



Pronunciation Recognition of –ed Ending Words by the Students of English Education Study Program of the University of Bengkulu

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Abstract

This research concerned with the English Education Study Program students' recognition in pronouncing –ed ending words and the English Education Study Program students' recognition of different enrollments. This research was a descriptive quantitative research. In this research, form of –ed ending pronunciation test of written sentences was used. The words used in the test items which consist of 40 questions. The data of this research was analyzed by using qualitative and quantitative method. The results of this research shows that the recognition of the English Education Study Program students in pronouncing –ed ending words was low with 46.6 of the average mean score. Furthermore, comparison of the test result among three enrollments of samples shows that different mean score of first and third semester is 1.6 points. It is similar to the different mean score of the first and fifth semester students is 1.4 points. While, the different mean score of the fifth and third semester students is 3 points. It can be concluded that there are not any significant differences between them.

Keywords: -ed Ending Words, Pronunciation, Recognition

Introduction

The English Education Study Program students are expected to be professional English teachers in the future. As the future English teacher, they are also expected to be role models for their students. Teachers serve as role models through how they perform their duties and by the manner they conduct themselves (Harden and Crosby, 2000). The English Education Study Program students should have good knowledge and skill in four skills of English; speaking, listening, writing, and reading. Especially in

speaking, they should have a good pronunciation because it is one of the important things for be a good English teacher.

Pronunciation is only treated as the act that happens in speaking and listening. Pronunciation is the act of manner 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. Diah, et al (2006) said that pronunciation entails the production and reception of the sound of speech and achievement of meaning. According to Oxford English Dictionary (2011), Pronunciation is a way in which a language or a particular word or sound is spoken. Djwandono in Herman (2016) stated that there are four indicators in pronunciation; Intelligibility, fluency, accuracy, and native like.

According to Szynalski (2012), there are three levels in English pronunciation. First, people often do not understand about what you are talking about and you use the wrong sounds in English words. Second, people can understand about what you are saying, but they must concentrate to understand you. Last, people can understand you and your pronunciation is clear and pleasant.

Pronunciation is the important part in learning language because when we learn languages we are not only learn it written form or formula but also we have to speak it in order we can comprehend the target language well. According to Hismanoglu cited in Irianto (2018), pronunciation is the contrast and important part in foreign language teaching. Having good pronunciation has been the most important past in mastery foreign language teaching and learning.

The students of English Education Study Program who learn about English need to know about –ed ending words pronunciation. Based on the researcher's experience, there are many English students that do not have knowledge about –ed ending words pronunciation. The English students do not recognize the different of –ed ending words pronunciation. It can happen because there is no specific course about –ed ending words. It is just given in Speaking or Structure course where sometimes the lecturers give some cognition about –ed ending words pronunciation. Consequently, their knowledge about –ed ending words pronunciation is low.

As a future English teacher, the English students should have a good knowledge about –ed ending words pronunciation. 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. The rules proposed by Bowler and Cunningham in pronouncing –ed ending is more or less the same. The rules are as follows; first, when –ed follows the sound [d] or [t], it is pronounced [ɪd]. Second, when –ed follows a voiceless consonant apart from [t] ([p], [k], [f], [s], [θ], [ʃ], [tʃ]), it is pronounced [tɪ]. Last, 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 [ɪd]. However, Bowler and Cunningham (2004) state that there are some adjectives which do not follow these rules. They have –ed endings which are pronounced [ɪd], such as in naked ['neɪkɪd], wicked ['wɪkɪd], etc.

The –ed ending words are important for the English students because if we pronounce the –ed ending words incorrectly, it can change the meaning. Many learners even English Education Study Program students of University of Bengkulu do not pronounce –ed ending words correctly. It has investigated in Ningrum's research. In her research, the subjects are 79 students of fifth semester. Ningrum found that the students' ability in pronouncing –ed ending words was in low category.

There are some rules in pronouncing –ed ending words, but the English students did not get intensive material about it. Because of that, the students got difficulties to recognize the different of –ed ending words pronunciation. The students should have good knowledge about –ed ending pronunciation to make their pronunciation more fluently.

Some researchers have conducted researches related to pronunciation. The first research was conducted by Dewi (2009) with the title "Pronunciation Problems Faced By The English Department Students in Pronouncing –ed Ending". In this research the researcher examined the level of the students' mastery in pronouncing –ed ending and explained common difficulties faced by the students in pronouncing –ed ending. The result of this research showed that 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.

The second was by Simanullang and Situmeang (2018) with the title “An Analysis of Students' Pronunciation of Words Suffix /-ed/ of Seventh Semester Student at the English Education Study Program the University of Sisingamangaraja XII Tapanuli in Academic Year 2017/2018“. In this research the researchers investigated the pronunciation capability of the seventh semester students of the English study program University of Sisingamangaraja XII Tapanuli in pronouncing words suffixing –ed. The result of this research showed that the seventh semester students' pronunciation of English study program in academic year 2017/2018 was under poor, in other words most of them failed the test.

The third was by Ningrum (2019) with the title “An Analysis of Students' Ability in Pronouncing Morphophonemic in English Words“. In this research the researcher was to find out the ability of the sixth semester students' of English Words“. In this research the researcher was to find out the ability of the sixth semester students' of English Education Study Program of Universitas Bengkulu academic year 2016/2017 in pronouncing morphophonemic in English by using audacity application. The result showed that the students were lack in pronouncing morphophonemic words.

The fourth was by Yusriati (2019) with the title “The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU“. In this research, the researcher was to describe the opinions of English education students about their English pronunciation skills so far, to analyze the forms of English pronunciation errors made by the students, to explore strategies or efforts made by students to improve their English pronunciation skills, and to identify obstacles found by the students in English pronunciation. The researcher found that the students still made some errors in pronouncing English words. In order to improve their pronunciation, the students used some strategies such as watching YouTube in English and using google voice application.

The last was by Syafryadin (2019) with the title “Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres“. In this research, the researcher was to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres, and analyze in what extend it works effectively. The researcher found that in Cycle 1, only 15 students (44,11%) could

pass standard minimum criteria (KKM) with the upper value 75. On the other hand, Cycle 2 showed 27 students could achieve KKM. Overall, this research reveals there are significant influences of digital storytelling method towards senior high school students' speaking ability in various text genres. Rahmawati, et al (2013) also conducted the research which aimed to investigate the speaking ability and the result was about also pronunciation problems of students.

From the previous studies above, two out of five researchers only focused on the pronunciation in whole or not specific. Furthermore, the three out of five researchers only focused on the ability of the English department students in pronouncing –ed ending and they only focused on one academic year from the English department. Meanwhile, this research focuses on the English students' recognition in pronouncing –ed ending words and it is conducted towards three academic years students are 2017, 2018, and 2019 at the English Education Study Program of the University of Bengkulu that will be compared.

Considering of these phenomena that often happen in English education study program of University of Bengkulu students, the researchers would like to conduct the research entitled "An Analysis of Pronunciation Recognition of –ed Ending Words by the Students of English Education Study Program of the University of Bengkulu".

Research Methodology

This research used a descriptive quantitative method. According to Aggarwal (2008) descriptive quantitative research is devoted to the gathering of information about prevailing condition or situations for the purpose of description and interpretation. Three academic years of the English Education Study Program was the population of this study. It consists of three academic years are 2017, 2018, and 2019 to find out whether or not the experience of learning English influence the students' recognition in pronouncing –ed ending words. Meanwhile, 57 students or 20% of 282 students was a sample of this study and they were taken randomly. It is because the theory of Arikunto (2002). He stated, if the population more than 100 people, we can take 20% of the population. In this research, a test of –ed ending pronunciation that adapted by Dewi (2009) was used. The test consists of 40 questions.

There are the processes of getting the data are making lists of English –ed ending words sentences that adapted by Dewi (2009), coming to the class to take the sample of 57 students from eight classes, using lottery to determine the samples by seeing the sequence of their attendant's list number, and giving the form of pronunciation –ed ending words test of written sentences to the students.

The data of this research were analyzed by using qualitative and quantitative method. The descriptive quantitative method used since the researcher needs to describe the result of the data. On the other hand, quantitative method was used since the researcher was needed to compute the item of test before describing it.

In scoring the test, the correct answer was marked one (1) point and the incorrect answer was marked zero (0) point, so the overall raw score from the right answer in this test is 100 points. The researcher used S formula and mean score to get the data.

$$S = \frac{CA}{N} \times 100$$

N

Where;

S = Final Test Score

CA = Number of Correct answers

N = Number of Questions

(Arikunto, 2003)

The score interpreted to classify students' recognition in pronouncing –ed ending words. The classifications are presented in the table below (Arikunto, 2003):

Table 2. Classification Score by Arikunto

Score range	Classifications
80-100	Excellent
70-79	Good
50-69	Average
<50	Low

After knowing the score of the students, the researcher tried to find the mean score of the students for each different enrolment. Calculating the mean score of the students' score by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where;

\bar{X} = Mean Score

$\sum X$ = the sum of all score

N = the total number of subjects

The last, the researcher used the result of mean score to know the differences of students mean score for each enrolment and the researcher made the graph from it.

Then, there are procedures to conduct this research; planning the research, stating the population, adapting the instrument from Dewi (2009), conducting the test in order to collect the data, analyzing the data, discussing the findings, and making conclusion and suggestion.

Results and Discussion

The results and discussion of this research are in line with the objectives of the research namely the English Education Study Program students' recognition in pronouncing –ed ending words and the English Education Study Program students' recognition of different enrollments

Results

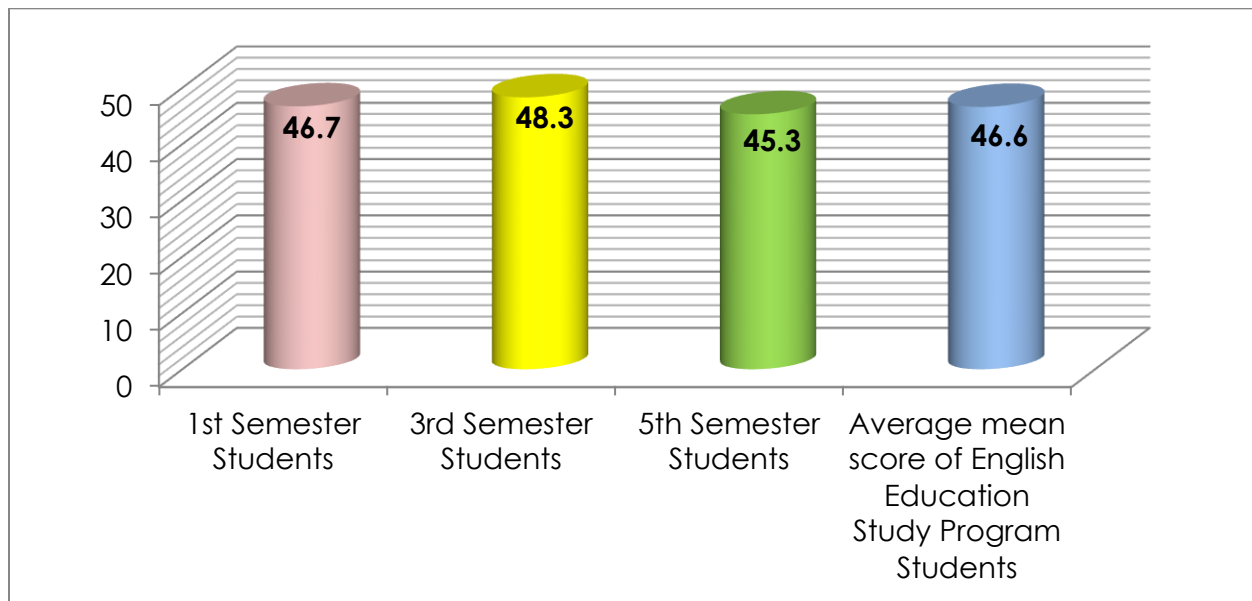
The data of this research have been collected and analyzed in order to get the description about students' recognition based on the mean score and the differences of each student's enrollments.

Students' Recognition in Pronouncing –ed Ending Words

In this part, the researcher will describe the students' recognition by using the mean score of the students for each enrollment. It helps the researcher to investigate

the English Education Study Program students' recognition of different enrollments. Students' Recognition in pronouncing –ed ending words for each enrollments shows in the graph below.

Graph 1. The English Education Study Program Students' Recognition in Pronouncing –ed Ending Words.



Graph 1 shows the mean score of each enrollment in recognizing –ed ending words pronunciation, the students in first semester get 46.7 for mean score. Then, the students in third semester achieve 48.3 for mean score. After that, the students of fifth semester get 45.3. It can be concluded that the third semester achieves the highest score. Meanwhile, the fifth semester gets the lowest score. The average mean score of English Education Study Program students is 46.6.

Based on a classification score by Arikunto (2003), Arikunto divided classification score into four parts; low, average, good, and excellent. The students who achieve a score under 50 get low predicate, 50-69 get average predicate, 70-79 get good predicate, and 80-100 get excellent predicate for their recognition in pronouncing –ed ending words. Therefore, students in first, third, and fifth semester get low predicate for their recognition in pronouncing –ed ending words. For the conclusion, there is no influence of English Education Study Program enrollments with their recognition in

pronouncing –ed ending words. This is because the highest score is not obtained by the highest enrollments but it is obtained by third semester. The result of the average mean score for all of English Education Study Program students shows that their recognition in pronouncing –ed ending words pronunciation is low. It is because their average mean score is only 46.6.

Furthermore, in this part, the researcher describes the students' percentage of correct answer for three sound categories of –ed ending word pronunciation. It helps the researcher to investigate the differences of students' percentage of three sound categories of –ed ending words pronunciation of each enrollment.

The 1st semester students got the highest percentage of correct answer is in the sound [-d], followed by the sound [-ld], and the lowest is in the sound [-t]. Next, the 3rd semester students got the highest percentage of correct answer is in the sound [-d], followed by the sound [-ld], and the lowest is in the sound [-t]. Furthermore, the 5th semester students got the highest percentage of correct answer is in the sound [-d], followed by the sound [-ld], and the lowest is in the sound [-t].

Table 6. The Total of Students' Percentage of Correct Answer and Incorrect Answer for Three Sound Categories of –ed Ending Pronunciation from the Three Enrollments.

NO	Sound Categories	N = 57		
		Correct Answer (%)	Incorrect Answer (%)	Total (%)
1	[-t] (N=8)	129 (28.3%)	327 (71.7%)	456 (100%)
2	[-d] (N=16)	527 (57.8%)	385 (42.2%)	912 (100%)
3	[-ld] (N=16)	406 (44.5%)	506 (55.5%)	912 (100%)

From the table above, the researcher concludes that the total percentage from the three enrollments of correct answer and incorrect answer for each sound is different. Based on the table 6 above, the students of English Education Study Program got the highest percentage of correct answer is in sound [-d], followed by sound [-ld], and the lowest is in sound [-t].

The Comparison among Different Enrollments

In this part the researcher uses the result of mean score for each enrollment by using graphs to describe the differences of mean score for each enrollment itself.

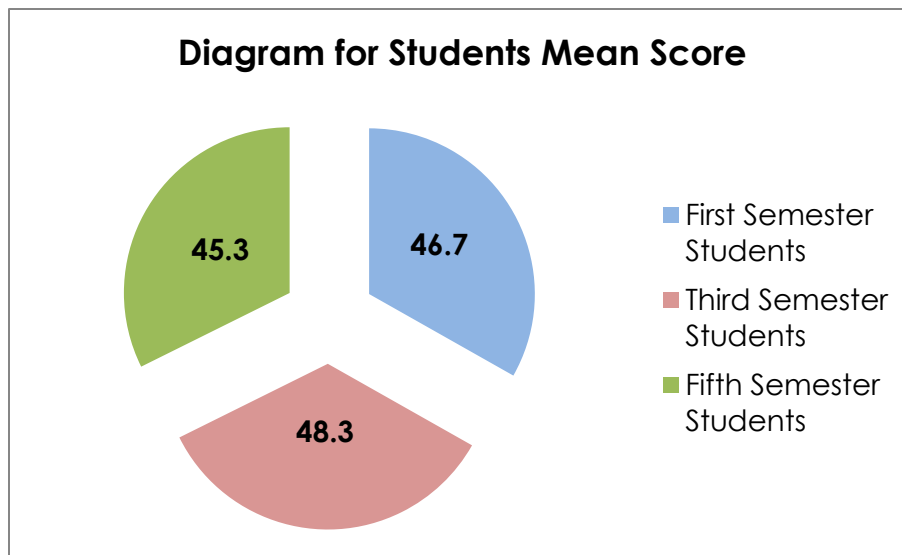


Figure 4. Diagram for Students' Mean Score

As we can see the diagram above, the mean score of the first semester students is higher than fifth semester. From the diagram, the difference of total mean score in the first and third semester is 1.6 points. It is similar to the different mean score of the first and fifth semester students is 1.4 points. There are not any significant differences between them. On the other hand, the different mean score of the fifth and third semester students is 3 points. By looking at the total mean score for each enrollment, English Education Study Program students in three enrollments have low predicate for their recognition in pronouncing –ed ending words because all of the mean score from three enrollments are under 50. The classification of the score is based on Arikunto's theory.

Discussion

From the data that presented in the result, the students of English Education Study Program in the first, third, and fifth semesters got low predicate in recognizing –ed ending word pronunciation. It was found out by the average mean score of the students in recognizing –ed ending words pronunciation. The result of this research is related to the three previous studies, they are Dewi (2009), Simanullang and Situmeang

(2018), and Ningrum (2019) where the results are low. The result of this research is similar to the previous studies although this research investigated three enrollments meanwhile the three previous studies investigated one enrollment. Not only that, this research analyzed the students' recognition in pronouncing –ed ending words meanwhile the three previous studies analyzed the students' ability in pronouncing –ed ending words, but the result remains low.

By looking at table 6, the English Education Study Program students earned the most correct answer that was occurred in the sound [-d]. This finding is not similar with the previous study by Dewi (2009). In her research, she found that the students got the most correct answer occurred in the sound [-ld]. Not only that, the researches by Simanullang and Situmeang (2018) and Ningrum (2019) also found the different result. Simanullang and Situmeang found that the students got the most correct answer occurred in the sound [-ld]. In addition, Ningrum (2019) found that the students got the most correct answer occurred in the sound [-ld]. In those researches, they did the research only for one enrollment. Meanwhile, this research investigated three enrollments.

On the other hand, by looking at the detailed answer of the students, this result had same result with the previous study is Dewi (2009) where the English students got the most incorrect answer occurred in the sound [-t]. Meanwhile, another two previous studies are Simanullang and Situmeang (2018) and Ningrum (2019) found that the most incorrect answer occurred in the sound [-d]. It means that those two previous studies are different with this research.

Based on the result above, this research found that English students got the highest correct answer of recognition in pronouncing –ed ending words with [-d] sounds. It may be caused many students know that –ed ending pronunciation is only sound ending [-d]. On the other hand, Dewi (2009) and this research found that English students got the lowest correct answer in –ed ending with the sound [-t]. It may be caused many students recognize [-t] sounds become [-d] sounds. It is because in their first language or Bahasa Indonesia, what is written, that which is read. Therefore, many students know that –ed ending words are only read with sound ending [-d].

Next, the difference of total mean score in the first and third semester was 1.6 points. It was similar to the different mean score of the first and fifth semester students which was 1.4 points. There was no significant difference between them. On the other hand, the different mean score of the fifth and third semester students was 3 points where the third semester was the highest. From the mean score, the researcher concludes that the students at higher semester do not represent their recognition in pronouncing –ed ending words. It means that the students enrollment do not give the significant influence in their –ed ending words pronunciation recognition.

By looking at the phenomena above, the researcher concludes that some facts related to the problem. First, the recognition of English Education Study Program students was low. It may be caused by there is no any specific course about –ed ending words pronunciation. According to Long in Nursalam and Pariani (2010) someone who gets information will heighten the level of knowledge of a matter. That is why it is really important to insert the material about –ed ending words pronunciation for English Education Study Program in order to improve their recognition that can make their pronunciation more fluently. Pronunciation is really important to avoid negative impression, misunderstanding, and ineffective communication. Therefore, as a role model, English Education Study Program students that will be a professional English teacher in the future should have good knowledge in pronunciation so they will have good pronunciation to avoid it. In addition, Chyntia (2013) explain three important categories to be a professional English teacher. The first category is the teacher must be able to pronounce English correctly. The second category is the teacher must have the ability to speak English correctly. The last category is the teacher must know and speak observing correct intonation and stress pattern.

Second, the recognition of English Education Study Program students is low may be caused by the first language interference. According to Weinreich (1968), interference is a general problem that occurs in bilingualism. First language give effect to the language that we learn and there is no any –ed ending words of Bahasa Indonesia. That is the reason why the students are difficult to recognize –ed ending words pronunciation.

The limitation of this research is in the pronunciation test of written sentences. The conclusion of this research is not conclusive yet. It is because of the different way to investigate about this research will affect the result. This research only tells the students to guess the correct sound ending of –ed ending words. Therefore, the further researcher can develop the same field research and the researcher believes that the result will be different.

It can be concluded that the English Education Study Program students got low predicate in recognizing –ed ending words pronunciation and it may be caused by there is no specific course about –ed ending words pronunciation in English Education Study Program of the University of Bengkulu. Not only that, it also may be caused by first language interference or it means that Bahasa Indonesia does not have –ed ending words as English has. Next, the students got the highest score in the sound [-d] and it may be cause they are only know that –ed ending words are sound [-d] because of their lack knowledge about that. Furthermore, the students' got the highest score in the sound [-t] and it may be caused their first language interference where what is written, that which is read. After that, there is no significant score difference between the three enrollments. It means that the students' enrollment does not give the significant influence in their recognition of –ed ending words pronunciation. Last but not least, the further researcher can conduct the same field research by using different way to collect the data.

Conclusion and Suggestion

Conclusion

Based on the result of this research, it can be concluded that; firstly, based on the average mean score, the recognition of English Education Study Program students at the University of Bengkulu in pronouncing –ed ending words were low. The third semester achieved the first place where got the highest mean score. Then, the first semester achieved the second place in recognizing –ed ending word pronunciation.

On the other hand, the fifth semester achieved the third place where got the lowest mean score.

Secondly, for the difference of the English Education Study Program students' mean score, there are not many differences of mean score between the enrollments. The third semester got the highest mean score while the fifth semester got the lowest mean score. It means that the highest semester does not affect recognition about –ed ending words pronunciation. This is proved by fifth semester which should gained a lot of study experience instead getting the lowest mean score among other semesters even than first semester.

Lastly, this research supported by Ningrum's (2019) research that conducted in the same place is English Education Study Program of the University of Bengkulu. However, her research and this research are different because her research conducted the ability of English students in pronouncing –ed ending with audacity application. On the other hand, this research conducted the English students' recognition in pronouncing –ed ending words with the test. Nevertheless, the result found remain the same where English students get a low predicate.

Suggestion

For the students, the students should practice in recognizing –ed ending words pronunciation because the English Education Study Program students will be a teacher as a role model in the future. The English Education Study Program students should have good knowledge and skill about –ed ending words pronunciation in order to be a professional English teacher.

For the lecturers, they should be a model for the students. This research had given the information about the English Education Study Program students' recognition in pronouncing –ed ending words. The result showed that all of them have low recognition in pronouncing –ed ending words pronunciation. It is because of their average mean score is under 50. Based on the information above, the lecturer should pronounce the –ed ending words with the correct sound, then the students can follow their lecturers' pronunciation.

For the English Education Study Program of the University of Bengkulu, it is strongly suggested to add a course like pronunciation practice in the English Education Study Program. It is because of the result showed that the English Education Study Program students have low predicate in recognizing –ed ending words pronunciation. Not only that, there have been two studies that analyzing English students' ability and recognition in pronouncing –ed ending words. The results of both studies are English students got low predicate.

For further researcher, the researcher expects to next researcher to develop the same field research. There are many ways to develop this research. For the first way is by listening comprehension where the students recognize the –ed ending words pronunciation by listen to the native speaker. Second, the further researcher can investigate the ability of the students in pronouncing –ed ending words without audacity application or the researcher listen to the students' pronunciation. The last way is analyzing the students' ability to write the phonetic symbols.

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