

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

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Abstract— *An Analysis of Students' Pronunciation of Words Suffix – ed of The Seventh Semester Students At English Study Program of The University of Sisingamangaraja XII Tapanuli In Academic Year 2017/2018. This study 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 sample of this study was the whole students of semester seven, and there were fifteen of them. They were chose as the sample with the assumption that they have passed all the subjects proposed or given. In this study, the researcher applied qualitative research method. The instrument to get the data was by giving test. The test referring to pronounce words suffixing – ed, in which there were six classification of it, and each of them consisted of items (words suffixing – ed with the last sound; voiced, voiceless, d, t, vowels, and unique sounds). The data was analyze by calculating the number of correct and incorrect pronunciation made by the students, then positioning them based on the grade they got. Based on the analysis, it was found that there was no student who got A (excellent) grade (0%), there were two students who got B (good) grade (13.3%), there were two students who got C (average) (13.3%), there were four students who got D (poor) grade (26.6%), and there were seven students who got E (fail) grade (46.6%). It concluded 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. There could be some sources why this problem occurred; the*

wrong imitation made by the students from their educators, lack of practice, and the unsuitable technique. For that the writer suggested that being an educator, we have to be careful for we are being imitated, it is good to use sounding dictionary, native speaker in teaching and learning process, and the students must improve both their listening and pronunciation since they are unseparated by English songs, movies or videos as they now abundantly available on internet.

Keywords— *Students' Pronunciation, Words Suffix.*

I. INTRODUCTION

One of the most important aspect of having a good English, specifically in term of oral communication is pronunciation. Pronunciation is the most important skill of spoken English (as cited in Gilakjani, 2011). It can be said that even one has a good comprehension of English grammar, knows abundant of vocabulary, has a strong self-confident, etc, but when he/she speaks with poor pronunciation then the communication made is useless. Anyone who speaks another language will know it can be difficult to produce certain sounds that we do not use in our first language. Many students are nervous about speaking and believe their pronunciation of the sounds of English is an obstacle to effective communication. In fact, English is learned by the students in Indonesia as a foreign language, in which, specifically where this research was conducted, there is no such community which English is used as a medium of communication.

To become competent users of a foreign language, learners must focus on various different aspects of the language they are attempting to learn. At high school, foreign language learning tends to emphasize the importance of grammar and vocabulary, as these are easy to teach to large classes, and furthermore, are easy to test by written exam. This approach often causes other aspects of the foreign language to be neglected, however, particularly the practical skills that allow learners to actually use the language for real communication. It is all too common to find good students of English who are in effect tongue-tied – they have an extensive knowledge of the written language but lack the ability or confidence to use spoken English as a communication tool. Yet in reality, communication skills are not nearly as difficult to acquire as English language learners may think. If regular speaking practice is introduced from an early stage, together with the opportunity to hear native speakers using the language in its natural form, then it is possible for students to become as comfortable with spoken English as they are with written English.

Being able to communicate orally in English has a good pronunciation is first, in addition, as a student of English program in University, it is unacceptable when the student cannot speak well in term of pronunciation especially when the students have graduated, it will be the responsibility of the university or the lecturer. As a result, the writer who also as the lecturer in the University intends to make an evaluation for progress by conducting a research entitling “An Analysis of Students’ Pronunciation of Words Suffix –Ed of The Seventh Semester Student At English Study Program The University of Sisingamaraja XII Tapanuli in Academic Year 2017/2018”

II. THE RESEARCH PROBLEM

In relation to the background of the study, the problem of this research is formulated as follows; **How is the capability of the seventh semester students’ pronunciation on words suffixing –ed?**

III. THE OBJECTIVE OF THE STUDY

Referring to the research problem, the objective of this study is; To investigate the seventh semester students ability in pronouncing words suffix -ed.

IV. THE SCOPE OF THE STUDY

This study was conducted on the seventh semester students of The English Study Program Faculty of Teachers’ Training and Education At The University of

Sisingamaraja XII Tapanuli (UNITA) in Academic year 2017/2018. The reason of choosing the students as the sample of this study is because that normally the seventh semester students has already finished all the subjects except seminar or green table exam, in which to the writer idea, they’re ideal for the sample of this research. There are some obstacles for the students to learn and master the English pronunciation, some of them, such as; the way the word difference between written and spoken in English, the difference number of alphabets between English and Bahasa which goes to the difference number of sounds, the symbols exist in English but are not found in Bahasa, etc. In this study, the writer focuses on the word suffixing –ed. As it has been experiencing by the writer when lecturing, it is often that the students mispronounce the words suffixing by – ed.

The Significance of the Study

This study expected to be useful for:

1. The Students
 - To improved their pronunciation mastery by understanding the difficulties and the way to overcome them.
 - To broadened their knowledge specifically in pronunciation.
2. Educators
 - To facilitated the information of the problems faced by the students in pronunciation.
 - To recommend that being an educator especially in low level, normally the learners directly imitate what their teacher said.
3. The writer
 - To get the real data of his students progress in pronunciation as his feedback for future lecturing.

V. REVIEW OF RELATED LITERATURE Pronunciation

According to Oxford dictionary, pronunciation is the act of uttering with articulation; the act of giving the proper sound and accent. Therefore to have a good pronunciation, understanding phonology and phonetics is first, otherwise the communication happened will be bothered.

Phonology and Phonetics

Phonology is the study of the sound system of languages, it is concerned with how sounds function in relation to each other in a language (Hamann & Schmitz

2005:3). Phonetics is the branch of acoustics concerned with speech processes including its production and perception and acoustic analysis. In addition (Kurtiniene 2014:13) states that Phonetics and phonology are the branches of linguistics concerned with sounds, thus the main object of investigation in this course is a sound. The English alphabet is comprised of 26 letters, while the sound system of English contains 44 sounds as phonemes. Both branches investigate the sounds from different perspectives: Thus, both phonology and phonetics deal with sounds. Understanding these subjects both theory and practice is a must for the students for having a good pronunciation.

The English Phonemes

According to Roach (2009:X) states that there are forty-four phonemes of English classified into; consonants, vowels, and diphthong as it is figured below.

Fig.1: The symbols of English phoneme

VOWELS		CONSONANT	
IPA	Examples	IPA	Examples
ʌ	cup, luck	b	bad, lap
ɑ:	arm, father	d	did, lady
æ	cat, black	f	find, if
ə	away, cinema	g	give, flag
e	met, bed	h	how, hello
ɜ:	turn, learn	j	yes, yellow
ɪ	hit, sitting	k	cat, back
VOWELS		CONSONANTS	
IPA	Examples	IPA	Examples
i:	see, heat	l	leg, little
ɒ	hot, rock	m	man, lemon
ɔ:	call, four	n	no, ten
ʊ	put, could	ŋ	sing, finger
u:	blue, food	p	pat, map
aɪ	five, eye	r	red, try
aʊ	now, out	s	sun, miss
əʊ	go, home	ʃ	she, crash
eə	where, air	t	tea, getting
eɪ	say, eight	tʃ	check, church
ɪə	near, hear	θ	think, both
ɔɪ	boy, join	ð	this, mother
ʊə	pure, tourist	v	voice, five
		w	wet, window
		z	zoo, lazy
		ʒ	pleasure, vision
		dʒ	just, large

Organs of Speech

Speech is the result of neuromotor activity, thus the sound originates in the brain. After the creation of the message in the mind, the organs of speech to physically produce the sound execute a number of commands. The physical production initiates in the lungs and undergoes important modifications in the respiratory tract before it realized. The different stages involved in this process are referred to as a speech chain. Clark and Yallop (1992) view this process as a kind of speech mechanism involving the active or passive functioning of the organs of speech.

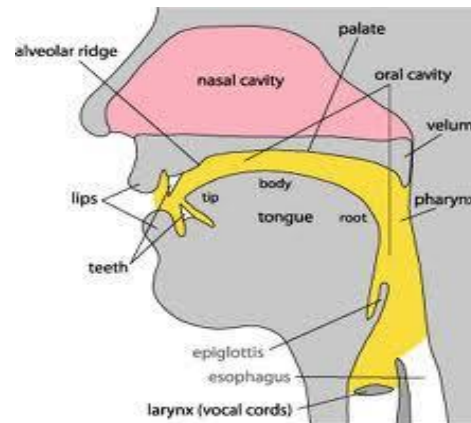


Fig.2: Organs of speech

The Pronunciation of Words Suffixing – ed

There are three classifications of pronouncing words suffixing –ed. Bowler and Cunningham (2004:29) clarify

- a. [d] after all voiced consonants except [d], and after all vowel sounds as in planned [plænd], begged [begd], played [pleid].
- b. [t] after all voiceless consonants except [t] as in stopped [stopt], kissed [kɪst], picked [pɪkt]
- c. [ɪd] after [d,t] as in needed [ni:did], wanted [wɒntɪd]

VI RESEARCH METHOD

Research is the orderly investigation of a subject matter for the purpose of adding knowledge. Research can mean ‘research’ implying that the subject matter is already known, but for one reason or another, needs to be studied again. Ross (2005:1). Based on that statement, it can be concluded that a research can be redone when there is a need or a special purpose in doing that. This research applied qualitative method, Hancock, Ockleford, and Windridge ((2007:5) state that Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand

the social world in which we live and why things are the way they are.

reason of choosing this semester of students as the sample of the research is because in this semester all of them is assumed to have finished all the subjects.

Population and Sample

The population of this study was the students of the English Study Program at The University Sisingamaraja XII Tapanuli which is consisted of eight semester and the total number of the students are 165 students. The sample of this research is the seventh semester students, the technique used in deciding the sample was cluster and purposive sampling. The whole students of the seventh semester was taken as the sample and all of them are 15 students, the

The Instrument of Data Collection

To answer the research problems data is required therefore in this research the instrument used to collect the data was by applying test and distributing questionnaire. The test given was about the pronunciation suffixing -ed or to answer the research problem number one, and the questionnaire given was to answer the research problems two and three.

VII. DATA AND DATA ANALYSIS

Data and Data Analysis of Pronunciation Test Words Ending - ed

Table.1: Below is the table of data derived from pronunciation test of words ending – ed

No	Voiced					Voiceless					Vowels					d					t					Unique Sounds					Total
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
S1	c	i	i	I	i	i	c	c	i	i	i	i	I	i	i	c	c	c	i	i	c	c	c	c	i	i	i	i	i	i	10
S2	i	c	i	I	c	c	c	i	i	i	i	c	C	c	i	c	c	c	c	c	c	c	c	c	i	i	c	c	i	i	18
S3	c	c	i	I	i	i	c	c	i	i	c	i	i	i	i	c	c	i	c	c	i	c	c	c	c	c	c	i	i	i	15
S4	i	i	e	C	c	c	i	e	i	i	i	c	i	i	i	c	c	c	c	i	i	c	c	c	i	i	i	i	i	i	13
S5	c	c	c	I	i	i	c	i	c	i	c	c	i	i	i	i	c	c	c	c	c	c	c	c	c	c	c	i	i	i	17
S6	i	i	i	I	i	i	i	i	c	i	i	i	i	i	c	i	i	c	c	c	i	i	i	c	c	i	c	i	i	i	9
S7	i	c	c	I	c	c	i	c	i	c	c	c	i	c	i	c	c	c	c	c	c	i	i	i	c	i	i	i	i	i	16
S8	c	i	i	c	i	c	c	i	i	i	i	i	i	i	i	c	c	c	c	c	c	i	c	c	c	i	i	i	c	i	15
S9	c	c	c	I	c	c	c	i	c	c	i	c	c	c	i	c	c	c	c	c	c	c	c	c	c	c	c	i	i	c	24
S10	i	i	i	I	i	c	c	i	i	i	i	i	c	i	i	i	c	c	c	i	c	c	c	i	i	c	i	i	i	c	11
S11	c	i	i	I	c	i	i	i	i	i	i	c	i	c	i	i	i	c	i	c	c	c	i	c	c	i	c	c	i	i	12
S12	i	c	c	I	i	i	i	c	c	i	c	i	i	c	c	i	c	c	c	i	i	c	i	c	c	i	i	c	i	i	14
S13	c	c	i	e	i	c	i	i	i	c	i	c	i	c	c	c	c	c	c	c	c	c	c	c	c	c	c	i	i	c	22
S14	i	i	i	I	c	i	i	c	i	i	i	c	i	i	i	i	i	c	c	i	c	i	i	i	c	i	i	i	c	i	8
S15	c	i	i	I	c	i	i	c	c	c	i	i	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	i	i	21
Total	8	7	5	3	7	7	7	8	4	4	4	8	4	8	4	9	13	14	13	9	11	11	11	12	11	6	6	4	3	3	-

Table.2: The students' score and grade

No	Total Correct Pronunciation	Score	Grade
S1	10	33	E (fail)
S2	18	60	C (average)
S3	15	50	D (poor)
S4	13	43	E (fail)
S5	17	57	D (poor)
S6	9	30	E (fail)
S7	16	53	D (poor)
S8	15	50	D (poor)

S9	24	80	B (good)
S10	11	37	E (fail)
S11	12	40	E (fail)
S12	14	47	E (fail)
S13	22	73	B (good)
S14	8	27	E (fail)
S15	21	70	C (average)

Based on the table above from the total number of the sample (15 students), it's found that there was no student who got A (excellent) grade (0%), there were two

students who got B (good) grade (13.3%), there were two students who got C (average) (13.3%), there were four students who got D (poor) grade (26.6%), and there were seven students who got E (fail) grade (46.6%). As it can be seen on table there below.

Table.3: The number and percentage of students positioned to their grade

Grade	Total	%
A (Excellent)	0	0%
B (Good)	2	13.3 %
C (Average)	2	13.3 %
D (Poor)	4	26.6 %
E (Fail)	7	46.6 %

VIII. CONCLUSION

Based on the data derived and its result, it is concluded that the capability of the seventh semester students in academic year 2017/2018 is ashamed, since there were only two students who got B (good) grade, two students got C (average) grade, four students got D (poor) and the rest or seven students got E (fail).

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