

CHAPTER I

INTRODUCTION

A. Background of The Study

English has four skills, there are, speaking, listening, writing and reading. In speaking, there is a component of the language that very important role in learning English. The component is pronunciation. In learning English, pronunciation plays an important role because it is one of the characteristics of speech. People should use correct English pronunciation when speaking so that other people may understand them.

For Indonesian students, learning English pronunciation is difficult because they have spoken their mother tongue since childhood. The variations in the sound systems of the two languages present a typical issue while learning English pronunciation. According to Na'ama as cited in Adila one of the most major issue is the mother tongue effect, which occurs when a learner's native language influences their foreign language pronunciation.¹ The difference in sound systems between English and Indonesian makes students difficult to pronounce English. On the other hand, there is less time spent teaching pronunciation to students at school.

The variations between the sound systems of the two languages present a common challenge when learning English pronunciation. In

¹Sherly Adila, "Pronunciation Errors Made By Senior High School", *Journal of English Language Teaching*, Vol. 8. No. 3 (September, 2019), 306.

English, there are some sounds that do not exist in Indonesian. The vowels like, [I:], [ae], [u:] and consonants like [θ], [ð], [ʒ] do not exist in Indonesian. Pronunciation will be tough for Indonesian students.²

Moreover, -ed ending words pronunciation has a different sound. Past tense regular verbs, usually written as -ed, have three phonetic forms, depending on the nature of the preceding sound. The sound pronounced in the word 'stopped' is /t/ because -ed is preceded by a voiceless consonant. Furthermore, if -ed is followed by a voiced consonant, the sound for the word 'named' is pronounced as /d/. While, the sound /id/ the word that is formed is preceded by /t/ or /d/ as in the word "waited".³ Although there are certain rules for how to pronounce the word "ed" in this context, English students were not given much in-depth material about it. As a result, the students had difficulty understanding how to pronounce words with various -ed endings. To pronounce words with better fluency, students should have a good understanding of the -ed ending.

For English students, the -ed ending words are significant because if we pronounce them incorrectly, the meaning can change. Many learners even the twelfth grade students at SMAN 1 Ciomas do not pronounce -ed ending words correctly even though they had studied English for three years

² Endang Lusiyanti, Yuswin Harputra, and Anna Leli Harahap, 'An Analysis of the Students ' Errors in Pronouncing -Ed Ending To the Eighth Grade Students of Smp Negeri 1 Padangsidempuan', *Jurnal Estupro*, 4.1 (2019), 27.

³ Zeki Hamawand, *Morphology in English*, (New York: Continuum International Publishing Group, 2011), 4.

in high school and still make many errors in pronouncing English, especially how to pronounce words with -ed endings.

In many cases, the production of -ed ending words becomes a difficulty for learners in learning language. The difficulty is due to the fact that many English words are unfamiliar to Indonesian students. For example, some learners may pronounce words such as *stressed*, *worked* and *stepped* with the /ɪd/, /əd/ and /ɜd/ sounds. Whereas, the correct sound is /t/. Or, they may pronounce *rolled*, *roomed*, and *raised* with the /əd/ and /ɜd/ sounds, even though the resulting sound is /d/. Then, they may pronounced *crooked* and *beloved* with the /əd/ and /ɜd/ sounds, even though the correct is /ɪd/ sound. Moreover, they have a general belief in pronouncing -ed ending words are pronounced /d/. In fact, the -ed ending has three sounds, they are sound /t/, /d/, and /ɪd/. This is happened because they do not know what is correct so an error occurs. Additionally, the cause factors such as, mother tongue, lack of motivation in learning English, lack of knowledge or even environmental factors can make them unfamiliar with English words. So, these factors can cause an error.

Based on the description above the researcher interests in conducting a research focus analysed the errors of -ed ending words pronunciation made by students based on surface strategy taxonomy and find out what are the cause factors that affect students made the errors in

this research with the title: "Error Analysis of Twelfth Grade Students' -ed Ending Pronunciation at SMAN 1 Ciomas”.

B. Statement of The Problem

The researcher formulates the following research questions based on the study's background:

1. What is the most frequent type of errors that the students made in pronouncing –ed ending words?
2. What are the cause factors of the errors made by twelfth-grade students in pronouncing –ed ending words?

C. Objectives of The Study

1. To find out the most frequent type of errors in pronouncing –ed ending words made by students.
2. To observe the cause factors of errors in pronouncing –ed ending words made by students.

D. Significances of Study

The researcher aims to contribute to the field of pronunciation study. The benefits of this study are divided into three categories, which are as follows:

1. For the Teachers

The researcher hopes that this research can provide input to teachers so that they can find various effective methods that will be used in the classroom to teach good and correct English pronunciation.

2. For the Students

The results of this research the researcher hope that students are aware of the errors in English pronunciation that they make so as not to repeat these errors. In addition, students are able to pronounce the correct pronunciation because they already understand what inaccuracies are known and they should be given a lot of practice in English pronunciation including how to pronounce words with –ed endings correctly.

3. For other Researchers

The findings of this research can be used as a reference for future studies dealing with comparable problems using different methodologies or research models.

E. Scope of The Study

The focus of this thesis is to study about students' errors in pronouncing –ed ending words based on what is most frequent type of error made by students at SMAN 1 Ciomas, as well as the causes factors of their errors.

F. Previous Studies

There have been several previous studies on the issue of error analysis in pronouncing words with –ed endings. In this section, the references reviewed for this research are taken from previous research with the following description:

The first previous study was arranged by Amjad Al-Saim Mohamedahmed, with the title “Pronunciations of The Past Inflectional Morpheme –Ed Sounds among North Border University Students: Diagnosis and Remedy”. The subject does the exercise by saying 30 words ending in -ed in the past participle form using qualitative and descriptive approaches. The findings revealed that students have a frequent misunderstanding regarding ed-morpheme endings; For example, students think that in verbs, the -ed ending generally sounded like a “d” sound. Furthermore, they are unable to distinguish between the end sounds of the letters “d” and “t”. Then, they confuse the letters “d” and 'id' at the end of the word. Learners of the English language should put in a lot of practice time in this situation. Through practice, they will be able to extend and improve their knowledge of how to differentiate between voiceless and voiced sounds.⁴

The second previous study was arranged by Khinanti Giantari, Syafrizal Sabarudin, and Zahrida, with the title “Pronunciation Recognition of –ed Ending Words by The Students of English Education Study Program of The University of Bengkulu”. The researcher has to characterize the data's outcome, and the descriptive quantitative technique is utilized. To obtain the data, the researcher utilized the S formula and the mean score.

⁴ Amjad Al-Saim Mohamedahmed "Pronunciation of The Past Tense Inflectional Morpheme-Ed Sounds Among North Border University Students: Diagnosis and Remedy", 23-31.

The findings of this study indicate that based on the average score of students, they get low scores in pronouncing the word ending –ed. The third semester took first place, with the highest average score. This shows that the average student does not understand how to pronounce the -ed ending.

The third previous study arranged by Musrafidin Simanullang and Lamhot Martua Situmeang, with the title “An Analysis of Students’ Pronunciation of Words Suffix /- ed/ of the Seventh Semester Student at the English Study Program the University of Sisingamangaraja XII Tapanuli in Academic Year 2017/2018”. The researcher used qualitative method and the findings show that the ability of the seventh semester students of the 2017/2018 academic year in pronouncing the suffix -ed words is very bad because it shows the number and percentage of students positioned to their grade. There are 0 % who get an A score and the highest score is 46.6 % which shows that more students failed to pronounce the suffix -ed words.⁵

The fourth previous study arranged by Ian Antaris and Fikriani Aminun Omolu, with the title “Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTSN Palu Barat”. The research used non-test equipment such as an interview, audio recorder, and questionnaire. Interviewing an English teacher, recording students, and giving a

⁵ Musrafidin Simanullang and Lamhot Martua Situmeang, "An Analysis of Students’ Pronunciation of Words Suffix / - Ed / of the Seventh Semester Student at the English Study Program the University of Sisingamangaraja XII Tapanuli in Academic Year 2017 / 2018", *International Journal of English Literature and Social Science (IJELS)*, Vol. 3, No. 2, (July-August, 2018), 523–527.

questionnaire were used to gather data. The findings show that the pronunciation of students is influenced by five factors. The factors are: native language influence, lack of motivation, lack of practice, student environment influence, and low self-confidence.⁶

The last previous study arranged by Ila Amalia, with the title “Integrated Lesson in Teaching Oral Skill”. This study aimed to identify integrated learning as an alternative teaching strategy in teaching pronunciation and focused on word ending of past tense regular verbs. The findings show that despite being encouraged and exposed to some words in the main lesson, some students made errors in pronouncing some words based on the results of the reading test and the impact of an integrated lesson conveyed by a lecturer with careful planning and preparation on students' language comprehension and performance could give positive.⁷

There have been similarities between this research with the previous studies mentioned above that is discussing the same topic regarding the pronunciation of -ed ending words by students. Meanwhile, the difference is that previous studies did not classify the types of errors in pronunciation, while this study classified the types of errors in the -ed ending words

⁶ Ian Antaris and Fikriani Aminun Omolu, "Factor Affecting Pronunciation Difficulties of 8th Grade Students of MTSN Palu Barat", *Journal of Foreign Language and Educational Research*, Vol. 2, No. 2, (2019), 10–19.

⁷ Ila Amalia, "Integrated Lesson in Teaching Oral Skill", *Loquen: English Studies Journal*, Vol.12. No. 1, (2019), 44–55.

spoken by students using surface strategy taxonomy. This has become a novelty in the study of student errors in pronouncing the -ed ending words.

G. The Organization of Writing

This paper is divided into five chapters, each of which has several points that describe the chapter.

Chapter I Introduction, this chapter contains the background of the study, statement of the problem, objectives of the study, significant of the study, scope of the study, previous studies, and the organization of writing.

The Theoretical Framework is the second chapter, and contains theories from several experts related to this research.

Chapter III Research Method, it contains method of the study, the site of research, subjects of research, technique of collecting data and technique of analyzing data.

Chapter IV Finding and Discussion, this chapter explains the data by representing it and how to analyze the data.

Chapter V Conclusion and Suggestion, this chapter discusses the conclusions and suggestions from the research that has been done.