/kla:s/	/si:/	/mis/	/ kwis/	/bɛs/	/zoun/
24	/kla:s/	/si:/	/mis/	/ kwis/	/bɛz/	/zoun/
25	/kla:s/	/si:/	/mis/	/kwis/	/bɛs/	/zoun/
26	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zoun/
27	/klæ:s/	/si:/	/mis/	/kwis/	/bɛs/	/soun/
28	/kla:s/	/si:/	/mis/	/kwiz/	/bɛs/	/zoun/
29	/kla:s/	/si:/	/mis/	/kwis/	/bɛz/	/zoun/
30	/kla:s/	/si:/	/mis/	/kwis/	/bɛs/	/zoun/
31	/kla:s/	/si:/	/mis/	/kwis/	/bʌs/	/zoun/
32	/kla:s/	/si:/	/mis/	/kwis/	/buz/	/zoun/

APPENDIX I : Realization of of /ʃ/ and /ʒ/ sounds in Passage

Respondent	TARGET WORDS					
	Rush	Wish	Show	Measure	Pleasure	Leisure
1	/rʌs/	/wis/	/ʃou/	/mesu(r)/	/plɪsə(r)/	/leɪsə(r)/
2	/rʌʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
3	/rʌs/	/wis/	/səu/	/mɪʃə(r)/	/plɪsə(r)/	/leɪsə(r)/
4	/rʌs/	/wis/	/ʃəu/	/mɪsə(r)/	/plɪsə(r)/	/leɪʃə(r)/
5	/rʌs/	/wɪz/	/sou/	/mɪsə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
6	/ruʃ/	/wɪz/	/ʃəu/	/mɪʃə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
7	/rʌʃ/	/wiʃ/	/ʃau/	/mɪzə(r)/	/plɪsə(r)/	/leɪzə(r)/
8	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
9	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪsə(r)/	/leɪsə(r)/
10	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪsə(r)/	/leɪsə(r)/
11	/rʌs/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
12	/rʌs/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
13	/rʌs/	/wis/	/ʃou/	/mezə(r)/	/plesə(r)/	/leɪsə(r)/
14	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
15	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plesə(r)/	/leɪsə(r)/
16	/rus/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/lɪsə(r)/
17	/rus/	/wɪz/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
18	/rʌʃ/	/wiʃ/	/sou/	/mɪzə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
19	/rʌʃ/	/wis/	/sou/	/mɪzə(r)/	/plɪʒə(r)/	/leɪʒə(r)/
20	/rʌs/	/wis/	/sou/	/meʒə(r)/	/plezə(r)/	/lesə(r)/
21	/rʌʃ/	/wiʃ/	/ʃəu/	/mɪʃə(r)/	/pleʃə(r)/	/leɪʃə(r)/
22	/rʌs/	/wis/	/səu/	/mɪʃə(r)/	/plɪsə(r)/	/leɪsə(r)/
23	/rʌs/	/wis/	/ʃəu/	/mɪsə(r)/	/plɪsə(r)/	/leɪʃə(r)/
24	/rʌs/	/wɪz/	/sou/	/mɪsə(r)/	/plɪʃə(r)/	/leɪʃə(r)/
25	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
26	/rʌs/	/wis/	/sou/	/mɪzə(r)/	/plɪsə(r)/	/leɪsə(r)/
27	/rʌʃ/	/wiʃ/	/ʃou/	/mɪʃə(r)/	/plɪsə(r)/	/leɪsə(r)/
28	/rʌs/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
29	/rʌs/	/wis/	/ʃou/	/mezə(r)/	/plesə(r)/	/leɪsə(r)/
30	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plɪsə(r)/	/leɪsə(r)/
31	/rʌs/	/wis/	/ʃou/	/mɪsə(r)/	/plesə(r)/	/leɪsə(r)/
32	/rus/	/wis/	/sou/	/mɪsə(r)/	/plɪsə(r)/	/lɪsə(r)/

Appendix J: Table Frequency and Percentage of Sibilant Sounds in Passage

Respondents	Target Sounds							
	/s/		/z/		/ʃ/		/ʒ/	
	Token	%	Token	%	Token	%	Token	%
1	3	100	2	66,66	-	-	-	-
2	3	100	1	33,33	3	100	-	-
3	3	100	1	33,33	1	33,33	-	-
4	3	100	1	33,33	1	33,33	-	-
5	2	66,66	1	33,33	2	66,66	-	-
6	3	100	2	66,66	3	100	-	-
7	3	100	1	33,33	-	-	-	-
8	3	100	-	-	-	-	-	-
9	3	100	1	33,33	-	-	-	-
10	3	100	1	33,33	1	33,33	-	-
11	3	100	2	66,66	-	-	-	-
12	3	100	1	33,33	-	-	-	-
13	3	100	1	33,33	-	-	-	-
14	3	100	2	66,66	-	-	-	-
15	3	100	2	66,66	-	-	-	-
16	3	100	1	33,33	-	-	-	-
17	3	100	-	-	-	-	-	-
18	3	100	-	-	2	66,66	-	-
19	3	100	2	66,66	-	-	-	-
20	3	100	1	33,33	1	33,33	1	33,33
21	3	100	1	33,33	1	33,33	-	-
22	3	100	1	33,33	3	100	-	-
23	3	100	2	66,66	-	-	-	-
24	3	100	1	33,33	1	33,33	-	-
25	3	100	1	33,33	-	-	-	-
26	3	100	2	66,66	2	66,66	-	-
27	3	100	1	33,33	3	100	-	-
28	3	100	1	33,33	1	33,33	-	-
29	3	100	-	-	-	-	-	-
30	3	100	-	-	3	100	-	-
31	3	100	2	66,66	-	-	-	-
32	3	100	2	66,66	-	-	-	-

APPENDIX K: QUESTIONNAIRE FOR STUDENTS

A. Questions on Pronunciation

1. How many semesters of pronunciation training have you had?

___ 1 semester

___ 2 semesters

2. Well pronunciation means

.....

(Complete the sentences!)

3. It is important to pronounce well. (Circle one)

Strongly Agree Agree Undecided Disagree Strongly Disagree

5

4

3

2

1

4. Why do you say so? (Refer to question no 3)

.....

5. Pronunciation classes have helped me. (Circle one)

Strongly Agree Agree Undecided Disagree Strongly Disagree

5

4

3

2

1

6. How has pronunciation training helped?

(Answer if you selected number 5, 4, or 3 for question number 5)

Number the following phrases from 1 to 7 with 1 for the most important factor and 7 for the least important factor!

_____ to speak more clearly

_____ to speak with more confidence

_____ to speak with an RP (British) accent

_____ to speak with American accent

_____ to correct my English pronunciation

_____ to be more conscious of my pronunciation

_____ to be aware of pronunciation differences

Others : (if any)

.....

7. Which area of pronunciation work did you find most helpful?(Choose one)

~ Segmental aspects : working on English consonants and vowels

~ Suprasegmental aspects: working on English intonation, stress patterns, weak forms, and reductions.

Why do you say so?

.....

8. I enjoyed my pronunciation classes.(Circle one)

Strongly Agree Agree Undecided Disagree Strongly Disagree

5

4

3

2

1

9. Students should be taught pronunciation. (Circle one)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

10. Based on your experience, what is the best way to improve one's pronunciation?

.....

(English Teaching Forum On Line; 3rd January, 2008)

B. Question on Sibilant

1. Are you familiar with the 'Sibilant' term?

___ Yes ___ No

2. In what semester did you find sibilant?

___ Semester 1 ___ Semester 2

3. Learning sibilant is important. Circle one!

4. Why do you say so? (Refer to question no 3)

.....

.....

5. Sibilant sounds should be taught in pronunciation class. Circle one!

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

6. Based on your experience, how did your teachers teach the sibilant sounds?

.....

APPENDIX L: QUESTIONNAIRE FOR TEACHERS

1. The type of Sounds (phonemes) you teach at the subject of

Pronunciation is

a.

b.

c.

d.

e.

2. How to teach the Sounds ?

→

3. What will you do if any student finding difficulties in saying sounds which you teach ?

→

4. From each sounds taught, which sounds difficult pronounced by student ?

→

5. What teaching aid or media did you apply in teaching sounds at the subject of Pronunciation ?

→

6. What difficulties faced during teaching process at your Pronunciation class?

.....

