ERROR PRONUNCIATION
IN PAST REGULAR VERBS
AT ELEVENTH GRADE STUDENTS
OF OTKP 1 STUDY PROGRAM
AT SMK SEMESTA BUMIAYU
IN THE ACADEMIC YEAR 2022/2023

Fatha Aenul Yaqin

the Graduate of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: fathaaenulyaqin@gmail.com
Phone: +62 882 1531 8583

Abstract

Pronunciation of verbs is one of the problems found in students. This study aims to describe the error pronunciation in past regular verbs. This study uses descriptive qualitative as research design. The technique of collecting data uses voice recording and documentation. The technique of data analysis uses three step by Miles and Huberman in Sugiyono (2017: 337-345) namely data reduction, data display, and conclusion. This research shows that the students make a lot of errors pronunciation in past regular verbs. The students make errors pronunciation ending in –d or –ed with totally 239 errors pronunciation which are pronounced as [d]; 248 errors pronounced as [t]; and 249 errors pronunciation pronounced as [ɪd]. Most of the students make in the pronunciation of the ending where what should be

pronounced as [d], [t], and [ɪd], but they pronounced as [d] and [ed]. It can be concluded that most of the students still have problems in pronouncing the past regular verbs ending in –d or –ed. Most of the students pronounce the words similar to the written form.

Keywords: *Error Pronunciation, Past Regular Verbs, SMK Semesta Bumiayu*

A. Introduction

Language itself has functions such as communication, identification expression, play, ingenious expression and emotional launch. In line with Devitt & Hanley (2006: 1), Noermanzah (2017: 2) explains that language is a communication tool that contains messages conveyed in the form of expression in various activities in certain situations. Pronunciation is an important role in learning English. In order to be understood, people must deliver their speech with clear and precise English pronunciation. According to Yates in Gilakjani (2016: 1), pronunciation is the production of sounds used for produce a meaning. Pronunciation is learned by repeating sounds and correcting them when they are produced incorrectly.

"Error pronunciation can lead to miscommunication and misunderstanding" (Demirezena & Kulaksiz in Mubarok et al, 2020: 38). Workers with the ability to speak English can certainly be a hope for the companies where they work. Knowing the importance of English for vocational students in preparing for the world of work, it is necessary to increase learning English, especially in terms of pronunciation in speaking.

One of the problems that students often encounter is the pronunciation of verbs. Verbs are

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basic material in English. Verbs are words that express actions. According to Mess (1992:4) in Mokosolang (2017: 3), a verb is a job, action or motion. Verb in English function to show actions or activities carried out by someone, to show attitudes (agree or disagree), notify events or state circumstances. The writer here will try to do research on one type of verb, namely regular and irregular verb. However, the writer will focus more on one of them, namely the regular verb. Regular verbs are verbs whose word change follow the basic word pattern. Regular verb in the form of the past tense or past participle usually end in –d or –ed. However, regular verbs in the past tense ending in –d or –ed do not have the same pronunciation. There are words that end in –ed which are pronounced as [d], some are pronounced as [t], and some are pronounced as [ɪd].

Past verbs pronunciation is very important for students, including vocational students. By learning past verbs pronunciation, students will know how to pronounce a verb correctly. This is meant to make students understand how to pronounce verbs in a foreign language to avoid mistakes in speaking.

SMK Semesta Bumiayu is one of the private schools in Bumiayu. This school has many students from several existing study programs. The writer had carried out the program *Praktik Pengalaman Lapangan (PPL)* for three months, so the writer knows the condition of the students' English skills at eleventh grade of OTKP 1 study program of SMK Semesta Bumiayu, especially in terms of the pronunciation of regular verbs. OTKP *(Otomatisasi dan Tata Kelola Perkantoran)* is one of the study programs at SMK Semesta Bumiayu. OTKP study program for eleventh grade consists of two classes, there are OTKP 1 and OTKP 2.

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B. Literature Review

In this theoretical study, the writer uses some theories consisting of six theories which involves error, pronunciation, aspect of pronunciation, factor affecting learning pronunciation, English verbs, and pronunciation ending in –d or -ed.

1. Error

As defined by Handayani in Meisa (2014: 14) that error is systematic deviations, deviations that occur repeatedly repeated and the learner does not realize that what they are doing is deviation. According to Tarigan (2011: 126), error is the side that has defects in the speech or writing of the learners. Meanwhile, mistakes are random and individual, not systematic and character while (Tarigan in Antara, 2018: 11). Mistakes can be something like a slip of a tongue, the occurrence only once, and the speaker knows that and repairs can be made if necessary.

2. Pronunciation

Pronunciation is a very important part of communicating in English because it can affect the meaning of utterances. According to Cook in Gilakjani (2016: 2), Pronunciation defined as the production of English sounds. When learners starte learning pronunciation, they have to creat new habits to overcome the difficulties caused by the first language. On the order hand, Dalton in Sihombing and Purba (2018: 593) defines pronunciation as the production of significant sound into senses.

3. Aspect of Pronunciation

As it is known that pronunciation refers to the production of sounds that contain meaning. According to Yates in Sahatsathatsana (2017: 69), the pronunciation aspect is divided into two,

namely segmental features where this includes attention to certain sounds of a language, and suprasegmental features, namely how sounds is projected (sound quality) and in it is broadest definition, namely attention to gestures and expression that are closely related to the way we speak.

a. Segmental Features

According to Seferoglu in Sahatsathatsana (2017: 69), the segmental aspects of the sound system includes individual vowels and consonants. Consonant sounds can be voiced or voiceless depending on the vibration generated by the sound vita in the throat. The vowel sounds can be articulated as single sounds.

b. Suprasegmental Features

Ladefoged in Sahatsathatsana (2017: 70) explained that supra segmental features are aspects of speech that involve more than one consonants or vowels. Suprasegmental that regulate more than one sound in an utterance such as stress, intonation, and connected speech (assimilation, elision, linking, and intrusion).

4. Factor Affecting Pronunciation Learning

There are several factor that influence students' pronunciation according to several experts such as Brown (1994) Celce-Murcia et al (2000) Gillette (1994), and Kenworthy (1987) in Sahatsathatsana, (2017: 72). In their research, the factor that influence learning and teaching pronunciation are mother tongue, innate phonetic abilities, language identity and ego, exposure, age, as well as motivation and concern for good pronunciation skills. So not only referring to English as a foreign language, but the factors

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above also have a major influence on students' pronunciation abilities.

5. English Verbs

    English verbs consists of the regular and irregular verbs.

    a. Regular Verbs

    Joshi in Fitria (2021: 277) states that regular verbs form their past tense by adding *-d* or *-ed* in the base form on plain form. Meanwhile, according to Silvia Robertson in Fasikh (2020: 76), regular verbs are verbs that follow a certain pattern. . In addition, she also said that there is a certain pattern in changing regular verbs such as the word *walk* which changes to *walk-walked-walked*, but *to be* cannot change regularly as the word walk.

    b. Irregular Verbs

    Marcella Frank in Fasikh (2020: 77) states that irregular verbs is a small number of verbs, among the some of the most commonly used verbs in the language, which have forms that differ from the regular tense for. James C. Fernald in Fasikh (2020: 77) states that irregular verbs form the past tense and the past participle which are different with the regular verbs that adding *–ed.*

6. Pronunciation Ending in *–d* or *–ed*

    Bowler and Cunningham's in Giantara (2020: 280) rules for pronouncing the *–ed* ending are more or less the same. The rules are as follows; *first*, when –ed follows the last sound of the base [d] and [t], it is pronounced [ɪd]. Second, when *–ed* follows the last sound of a consonant other than [t] ([p], [k], [f], [s], [ ], [ ], [t]), then it is pronounced [t]. The last, when a vowel sound, or the last consonant sound other that [d] ([d], [b], [g], [v],

[z], [ ], [ ], [ ], [m], [n], [ ], [l], [r]), it is pronounced [d].

C. Method of Investigation

The writers apply descriptive qualitative method. The sources of the data are population and sample. The writers chooses all students from eleventh grade of OTKP study program at SMK Semesta Bumiayu as the population. In selecting sample, the writer takes 25 students from eleventh grade of OTKP 1 study program of SMK Semesta Bumiayu.

To analyze the data, the writers use analysis technique model from Miles and Huberman in Sugiyono (2017: 337-345) with three steps there are data data reduction, data display, and drawing conclusion or verification. The writers also include Ellis's theory in the data reduction process with the steps of collecting the data, identifying, describing, explaining, and evaluating.

D. Findings and Discussion

The pronunciation errors in past regular verbs with endings that are pronounced [d], [t], and [ɪd] are as follows:

1. Error Pronunciation in Past Regular Verbs *(Ending in –d or –ed Pronounced as [d])*

Table 1. Result of Students' Voice Recording

No	Regular Verbs	The Total Students Errors
1	Advised	25
2	Arrived	25
3	Cleaned	25

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4	Described	25
5	Explained	25
6	Killed	21
7	Played	18
8	Showed	25
9	Travelled	25
10	Used	25

Based on the table above, there are 239 errors in the pronunciation of past regular verbs ending –d or –ed which are pronounced as [d]. The total of error pronunciation consists of the word **advised** 25 students, **arrived** 25 students, **cleaned** 25 students, **described** 25 students, **explained** 25 students, **killed** 21 students, **played** 18 students, **showed** 25 students, **travelled** 25 students, and **used** 25 students. It can be seen clearly from the 10 words pronounced by 25 students, the word ***played*** is most often pronounced correctly by students. In general, students' error in pronouncing past regular verbs ending in –d or –ed are caused by several factors such as ignorance, environmental factors, the influence of the local language, and of course English as a foreign language.

2. Error Pronunciation in Past Regular Verbs *(Ending in –d or –ed Pronounced as [t])*

Table. 2. Result of Students' Voice Recording

No	Regular Verbs	The Total Students Errors
1	Asked	25
2	Cooked	24
3	Crashed	25
4	Dressed	25

5	Fixed	25
6	Kissed	25
7	Looked	24
8	Missed	25
9	Mixed	25
10	Relaxed	25

Based on the table above, there are 248 errors in the pronunciation of past regular verbs ending –d or –ed which are pronounced [t]. The total of error pronunciation consists of the word **asked** 25 students, **cooked** 24 students, **crashed** 25 students, **dressed** 25 students, **fixed** 25 students, **kissed** 25 students, **looked** 24 students, **missed** 25 students, **mixed** 25 students, and **relaxed** 25 students. It can be seen clearly from the 10 words pronounced by 25 students, the word ***cooked*** and ***loked*** is only pronounced correctly by students. In general, students' error in pronouncing past regular verbs ending in –d or –ed are caused by several factors such as ignorance, environmental factors, the influence of the local language, and of course English as a foreign language.

3. Error Pronunciation in Past Regular Verbs *(Ending in –d or –ed Pronounced as [ɪd])*

Table 3. Result of Students' Voice Recording

No	Regular Verbs	The Total Students Errors
1	Accepted	25
2	Decided	25
3	Expected	25
4	Graduated	25

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5	Included	25
6	Invited	24
7	Needed	25
8	Presented	25
9	Provided	25
10	Respected	25

Based on the table above, there are 249 errors in the pronunciation of past regular verbs ending –d or –ed which are pronounced as [ɪd]. The total of errors pronunciation consists of the word **accepted** 25 students, **decided** 25 students, **expected** 25 students, **graduated** 25 students, **included** 25 students, **invited** 24 students, **needed** 25 students, **presented** 25 students, **provided** 25 students, and **respected** 25 students. It can be seen clearly from the 10 words pronounced by 25 students, the word ***invited*** is only pronounced correctly by students. In general, students' error in pronouncing past regular verbs ending in –d or –ed are caused by several factors such as ignorance, environmental factors, the influence of the local language, and of course English as a foreign language.

E. Conclusion

The results of this study show that the students make errors pronunciation in past regular verbs ending in –d or –ed from the 10 words 239 errors pronunciation which are pronounced as [d], from the 10 words 248 errors pronunciation read as [t], and from the 10 words 249 errors pronunciation which are pronounced as [ɪd]. This error is made in the pronunciation of the ending where what should be pronounced as [d], [t], and [ɪd], but the students pronounce as [d] and [ed]. Thus, based on the

findings above, students have problems pronouncing in past regular verbs ending in *–d* or *–ed* which are pronounced as [d], [t], and [ɪd].

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