

PRONUNCIATION ERROR IN ED-ENDING: A CASE STUDY AMONG SCOOTER STUDENTS AT PARE KEDIRI

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Abstract: *A common issue to imitate the native speaker is still being a trending discussion for the beginner of English foreign learner. They are very enthusiastic to reproduce how the native speaker speaks. It is natural that we as foreign language learners cannot 100 % imitating native speakers' pronunciation. It is proven by four students which pronounce the words ended by -ed ending. Beside of attempting native speakers' pronunciation is quite hard especially for the beginner of EFL. It is also significant to identify that not all -ed ending can be produced as [-d or -ed] ending, it can be [t]. By conducting this research, it is shown that the level of students' mastery in pronouncing -ed ending needs improvement. This study displayed that the difficult of -ed ending type was in special pronunciation. Meanwhile, the easiest one was -ed ending after a voiceless consonant apart from [t].*

Keywords: *Pronunciation, -ed ending rules, and Scooter students' pronunciation.*

INTRODUCTION

Learning English language is completely complex activity in which the English language has four skills to be learnt by the students. Those are listening, speaking, reading, and writing. However, speaking becomes the most skill in which people consider as a crucial skill to be educated (Ur, 1996:120). Nunan, 2003 considered that most of EFL find difficulty to imitate native speaker. To improve their ability in speaking, some elements should be paid attention such as grammatical function, vocabulary, intonation, pronunciation etc.

Most of bilingual students still do incorrect pronunciation even they are fluent to speak English. Some reasons are considered that the students tended to be passive in the classroom. In addition to that, English learners only use English in a certain purpose such as; when they are asking question, giving opinion or argument. They are lack of bravery to speak up in the classroom or outside the class (Ramasari, 2017).

Since English is being a foreign language in Indonesia, Indonesian will find difficulty in learning English, particularly in pronouncing the English words. Nevertheless, English is still being taught in Indonesia (Mathew, 1997, p. 7). This argument is strengthened by Keshavarz (2011, p. 9) who asserted that the difficulty in learning a foreign language lies on the difference of language elements. Regarding to that statement, it is needed to look at the fact that English has 24 consonants, 14 vowels, and 8 diphthongs (Ladefoged & Johnson, 2011, pp. 43-44), it contrasts with Indonesian which only has 10 vowels, 3 diphthongs and 23 consonants (Chaer, 2013, pp. 14-15; Alwi, 2010, p. 67).

The study of Ed- ending has been investigated by some researchers (Koffi, 2010; Fernanda and Barbara, 2014; Parisuthikhan and Porkaew, 2019; Giantari et al., 2020;) are shown their interest in investigating -Ed Ending pronunciation which has been studied by EFL in different first language. For instance, Koffi (2010) claimed that heavy codas in English are problematic for speakers of Somali. However, Somali are accurately has trouble in pronouncing inflectional past tense suffix such as [d] or [t] after a consonant. Some problems are likely because in Somali have difficulty with the sound [p], [t], and [k], so they might be have trouble in with the voiceless stops. The second previous study is Fernanda and Barbara (2014) their focus is to examine the treatment effects to Brazilian students during three semester by giving them various instruction on producing -ed ending regular verbs before and after conducting the treatment. The last one is Giantari et al., (2020) who investigated -ed ending in produced by the

Students of English Education Study Program of the University of Bengkulu. The previous study claimed that how the students pronounced the -ed ending was still low. The students did not aware of the different-ed ending words pronunciation.

Besides, the scooter students are the students who had been joining the program in one of course at Pare Kediri. Scooter program refers to those who is joining the program of school master which aims to be a master in every skill of English. Hopefully, after finishing the program they can be a tutor in English village. The Scooter program will be conducted for about five months. On the last month of their period, the students will be asked to teaching practice.

This study had further analysis of -ed ending which produced by the scooter students at pare Kediri. Even, they study English as well; their mother language will exist in producing foreign language. In this case, not only scooter students find the difficulties in pronouncing final cluster, especially those with -ed ending but also the students in general, such; university student. Theoretically, the students may know the rules of pronouncing -ed ending properly, but they seem to find it difficult to pronounce it orally. Hopefully, the students can produce the word ending by -ed correctly and they can improve their skill in pronunciation after getting interview from the writer. From above explanation, the writer would like to conduct a research on the problems faced by the English learner Scooter students in pronouncing -ed ending. Since previous researcher focused on University students as their object of the study, current researcher focuses on scooter students who are intensively learning English in English village, it is hoped that the results of this study will be different from previous research. Thus, the research aims to know how well the students are mastering the pronunciation of-ed ending and what problems they face in pronouncing -ed ending.

As the researcher focuses on is in pronunciation plays an important role in delivering speech. In order to understand each other, we should pronounce our speech clearly. Further, pronunciation is the way in which a language is spoken. Dalton and Seidlhofer (2001:3) argued that pronunciation in general term as the production of significant sounds. Related to their argument, sound is significant in two senses. The first, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. The second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense she can talk about pronunciation with reference to act of speaking.

Now days, English as a second language and being an international language. Many people are able to speak English fluently, yet it is possible to find them pronounce the words wrongly. Some of them still get difficulties in pronouncing correctly. As Ramelan (1999:4) stated that the mother tongue has been deeply implanted in him as part of his habits. Additionally, he says that "it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign language sound. It is caused there are some vowel and consonant that Indonesian does not have. So as Indonesian, it is difficult to change the habit. Syafei (1988:1) stated the reason why Indonesian English learners are difficult to imitate native rule, here is the reason;

English is quite difficult for Indonesian learners because of two cases. First, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. Second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English).

It is stated above that error pronunciation will exist in learning second language, because our first language deeply attached in our self or speech organ. The language interference (negative transfer) will occur from Indonesia to target language (English). Moreover, Ramelan

(1999:7) pointed out the nature of pronunciation problems in learning a foreign language as follows:

Firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem is concerned with the production of supra segmental features like stress, length, pitch, and intonation.

Baars (1992, p. 198) stated that phonological error was where one or more word were mispronounced. Therefore, the negative outcome was resulted, then, this phonological error emerged since incorrect pronunciation to target language.

Relating to past participle there are four parts of verbs principles. The first is past form, present participle, past participles and the base form. –Ed ending commonly occurs in regular verb past form and past participle which added by *-Ed* or *-d*. The past participle showed in the example below;

- a. Perfect tense
I have *stayed* at the hotel for several times
Jenny had not *earned* enough money to buy a car yet.
- b. Passive voiced
The market was *closed* by the time we got there
Electrical charge is *carried* by subatomic particles.
- c. Participial phrase
Based on the result of the tests, we changed our plan
Irritated by the inefficiency, the boss yelled at the workers.
- d. Participles adjectives
I was *pleased* to see her again.
The *bored* student sat quietly through the lecture.

However, as in above explanation that there are a lot of words in English which end by –ed ending that will be discuss in the next discussion.

Syafei (1998;90) said that the –ed ending is used to make the past tense and the past participle. We can find out the form of –ed ending in the past tense or past participle forms. In pronouncing the –ed ending, three ways are used; [t] as in “picked” [pɪkt], [d] as in “believed” [bɪli:vɪd], and [ɪd] as in “needed” [ni:dɪd]. In order that we are able to pronounce ed-ending correctly, some rules are provided as follows:

- a. [d] after all voiced consonants except [d], and after all vowel sounds as in planned [plænd], begged [begd], played [pleɪd].
- b. [t] after all voiceless consonants except [t] as in stopped [stɒpt], kissed [kɪst], picked [pɪkt]
- c. [ɪd] after [d,t] as in needed [ni:dɪd], wanted [wɒntɪd].

The distinction between Syafei, Bowler and Cunningham is that Syafei is focusing on –ed ending past tense and past participle forms while Bowler and Cunningham is focusing on –ed ending in adjective only. In –ed ending adjective there are also three rule in pronouncing the adjective –ed ending that less the same. The rules are as follows:

- a. When –ed follows the sound [d] or [t], it is pronounced [ɪd]
- b. When –ed follows a voiceless consonant apart from [t] ([p], [k], [f], [s], [θ],[ʃ], [tʃ]), it is pronounced [t]
- c. When –ed follows a vowel sound, or a voiced consonant sound apart from [d] ([b], [g], [v], [z], [ð], [ʒ], [dʒ], [m], [n], [ŋ], [l], [r]), it is pronounced [d]

However, there are some adjectives which do not follow the rules, such as; naked [ˈneɪkɪd], wicked [ˈwɪkɪd], etc which actually have –ed ending.

METHOD

This study aimed to investigate the pronunciation common error which was produced by Scooter student. Thus, the writer applied descriptive research method in this study. Sandelowski (2000, p. 3) argued that the presentation of the fact case in everyday language belongs to the descriptive qualitative since this study is intended to describe pronunciation errors specially in –ed ending produced by English foreign learners as a second language.

This study focuses on analyzing Scooter student in pronouncing –ed ending in Pare Kediri. Those students were chosen because they had been joining Scooter program for about three to four months. They should have known about pronunciation as well rather than the students who only took one-month program. In collecting the data, the writer took four students who were asked to pronounce some English words which are ended by –ed because the scooter students in their periode was only four people. There were ten sentences which containing –ed ending [*stressed, asked, recognized, frightened, prayed, played, exhausted, intended, aged, and naked*]. Collecting the data, the writer used some steps: the first, the writer observed some participants that will pronounce the worlds correctly as source of data of this study. Secondly, the writer provided ten sentences containing ed-ending (perfect tense, past participle and soon). In considering whether they pronounce correctly or not, the researcher use dictionary to check out standard pronunciation has been applied or not by them. Thirdly, she records the participants' pronunciations sound to know which part of English that are mispronounced by them.

Meanwhile, Merriam (2009,p. 12) stated that one of the characteristics of qualitative research is that the researcher herself who is the primary instrument of data collection and analysis. Colleting the data, the writer used her mobile phone to record participants' pronunciations. The voice recorder is chosen since it provides good quality recording quality, so it eases the writer to recognize the subject pronunciations. In analyzing the data, the writer used Oxford Dictionary to compare the participants' pronunciation with the standard pronunciations.

FINDINGS AND DISCUSSION

1. Type of –ed ending

In this study, the writer has ten sentences that containing –ed ending which are pronounced by the Scooter students. The ten sentences are classified into five parts. The two sentences are containing –ed ending after a voiceless consonant apart from [t], two are -ed ending after a voiced consonant apart from [d], two sentences are –ed ending after a vowel sound, another sentences –ed ending after the sound [d] or [t] and the last two sentences which contains –ed ending with special pronunciation. Thus, there are five types of –ed ending process; -ed ending after a voiceless consonant apart from [t], after a voiced consonant apart from [d], -ed ending after a vowel sound, -ed ending after the sound [d] or [t], and the last –ed ending with special pronunciation.

a. Sentences are containing –ed ending after a voiceless consonant apart from [t]

No	Voiceless Consonant	Types of -ed ending	Data	Standard Pronunciation
1.	/s/	Ed ending after a voiceless consonant apart from [t]	The new job makes me stressed	[strest]
.	/k/		He asked about my future plans	

At the first, all of them pronounced correctly in –ed ending voiceless consonants of *stressed* word. The second word is that *asked*, three of the students are able to pronounce it correctly. Only one of them could not pronounce it correctly.

b. Sentences are -ed ending after a voiced consonant apart from [d]

No	Voiced Consonant	Types of -ed ending	Data	Standard Pronunciation
1.	/z/	-ed ending after a voiced consonant apart from [d]	I hardly <i>recognized</i> her after years	['rekəgnəɪzd]
2.	/n/		The child was <i>frightened</i> by the strange noise	['fraɪtnd]

There were two students who pronounced the –ed ending of the word *recognized* correctly. The rest of the students pronounced the word wrongly. Instead of the –ed ending after [z] in the word *recognized*, one of the student deleted the –ed.

The next is the word *frightened*, there were two students pronounce it correctly, one of the students pronounced [d] as [t] and the rest of them pronounce it wrongly.

c. Sentences are –ed ending after a vowel sound

No	Vowel sound	Types of -ed ending	Data	Standard Pronunciation
1.	/y/	-ed ending after a vowel sound	He <i>prayed</i> for the dying man	[preɪd]
2.	/y/		The children <i>played</i> happily	[pleɪd]

This table shown that there were two students pronounced the word *prayed* correctly, one of them pronounced [d] as [t], the last student pronounced wrongly.

d. Sentences –ed ending after the sound [d] or [t]

No	Voiced and voiceless sound	Types of -ed ending	Data	Standard Pronunciation
1.	/d/	-ed ending after the sound [d] or [t]	You look very <i>exhausted</i>	[ɪg'zɔːstɪd]
2.	/t/		I <i>intended</i> it as a joke	[ɪn'tendɪd]

In the word *exhausted* most of the students pronounce wrongly, [d] as [t]. Only one student could pronounce correctly. As the rule mentioned above, when –ed follows the sound [d] or [t], it would be pronounce [ɪd].

The next word was *intended* most of them pronounced correctly as the rule of Bowler and Cunningham proposed before.

e. Sentences which contains –ed ending with special pronunciation.

No	Voiceless sound	Types of -ed ending	Data	Standard Pronunciation
1.	/ch/	-ed ending with special pronunciation	She caring for the sick and the <i>aged</i>	[ˈeɪdʒɪd]
2.	/k/		The poor child was <i>naked</i>	[ˈneɪkɪd]

The writer provides two words ending with –ed which have special pronunciation. They were *aged* and *naked*. Most of the students mispronounced these words. One student deletes the –id ending, two students pronounce -id ending as [k] and [t] then the rese pronounce -id ending as [ed]. In conclusion, both could not pronounce the word *aged* wrongly.

While the word *naked* which has also [ed] ending, they did not pronounce well. The Scooter students might be hard to pronounce that word. They pronounce –id ending as –ed, the correct pronunciation of *naked* is [ˈneɪkɪd] not [ˈneɪkɛd]. The weird one is that one of them pronounced [ɪd] as [k] ending.

In conclusion, the writer found some mispronounced words which uttered by Scooter students in Pare Kediri. The error occurred when voiced consonant such as; [g] and [k]. Only one student deleted –ed ending continuously. He pronounced *recognized* by deleting the –ed ending cluster and in the word *aged*.

CONCLUSION

Based on the analysis, the writer found that the some students pronounced correctly and the rest pronounced wrongly. According to the writer’s perception, their skill in pronouncing the words was still poor. They lack of knowledge in pronunciation, they seemed like not sure to answer the questions from the writer.

The result showed that the difficult type of –ed ending faced by students was that special pronunciation (-ed ending which did not follow the rules). From four students only one student who was able to pronounce correctly. Meanwhile, the easiest one was –ed ending after a voiceless consonant apart from [t].

The writer found problems from the students in pronouncing –ed ending might be caused by their lack of knowledge of the pronunciation of-ed ending. Another reason is that because the English final cluster of consonant which do not exist in Indonesian. The word like “viewed” [d] is difficult for the students to pronounce them.

SUGGESTION

The writer offered some suggestions for the students as follows. The students should practice the pronunciation, especially the pronunciation of-ed ending. Language is a matter of our habit. It is possible to get better without practicing. The weakness of this research is that the researcher did not use an application , such as audacity to check the correct pronunciation.

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