STUDENTS' PROBLEMS IN PRONOUNCING *-ED* ENDING IN READING ALOUD AT STKIP PGRI SUMATERA BARAT IN 2019/2020 ACADEMIC YEAR

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ABSTRACT

The purpose of this research is to find out the students' problems in pronouncing ed-ending in reading aloud at English Department of STKIP PGRI Sumatera Barat in 2019/2020 Academic Year. This research is due to the students' are difficult to pronounce ed- ending correctly. Then, the type of this research is descriptive research with qualitative approach. This research used reading aloud test, interview, and audio recording as the instruments. Also, the researcher took 42 students for having reading aloud test and 30 students for having interview which based on the result of reading aloud test with category in poor level. After collecting and analyzing the data, it is found that the problems that faced by the students in pronounding ed-ending, they are; the different between phonemic in English and their mother tongue, locality (environment), motivation and lack of knowledge.

Key words: Students' problems, ed- ending

ABSTRAK

Penelitian ini bertujuan untuk menganalisa permasalahan mahasiswa dalam membunyikan akhiran -ed dalam membaca nyaring bagi mahasiswa prodi Pendidikan Bahasa Inggris di STKIP PGRI Sumatera Barat di tahun akademik 2019/2020. Penelitian ini dilatarbelakangi oleh adanya masalah-masalah yang membuat mahasiswa belum bisa membunyikan akhiran –ed dalam Bahasa Inggris secara benar. Jenis penelitian ini adalah penelitian deskriptif dengan pendekatan kualtitatif. Penelitian ini menggunakan reading aloud test, interview dan audio recording sebagai instrument. Peneliti menggunakan sample untuk test sebanyak 42, dan 30 sample untuk wawancara, yang diperoleh dari hasil test mahasiswa yang mendapatkan nilai minimum (poor). Hasil dari analisa penelitian ini ditemukan beberapa permasalahan mahasiswa dalam membunyikan akhiran -ed dalam membaca nyaring yaitu, Perbedaan sistem bunyi antara Bahasa Inggris dengan Bahasa ibu mereka (mother tongue), locality (environment), personality, motivation, dan lack of knowledge.

Kata kunci: Permasalahan Mahasiswa, Pengucapan Akhiran –ed

INTRODUCTION

Pronunciation is the manner act of pronouncing words, utterance of speech. In other word, it is called as the way of speaking a word, especially a way that is accepted or generally understood (Giantari et al., 2020). As stated by Gilakjani in (Sahatsathatsana, 2017) and Shak, Lee, & Stephen in (Faculty et al., 2016) pronunciation is one of important parts in speaking, especially in spoken English. Pronunciation is how we produce a word by our organ of speech. If English student cannot produce the words correctly, it will have the misunderstanding or the wrong meaning, because some of words in English might have the similar sounds.

However, the most difficulties that researcher found in the field is how to pronounce the simple past regular verb sounds, that is *–ed* ending. Some students did not realize yet that the sounds must be pronounced. Some of students having difficulties in pronounce it voiced or voiceless. Meanwhile, when they have to pronounce it, they think it is not necessary and they can pronounce it as they want or can. The students also pronounce the *–ed* ending like what is the written on text, such as students pronounce the words based on what is written on the text. The students pronounce the word "lived [lɪvd]" like "lived", and the word "worked" [wɛ:kt] that their pronounce without pronouncing the ending sounds. Most of the students have difficulties in pronouncing the *–ed* ending of regular verbs in the simple past tense. The students do not know that the *–ed* ending have rules to pronounce it, like Bowler and Cunningham in (Simanullang & Situmeang, 2018) said, there are three rules of pronouncing –ed

ending. the first, [d] after all voiced consonants except [d], and after all vowel sounds as in planned [plænd], begged [begd], played [pleid], second, [t] after all voiceless consonants except [t] as in stopped [stopt], kissed [kist], picked [pikt], and the last, [id] after [d,t] as in needed [ni:did], wanted [wɔntid]. It is important to know the rules to pronounce *–ed* ending to minimize the mistake that the students make.

The –ed ending has three pronunciations: [t], [d], and [Id]. As stated by (Arief, 2017), Salaberry in (Davila, 2018), (Giantari et al., 2020), the *–ed* ending word is the word that end in *–ed* or *–d* which is added to a regular verb to form the regular past tense and the regular past principle inflection. Therefore Brown & Attardo in (Zilva, 2017), Celce Murcia et al in (Jiménez et al., 2020),and Finegan in (Yaowaratana & Rungruang, 2018) explain that *–ed* ending have some rules as follows: First, if there is a verb which ends in /d/ or /t/, the ending takes an epenthetic vowel and is pronounced as /Id/. Second, if there is a verb which ends in a voiced sound (/b, g, z, ʒ, dʒ, v, ð, ŋ,l,r) other than /d/, the ending is pronounced as /d/. Third, there is a verb which ends in a voiceless consonant (/p, k, s, ʃ, tʃ, t/) other than /t/, the ending is pronounced as /t/.

Meanwhile, there are some problems that students' faced in pronouncing *–ed* ending. According to Yiing in (Farhy abbas & Herdi, 2017), the pronouncing *–ed* ending problems that students face is the different of English sound system with Bahasa Indonesia sound system. It means that in English there are stress and additional letters in the past form at the end of the words, while in Bahasa Indonesia, there is no stress and additional letters in the past form at the end of the words.

While, (Adita et al., 2014), states that, there are six factors that influence learners' pronunciation, such as, mother tongue, locality, age, amount of exposure, phonetic ability, personality, and motivation. It means that there are many factors that make the students have problems with pronunciation. According to Dewi in (Giantari et al., 2020), the problems encountered by the students in pronouncing –*ed* ending may be caused by their lack of knowledge of the pronunciation of –*ed* ending. Another problem was caused by the English final clusters of consonants which do not exist in Bahasa Indonesia. It means that, the students do not have knowledge about pronouncing –*ed* ending, they do not know how to pronounce it correctly.

Reading aloud plays an important role in pronunciation for students. Reading aloud as a technique to improve students' pronunciation, because reading aloud is a technique in connecting reading skills and speaking skills. Also, reading aloud is the useful activity that uses to find the error of student's pronunciation. Not only in pronunciation, but reading aloud can make student improve their expression through short story and reading, also it is the easy and enjoyable activity for the student (Ariyani et al., n.d.). As stated by Huang in (Adita et al., 2014), reading aloud technique is used as the major and magic way to improve students' oral-English. Reading aloud helps students to improve their pronunciation. In addition, reading aloud is an effective way to ease learners in comprehending both of written and spoken contexts in pronunciation (Nurani & Rosyada, 2015). It means that reading aloud help students to find their mistake in pronounce the English words by written or spoken context.

The purpose of this research is to describe the student's problems in pronouncing -*ed* ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020. The significance of this research gives knowledge for several sides. First, for the students, students can improve and optimize their mastery of pronunciation especially in –*ed* ending by understanding the difficulties and the way to overcome it by reading aloud activity. Second, for the lecturers, this research give explanation as the way to know what are the students' problems which students faced in pronouncing –*ed* ending and it could give description of students' troubles in pronouncing –*ed* ending in reading aloud activity. Third, for the researcher, this research give an experience and also increasing knowledge in pronouncing –*ed* ending sight in reading aloud activity and it helped researcher to find out the students' problems in pronouncing –*ed* ending in reading aloud and then for complete the terms of graduation. The last, for the next researcher who observes pronunciation in extensive coverage of the research, this research could be the research guidelines to develop the study of pronunciation.

METHODS

The researcher used descriptive research. In this research, descriptive research used by the researcher because this study focused on students' problems in pronouncing –*ed* ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020. According to (Gay et al., 2012) "a descriptive study determined and described the way things are". It means that the descriptive research only described about (Gay et al., 2012) qualitative research is the comprehensive narrative and visual

(nonnumeric) data that is collection, analysis, and interpretation to gain insight into a particular phenomenon of interest, which means that, qualitative research, is the data that have nonnumeric, the data that researcher get from the analysis. This research, a qualitative approach used by the researcher because this study is going to focus on students' problems in pronouncing –*ed* ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020.

The researcher used purposive sampling method to collect the research of the data. According to (Ary et al., 2010) "In purposive sampling, also referred to as judgment sampling, sample elements judged to be typical, or representative, are chosen from the population. The assumption was that errors of judgment in the selection would counterbalance one another". Based on that theory, the researcher had some reasons to use purposive sample as a sampling technique to collect the sample. First, the researcher only focused on the students' problems in pronouncing –*ed* ending. Second, the participants were chosen from the students who just finished the pronunciation subject at the first semester at STKIP PGRI Sumatera Barat, because the researcher believed that they still remain the sounds producing.

FINDINGS AND DISCUSSION

After getting the data, the researcher analyzed about students' problems in pronouncing –*ed* ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020". In analyzing the data, the researcher organized the data from reading aloud test. The research question is "what are the students' problems in pronouncing –

ed ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020". The researcher did some procedures to analyze the data. The first procedure, researcher distributes the test by a picture.

Read the following sentences aloud!

1. He sounded like he would crying yesterday
2. They waited fifteen minutes for the bus.
3. We are not allowed to smoke here
4. I'm impressed by your management style
5. My father mailed a letter
6. I'm sure you will be offered a position with Westfield
7. I live in japan and attended an intensive program
8. The car started hitting a tree
9. I really enjoyed with you
10. She talked on the phone for an hour
11. I have lived in the same house for four years
12. Mike needed money
13. The company has earned the admiration of the retail industry
14. Dad painted the fence green
15. It's cruel to leave a dog tied up all day
16. She finished early
17. The children played a game last night
18. The bust stopped on the road
19. We ended the game early
20. I rested at home last night

Then, the students record their voice used voice note while reading aloud test. After getting the voice note recording, the researcher analyzed the data. To check the reliable of the analysis, the researcher used Oxford Advanced Learner's Dictionary and –*ed*

ending rules, and also from the expert (pronunciation lecturer).

The students who got correct in pronouncing the *–ed* ending in reading aloud test, will be described as bellow:

1. **ed ending [d] after a voiced consonant (4 items) and vowel sound (4 items)**

   1) I'm sure you will be /ˈɒfəd/ (offered) a position with Westfield. From this word, the researcher got 24 students, while the expert (pronunciation lecturers), got 26 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈɒfəred/.

   2) I have **/lɪvd/** (lived) in the same house for four years. From this word, the researcher got 31 students, while the expert (pronunciation lecturers), got 30 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /lɪv/.

   3) The company has **/ɜːnd/** (earned) the admiration of the retail industry. From this word, the researcher got 20 students, while the expert (pronunciation lecturers), got 21 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ɜːnid/.

   4) My father /meɪld/ (mailed) a letter. From this word, the researcher got 7 students, while the expert (pronunciation lecturers), got 8 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /meɪl/.

   5) I really /ɪnˈdʒɒɪd/ (enjoyed) with you. From this word, the researcher got 13 students, while the expert (pronunciation lecturers), got 15 students of 42

students who get correct in pronouncing it. Most of them pronounce it with /enˈdʒɒɪ/.

   6) It's cruel to leave a dog /taɪd/ (tied) up all day. From this word, the researcher got 4 students, while the expert (pronunciation lecturers), got 3 students of 42 of 42 students who get correct in pronouncing it. Most of them pronounce it with /ted/ or /taɪd/.

   7) The children /pleid/ (played) a game last night. From this word, the researcher got 11 students, while the expert (pronunciation lecturers), got 10 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /plei/.

   8) We are not /əˈlaʊd/ (allowed) to smoke here. From this word, the researcher got 34 students, while the expert (pronunciation lecturers), got 35 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /əˈllaʊid/.

2. **–ed ending [t] after a voiceless consonant (4 items)**

   1) She /ˈtɔːkt/ (talked) on the phone for an hour. From this word, the researcher goT 18 students, while the expert (pronunciation lecturers), got 17 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈtɔːk/.

   2) The bust **/stɒpt/**, (stopped) on the road. From this word, the researcher got 14 students, while the expert (pronunciation lecturers), got 18 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /stɒpit/.

3) She /ˈfɪnɪʃt/ (finished) early. From this word, the researcher got 33 students, while the expert (pronunciation lecturers), got 35 students of 42 students who get correct in pronouncing it. Most of them pronounce it /ˈfɪnɪʃid/.

4) I'm **/ɪmˈprest/** (impressed) by your management style. From this word, the researcher and the expert (pronunciation lecturers) got 27 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ɪmˈpresid/ or /ɪmˈpres/.

3. –ed ending [id] after the sound [d] (4 items) or [t] (4 items)

   [t]

1) They /**weitid/** (waited) fifteen minutes for the bus. From this word, the researcher got 13 students, while the expert (pronunciation lecturers), got 9 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /weit/.

2) Dad /ˈpeɪntɪd/ (painted) the fence green. From this word, the researcher got 29 students, While the expert (pronunciation lecturers), got 30 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈpained/.

3) I /ˈrestɪd/ (rested) at home last night. From this word, the researcher got 25 students, while the expert (pronunciation lecturers), got 25 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈrist/.

4) The car /sˈtɑːtɪd/ (started) hitting a tree. From this word, the researcher and the expert (pronunciation lecturers) got 7 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /sˈtɑːt/.

4. [d]

1) I live in japan and /əˈtendɪd/ (attended) an intensive program. From this word, the researcher got 13 students, while the expert (pronunciation lecturers), got 11 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /əˈtend/.

2) We /ɛndɪd/ (ended) the game **early**. From this word, the researcher got 12 students, while the expert (pronunciation lecturers), got 10 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ɛnd/.

3) Mike /ˈnidɪd/ (needed) money. From this word, the **researcher** got 29 students, while the expert (pronunciation lecturers), got 28 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈnid/.

4) He /ˈsaʊndɪd/ (sounded) like he would crying yesterday. From this word, the researcher got 27 students, while the expert (pronunciation lecturers), got 25 students of 42 students who get correct in pronouncing it. Most of them pronounce it with /ˈsaʊnded/ or /ˈsaʊnd/.

Meanwhile, from the total number of the samples (42 students), it was found that, there was a student who got very good (2.3%), three students who got good (7.1%), eight students who got fair (19%), and thirty students who got

poor (71.4%). As it can see from the table below:

Table 1. The Number and the Percentage of Students Positioned to Their Grade

Grade	Total	%
Very Good	1	2.3 %
Good	3	7.1 %
Fair	8	19 %
Poor	30	71.4 %

Based on the data analysis, the researcher found four findings to answer the research question about "what are students' problems in pronouncing –*ed* ending in reading aloud at STKIP PGRI Sumatera Barat at academic year 2019/2020?". First, the mother tongue affects their pronouncing, because English is not their first language. Their mother tongue is Bahasa Minang and they usual and uses this language in their daily activities. It make them having problems to pronouncing English words, especially in pronouncing –*ed* ending. Second, the different sounds systems in English with Bahasa Minang. English has stress at the end of the words or added letters at the end of the words and change the tense into past tense. Third, locality (environment) give huge impact of their having problems in pronouncing –*ed* ending, because environment or where their leave, or what the language that people use around them, is where the habit comes from. Their locality speak in Bahasa Minang, which is their first language (mother tongue), that has dialect and the dialect will carry them as their speak other languages such as English. The second factor is, personality, because when they are extrovert person they will have many friends, have many experiences, and they will become open to learn new

things such as learn new languages. Fourth are motivation and lack of knowledge, because when they have motivation to get to know how to pronounce the –*ed* ending with correct, they will have a good pronunciation in pronouncing –*ed* ending. Also, they lack of knowledge because they do not practice often on it.

CONCLUSION

Based on research findings, the researcher found the students' problems in pronouncing –*ed* ending in reading aloud at STKIP PGRI Sumatera Barat in academic year 2019/2020. There are three students' problems in pronouncing –*ed* ending in reading aloud, First, the mother tongue affect their pronouncing, because English is not their first language. Second, the different sounds systems in English with Bahasa Minang. Third, locality (environment) give huge impact of their having problems in pronouncing –*ed* ending, because environment or where their leave, or what the language that people use around them, is where the habit comes from. Fourth, personality, because when they are extrovert person they will have many friends, have many experiences, and they will become open to learn new things such as learn new languages. The last are motivation and lack of knowledge. Also, they lack of knowledge because they do not practice often on it.

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