**THE EIGHTG GRADE STUDENTS’ ERRORS IN PRONOUNCING VERBS ENDING IN –ED AT SMPE NEGERI 35 PALEMBANG**

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**Abstract**

The main probls of this study were: 1) what kinds of errors are made by the students in pronouncing verbs ending in –ed 2) what are the linguistics source of the students errors i pronouncing verbs ending in –ed. Furthermore, the objective of this study were to find out kinds of errors made by the students in pronouncing vers nding in –ed, and to find out the possible linguistics sources of the students’ errors in pronouncing verbs ending in –ed.

 The writer used descriptive method to conduct the research. The popuation of this study was the eighth grade students of SMP N 35 Palembang. And the sample was 32 students which were taken by using simple random sampling method. To collect the data the writter used production test.

 The result of this study showed that the most of the eighth grade students of SMP N 35 Palembang stll made errros in pronouncing verbs ending in –ed. They made combinatioral errors. There were two kinds of combinatioral errors: substitution (96.92%), and omission errors (3.08%). The linguistics sources of the students errors were interlingual errors (3.08%) and intralingual transfer (96.92%).

Keywords: erros, pronunciation, vers ending in –ed.

1. **Background**

Pronunciation is the way a certain sound or sounds are produced (Richards et al, 1992:296). Pronuncition is one of English Aspect, which are important to support speaking skill. Pronunciation can influence our speaking skill. Good pronunciation make accurate understanding. While bad pronunciation makes missunderstanding. Sulaiman (2000:1) describes, “langugae is speech system of sound, which is related to a sistem of meaning. It means thae the sound is very important to make meaning.”

Verbs ending in –ed is a kind of inflectional morphemes which is occur in regular verb past tense. Based on Kurikulum Pendidikan Nasional (2004:14), in Indonesia, past tense has been taught by the teacher since the students in the sevent grade of Junior High School. It means that since the students in Junior High School level, they shpuld be able to pronounce the verb ending in –ed corrctly. According to james (1998:184), the eerors made by the students can be influenced by some possible reason. First, they do not know how to pronounce it. In Englsih, words that are pronounced have different sounds with words tat are written. Second, the errrors are influenced of their teacher explanation about how to pronounced it too. And also it could be influenced of their interpretation of their teacher explanation. For example: the teacher teaches verbs ending in –ed pronounced in sound [id]. But, the students interpret that all of vers ending in –ed are pronounced with sound [id], e.g. watched [wɒtʃid] the right one is [wɒtʃt]

1. **Problems**
2. What kinds of errors made by the students in pronouncing the verbs ending in –ed?
3. What are the possible linguistics sources of the students’ errors in pronouncing the verb ending in –ed?
4. **Objective**

Based on the formulation of the problems, the objetive of this study follow as:

1. To find out kind errors made by the students in pronouncing the verbs ending in –ed.
2. To find out the possible linguistics soures of the students errors in pronouncing the verb ending in –ed.
3. **Discussion**
4. Defenition of error

An error is a noticeable deviation from adult grammar of a native speaker, reflection the interlanguage competence of the learner. Brown (1987:163) states “the most obvious approach to analyzing interlanguage is to study the speech of the learners”.

In addition, Richards et al (1992:127) states that “the use of linguistics item (e.g. a word, grammatical item, a PEECH ACT, etc) in a way which a fluent of native speaker of the language regards as showing faulty or incomplete earning”.

Based on the explanation above, we can conclude that errors is the use of word, grammatical item, speech act etc which is regarded by fluent speaker.

1. Errors in pronunciation

Errror in ronunciation can be trigger of the misspellings. These errors can be categorized as medium errors. They are errros in coding at the productive phonological (James, 1998:139). Verbs ending in –ed are the example of these phonological condition which indicate with regular verb.

James (1998:140) states that “pronunciation errors are of three broad types: segmental, conbinational and suprasegmental.” Based on this study the writter will focus on segmental and combinational errors only.

1. Segmental

It is an error made by the second language learners or foreign language learners in pronuncing phonemes, which are influenced by their mother tongue. Sounds of English phonemes would be changed by the other sounds of the learners’ language when the are producing the Englsih the English words, for example an Englsh learner from That produces the sound [d] instead of [ծ] for “the’

1. Combinational

It is problems in pronouncing consonants clusters, especially in the word final position, and tend to omit the second of the two consonants. For example: sound [neimd] (correct) for named not [neimØ]. Added wrong sound, for example explained pronounced as [ik’pleinid] (incorrect) instead of [ik’pleind] and subtituted a form of pronunciation of a word form of pronunciatio the world target, for example: the word cooked pronunced as [kukd] (incorrect) instead of (kukt).

1. Sources of Errors

Sources of errors were discussed in linguistics side only. They are interlingual transfer and intalingual transfer.

1. Interlingual Transfer

Brown (1987:173) states, “before the systems of the sound language are familiar, the native language is the only linguistic system in previous experience upon in which the learner can draw: for example the learner says the word [ni:d] for needed instead od [ni:did]. Interlingual transfer for example appear when they pronounce the prural morphemes; they do not pronounce the ending –ed or the ending –ed are unsounded. For example, explained [ik’pleind] not [ik’pleinid].

1. Intralingual Transfer

Brwn (1987):173) states, “Intralingual errors or intralingual interference is the negative transfer of items within yhe target language is a major fuction of langugae learning. Related to the writer’s study, incorrect over generalization such as the learners do not realize that phonological environment influence the ending sound of inflectional morpheme –ed in verb. For example: imitated [‘imiteitid] correct, belived [bi’li:vid] incorrect.

1. Concept of pronouncing verb ending in –ed

Pronunciation is the way a certain sound or sounds are produced (Richards et al, 1992:292). Im the other word Harper and Row (1980:55) state guides for learning pronunciation by using a dictionary entry “the pronunciation of a word is shown directly afterthe entry of word. The pronunciation is shown in phonetic respelling”.

There are three kinds of final sound in pronouncing verb ending in –ed. They are [d], [t] and [id]. Sulaiman (2009:39-40) states that the pronunciation of the past tense or past participle of most verbs follows a very regular system.

1. If the last sound of the simple form is [t] or [d], add the sound [id]

Example: imitated [‘imiteitid]

 Included [in’klu:did]

1. If the last sound of the simple form is voiceless sound other than [t], add the sound [t]. They are: [p], [k], [f], [Ɵ], [s], [ʃ], [tʃ], [h].

Example: erased [i’reizt]

 Replaced {ri’pleist]

1. If the last sound of simple form is voived sound other than [d], add the sound [d]. They are: [b], [g], [v], [ծ], [z], [Ӡ], [dӠ], [l], [r], [j], [w], [m], [n], [ŋ]

Example: belive [bi’li:vd]

 Explained [ik’spleind]

1. If the last sound of simple form is vowel sounds, add sound [d]. They are: [i:], [i], [e], [œ], [ə], [ə:], [ʌ], [pu:], [u], [Ɔ], [Ɔ:], [ɑ:], [ɒ].

Example: played [pleid]

 Obeyed [ə’beid]

1. **Result**

After applying the production test, the writer got the results of the students’ test. The writer got these result by applying the criteria of the oral test score. The results of the students’score in producing the verb ending in –ed were classified the students’ error into three parts:

1. The students’ error in pronouncing sound ending in [t]

The score which had been collected were analyzed to know the students’ error in pronouncing sound ending in [t]. Total oral test question for the verb ending in sound [t] was 5. The students’ errors in producing verbs ending in sound [t] were occurring in 145 frequencies. Then the results were analyzed by using percentage.

$$X=\frac{R}{N x T} x 100\%$$

$$ =\frac{145}{32 x 5} x 100\%$$

$$ =\frac{145}{160} x 100\%$$

 = 0,90625 x 100%

 = 90,63%

Based on the result, it can be seen that the range of the students’ probable pronunciation performance in pronouncing sound ending in [t] is category as poor (90,63%). There were 22 students made 100% errors (poor category), 5 students made 80% of errors (poor category) and 5 students made 60% of errors (low category).

1. The students’ error in pronouncing sound ending in [d]

Total oral question for the verb ending in sound [d] was 5.the students’ errors in recognizing verbs ending in sound [d] were occure in 107 frequencies. Then the results were analyzed by using percentage.

$$X=\frac{R}{N x T} x 100\%$$

$$ =\frac{107}{32 x 5} x 100\%$$

$$ =\frac{107}{160} x 100\%$$

 = 0.66875 x 100%

 = 66.86%

Based on the result, it can be seen that the range of the students’ probable pronunciation performance in pronouncing sound ending in [d] is category as poor (66.86%). There were 15 students made 100% errors (poor category), 4 students made 80% of errors (poor category) and 3 students made 60% of errors (low category), 7 students made 20% of errors (good category), and 2 students didn’t made errors (excellent category).

1. The students’ error in pronouncing sound ending in [id]

Total oral test question for the verb ending in sound [id] was 5. The students’ errors in recognizing verbs ending in sound [id] were occuring in 8 frequencies. Then the results were analyzede by using percentage.

$$X=\frac{R}{N x T} x 100\%$$

$$ =\frac{8}{32 x 5} x 100\%$$

$$ =\frac{8}{160} x 100\%$$

 = 0.05 x 100%

 = 5%

Based on the result, it can be seen that the range of the students’ probable pronunciation performance in pronouncing sound ending in [id] is category as excellent (5%). There were 1 student made 100% errors (poor category), 3 students made 20% of errors (good category) and 28 students didn’t made errors (excellent category).

1. The possible linguistic sources of the students’ errors in pronouncing the verbs ending in –ed

There are two possible linguistics sources of errors. They are interlingual transfer and intra lingual transfer. Linguistics sources of errors can be analysed based on the results of the students’ errors. Here the writer applied questionnaire to support the analysing process. The average of the students’ errors in pronouncing sound [t] was 90.625%. Based on the linguistics analysed, the students’ made errors by substituting sound [id} instead of [t]. For example, for the word *helped* they pronounced [helped] instead of [helpt]. It was an intralingual transfer because the students made an incorrect over generalization. As they have known that letter e and d spelled [i] and [d]. so, they pronounce all ending –ed as [id].

The same in sound [d], 66.875% of the students made errors by substituting sound [id] instead of sound [d] in pronouncing verbs ending in –ed. For example, the word listened they pronounced [‘lisnid] instead of [‘lisnd]. It was influenced by their previous study in spelling the letter e and d. so, we can conclude that the source of the students’ errors was intralingual transfer.

But, the students’ errors in pronouncing verbs ending in sound [id] were different. 5% of the students made errors by omitting sound [i]. it was caused that the system of the sound was unfamiliar for them. It was interlingual transfer.

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