



**PRONUNCIATION PROBLEMS FACED BY  
THE ENGLISH DEPARTMENT STUDENTS  
IN PRONOUNCING -ED ENDING  
(A Case of the Sixth Semester Students of the English  
Department of Unnes in the Academic Year of 2008/2009)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

by

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## PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi/ *final project* yang berjudul *Pronunciation Problems faced by the English Department Students in Pronouncing*

*-ed Ending (A Case of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009)* yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan analisa, bimbingan, diskusi dan pemaparan/ ujian. Semua kutipan baik yang diperoleh dari sumber kepustakaan, media elektronik, maupun sumber-sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara yang lazim dalam penelitian karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ *final project* ini membubuhkan tanda tangan keabsahannya, seluruh isi skripsi/ *final project* ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi penulisan karya ilmiah, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

Semarang,

Yang membuat pernyataan

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## APPROVAL

The final project was approved by the board of examination of the English Department of the Faculty of Languages and Arts of Semarang State University on \_\_ September 2009.

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*Learn from yesterday, do the best today, plan for a better tomorrow  
(NN).*



*This final project is dedicated to:  
my beloved parents, sister, and nephew.*



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Hopefully, this final project will be useful for all the readers.

Semarang,

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## ABSTRACT

**Kusuma Dewi, A. 2009. *Pronunciation problems faced by the English Department Students in Pronouncing –ed ending (A Case of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Prof. Dr. Warsono, M.A. Second advisor: Drs. Alim Sukrisno, M.A.**

This final project is about the problems faced by the English Department students of Unnes in pronouncing –ed ending (a case of the sixth semester students of the English Department of Unnes in the academic year of 2008/2009). The objectives of this study is to show the level of students' mastery in pronouncing –ed ending as well as to explain common difficulties faced by the students in pronouncing –ed ending.

The population of this research was the sixth semester students of education program of the English Department of Unnes in the academic year 2008-2009. In this research I used purposive random sampling as the sampling technique. Twenty five (25) students or about 11% were chosen as the samples out of 226 students. They were given 40 test items containing words with –ed ending to be pronounced.

The result of the investigation shows that the students' ability in pronouncing –ed ending is still poor. Based on the analysis, the most difficult type of –ed ending faced by the students was –ed ending with special pronunciation (-ed ending which do not follow the rule). Only 26.5% of them were able to pronounce it correctly. They failed in pronouncing –ed ending with special pronunciation. Meanwhile, the easiest one for them was –ed ending after [d] and [t]. Ninety five percent (95%) of the students were excellent in pronouncing it.

The problems faced by the students in pronouncing –ed ending may be caused by their lack of knowledge of the pronunciation of –ed ending. It is also possible that they know the theory well, but they are not able to pronounce it properly.

Based on the result obtained, I suggest that the English teachers should give more drills and practice to the students in pronouncing –ed ending. For the students, they should learn and practice the pronunciation of –ed ending more.

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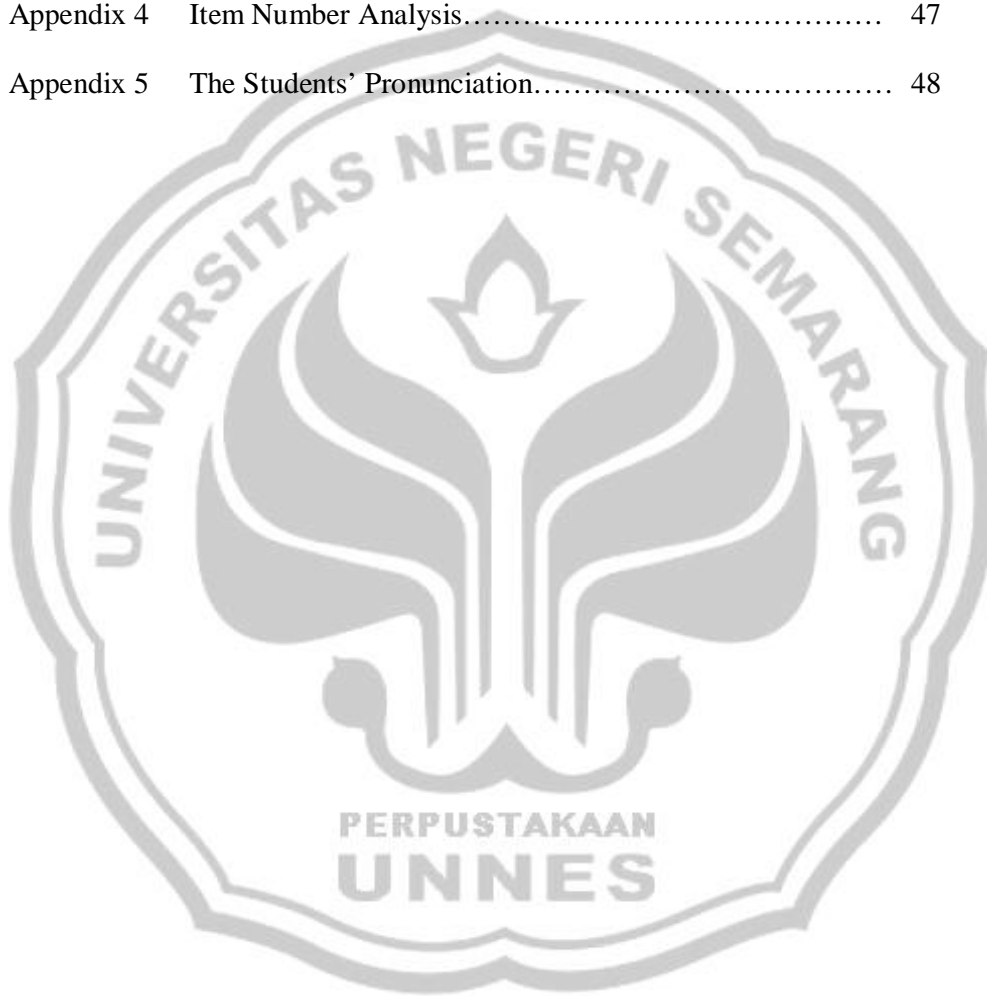
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# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and organization of the study.

### **1.1 Background of the Study**

One of the requirements that must be completed for the degree of Sarjana is a final project. Students of some universities especially Unnes, are required to conduct a research which is related to their majors. Majoring English in the English Department of Unnes, I am interested in conducting a research about pronunciation.

Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system. The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages. There are some sounds in English which do not exist in Indonesian. The vowels, such as [æ], [i:], [u:] and consonants, such as [ð], [θ], [ʒ], do not exist in Indonesian. It will be difficult for Indonesian students to pronounce them.

English also has consonant clusters, consisting of initial cluster, like [fl] in “fly” and final clusters, like [pt] in stopped. Final clusters are considered more

difficult than initial clusters. The Indonesian language may have some initial clusters, like [pr] in “pramuka”, but it does not have final clusters as English has.

Many learners even English Department students of Unnes often face some difficulties in pronouncing final clusters, especially those with –ed ending. It is based on my experience being a student in the English Department of Unnes. Theoretically, the students may know the rules of pronouncing –ed ending properly, but they seem to find it difficult to pronounce it orally.

From the description above, I would like to conduct a research on the problems faced by the English Department students of Unnes in pronouncing –ed ending. I would like to find out how well the students master the pronunciation of –ed ending and what problems they face in pronouncing it.

## **1.2 Reasons for Choosing the Topic**

I choose the topic for the following reasons:

1. Students in the sixth semester are expected to be able to pronounce English words including –ed ending correctly since they have got phonology subject,
2. According to my experience, students tend to know how to pronounce words including –ed ending theoretically, but they are not able to pronounce it orally, and
3. Pronunciation plays an important role in learning a second language.

## **1.3 Statements of the Problem**

In this study, I would like to answer the following problems:

1. how well do the sixth semester students of English Department of Unnes master the pronunciation of –ed ending?, and

2. what problems are faced by the sixth semester students of English Department of Unnes in pronouncing –ed ending?

### **1.3 Objectives of the Study**

The objectives of the research are:

1. to show the level of the students' mastery in pronouncing –ed ending, and
2. to explain common difficulties faced by the students in pronouncing –ed ending.

### **1.4 Significances of the Study**

The significances of the study are:

1. teachers are able to know the problems faced by the students in pronouncing –ed ending, so they can prepare the teaching materials well, and
2. students can improve and optimize their mastery of pronunciation including –ed ending.

### **1.5 Limitation of the Study**

In order not to make misunderstanding, I would like to limit the study as follows:

1. the subjects of the study are limited to the sixth semester students of English Department of Unnes, and
2. the study is limited to English words that end with –ed ending.

### **1.6 Organization of the Study**



This paper consists of the following five chapters:

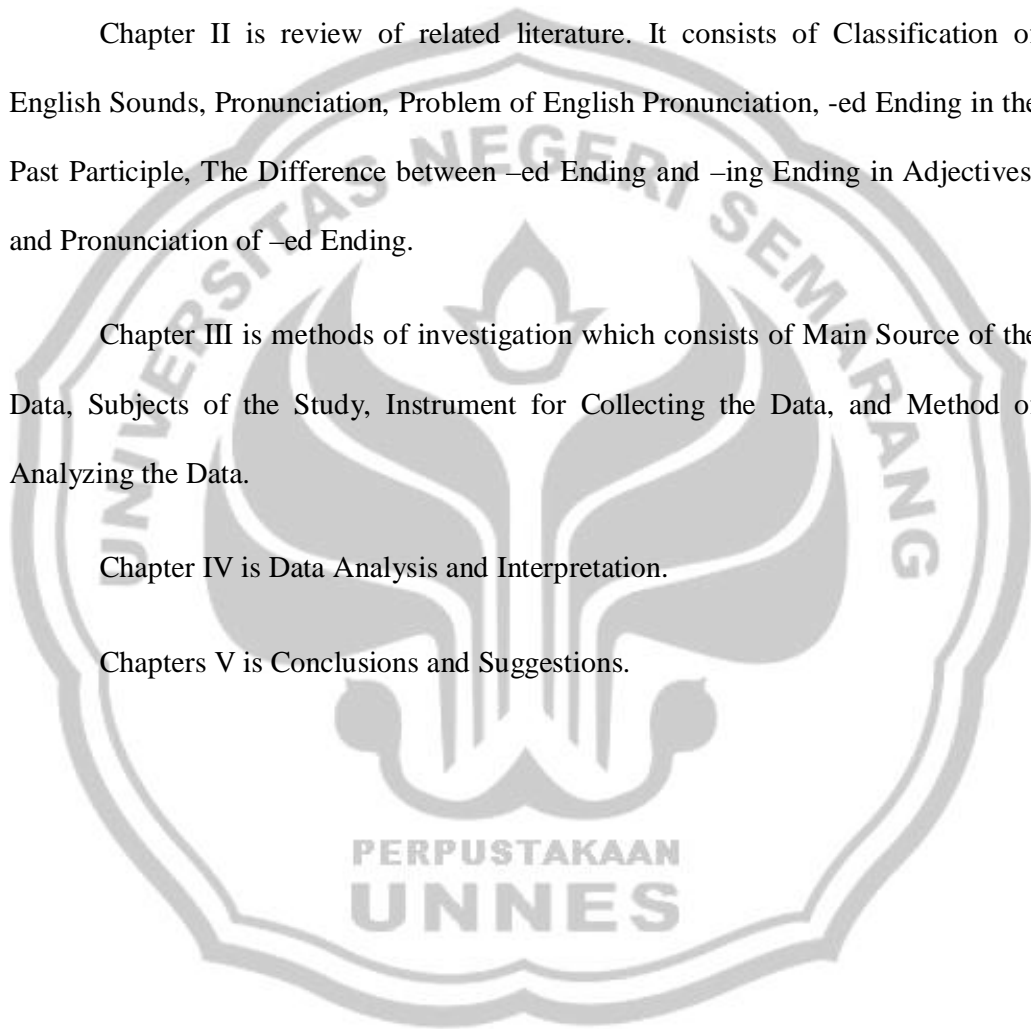
Chapter I is introduction which consists of Background of the Study, Reason for Choosing the Topic, Statements of the Problem, Significances of the Study, and Limitation of the Study.

Chapter II is review of related literature. It consists of Classification of English Sounds, Pronunciation, Problem of English Pronunciation, -ed Ending in the Past Participle, The Difference between -ed Ending and -ing Ending in Adjectives, and Pronunciation of -ed Ending.

Chapter III is methods of investigation which consists of Main Source of the Data, Subjects of the Study, Instrument for Collecting the Data, and Method of Analyzing the Data.

Chapter IV is Data Analysis and Interpretation.

Chapters V is Conclusions and Suggestions.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

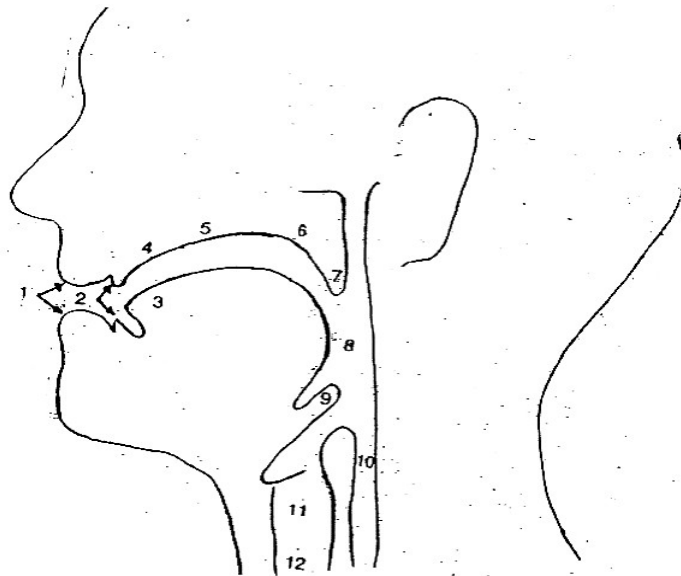
In order to support my idea, large amount of information and ideas are absolutely needed in carrying out this study. That is why, I used many reference textbooks that are related to the subject matter and other resources, such as materials from internet and the reports of previous studies and researches on similar topic. This chapter will present the review. It consists of the following seven main discussions.

#### **2.1 Classification of English Sounds**

The speech sounds we produce are actually air movements. As stated by Syafei (1988:4) that “English speech sounds are all produced by air which comes from the lungs into the throat and then passes through the mouth and/or the nose.” In this case, speech organs play an important role to produce sounds.

Sari (1988:105) uses the term “vocal tract” to represent speech organs. She points out that vocal tract is important for two reasons. First, it is impossible for human being to deliver speech without vocal tract. Second, and more importantly, she says “terms which refer to physical properties of the vocal tract are used to describe the physiological units of phonology.” The following is the picture of vocal tract according to Sari.

Picture 2.1. Vocal tract



Source: Sari 1988:106

- (1) lips
- (2) teeth
- (3) tongue
- (4) alveolar ridge, the bony ridge right behind the upper teeth
- (5) palate, the bony dome constituting the roof of the mouth
- (6) velum, the soft tissue immediately behind the palate
- (7) uvula, the soft appendage hanging of the velum
- (8) pharynx, the back wall of the throat behind the tongue
- (9) epiglottis, the soft tissue which covers the vocal cords during eating, thus protecting the passage-way to the lungs
- (10) esophagus, the tube going to the stomach
- (11) larynx, containing the vocal cords
- (12) trachea, the tube going to the lungs

(Sari, 1988:106)

Sahulata (1988:29) classifies English sounds into three categories. They are consonants, vowels, and diphthong.

### 2.1.1 Consonants

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w] (Ramelan, 1999:12).

Further, Ramelan (2003:100) classifies consonants into three types as follows:

- Based on the place where the optimum obstruction takes place: bilabial consonants, labio-dental consonants, apico-dental or just dental consonants, alveolar consonants, palatal, velar, and glottal.
- Based on the way in which the air is obstructed by the articulators: plosive or stop consonants, affricate consonants, fricative consonants, nasal consonants, lateral consonants, rolled consonants, and semi-vowel or glide consonants.
- Based on the activity of the vocal cords: voiced and voiceless consonants.

In classifying consonants, some linguists have different opinions, but more or less they are the same.

**Table 2.1 Chart of English Consonants**

MANNER OF ARTICULATION	POINT OF ARTICULATION																
	Bilabial		Labio Dental		Dental		Alveolar		Palato-alveolar		Palatal		Velar		Glottal		
	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	
Plosive	p	b					t	d						k	g	ʔ	
Fricative			f	v	θ	ð	s	z,r	ʃ	ʒ						h	
Affricate									tʃ	dʒ							
Nasal		m						n						ŋ			
Lateral								l						(l)			
Rolled								lʳ									
Flapped								l̩									
Semi-vowel		w										y		(w)			

Note. 1. Symbols between ( ) are secondary articulation.  
2. Symbols between / / are dialectal sounds.

Source: Ramelan 2003:108

Table 2. 2 Classification of English Consonants

	<i>Bilabial</i>	<i>Labio-Dental</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Palato-Alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Glottal</i>
<i>Fricative</i>		f v	θ ð	s z	ʃ ʒ			h
<i>Plosive</i>	p b			t d			k g	
<i>Affricate</i>					tʃ dʒ			
<i>Nasal</i>	m			n			ŋ	
<i>Central</i>				l				
<i>Frictionless Continuant</i>	w			ɹ		j		

Source: Jackson 1982:19

### 2.1.2 English Vowels

English has 12 (twelve) pure vowels. They are [i:], [ɪ], [ɛ], [æ], [a:], [ɔ], [ɔ:], [U], [u:], [ʌ], [ə], [ə:] (Ramelan, 1999:57). Jackson (1980: 20) classifies vowels into three kinds: front vowels, central vowels, and back vowels.

#### a. Front vowel

English has four vowels in the front area; all are made with spread lips. They are close front spread vowel [i:], lowered and centralized close front spread vowel [ɪ], mid front spread vowel [ɛ], and open front spread vowel [æ].

#### b. Back vowels

There are five vowels in the back area of the mouth. They are close back rounded vowel [u:], lowered and centralized close back rounded vowel [U],

mid back rounded vowel [ɔ:], open back rounded vowel [ɒ], and open back spread vowel [ɑ:].

c. Central vowels

There are three vowels produced in the central area of the mouth. They are open central spread vowel [ʌ], mid central spread vowels [ə:] [ə], and schwa vowel in unstressed syllable.

### 2.1.3 Diphthong

According to Ramelan (1999:81) diphthong is “a kind of vowel sound with a special feature; that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable.” Further, Ramelan classifies diphthong into two categories: “closing and centering diphthongs.”

Closing diphthong occurs when the movement of the tongue is carried out from the position of open vowel to that of a closer vowel. There are five closing diphthongs in English. They are [eɪ], [ɔU], [aɪ], [aU], and [ɔɪ]. Meanwhile, when the movement of the tongue is carried out towards the central vowel [ə], the diphthong is called a centering diphthong. There are four centering diphthongs; [Iə], [Uə], [ɔə], and [eə] (Ramelan, 1999).

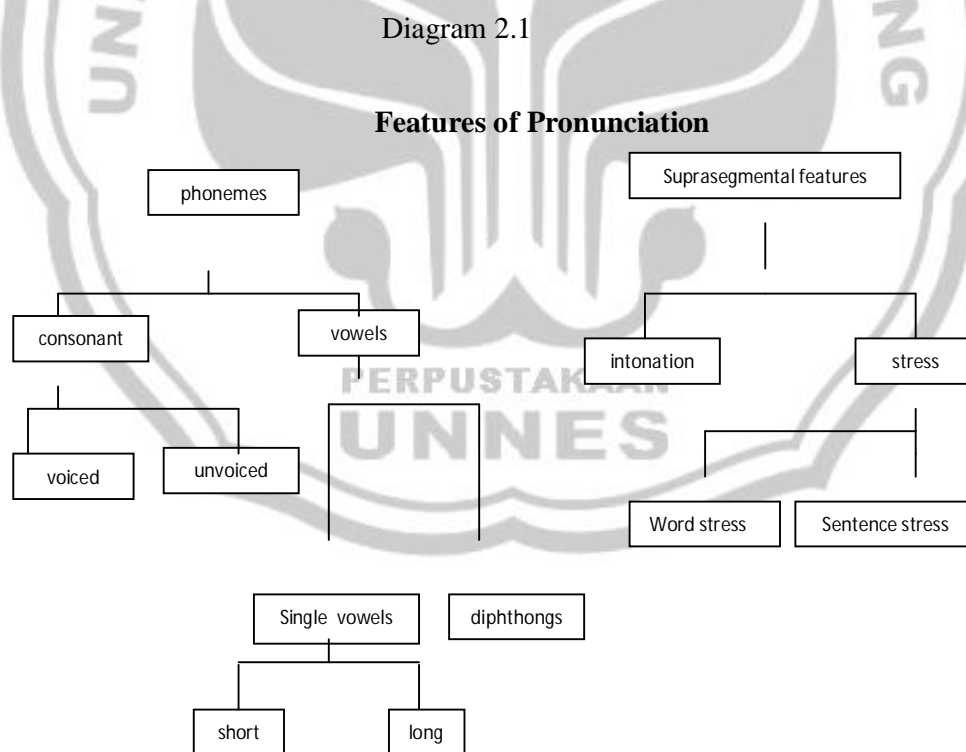
## 2.2 Pronunciation

Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. In general, pronunciation is the way in which a language is spoken. Dalton and Seidlhofer (2001:3) define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.

First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking.

According to Syafei (1988:1), pronunciation is a two fold process. He argues “it involves the recognition of sounds as well as the production of sounds.” He adds that “a student is faced with the problem of recognizing and discriminating the sounds as well as the problem of producing the sounds.”

Pronunciation can be broken down into its constituent parts (Kelly, 2006:1). The following diagram shows a breakdown of the main features of pronunciation.



Source: Kelly 2006:1

Phonemes are units of sound which can be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmentals (Kelly, 2006:3).

According to Ramelan (2003:22), “when a speaker produces an utterance, it can be distinguished into segmental and suprasegmental features.” He states that “segmental features, or just segmentals refer to sound units arranged in a sequential order.” He gave the example, when we say “good heavens”. It has nine segmental features; /gud-hevənz/. Meanwhile, Ramelan also explains that “suprasegmental features, or just suprasegmentals refer to such features as stress, pitch, intonation, and other features that always accompany the production of segmental.”

### **2.3 Problem of English Pronunciation**

As stated in the previous chapter Indonesian learners often face some difficulties in learning English, especially in its pronunciation system. When a baby starts to talk, he does it by listening to the sound of his mother and he will automatically imitate his mother. He has been used to speaking his mother tongue since childhood. This mother tongue, according to Ramelan (1999:4) “has been deeply implanted in him as part of his habits.” Moreover he says that “it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds.” It is understandable since the movements of his speech organs have been set to produce the speech sounds of his own language. Kelly (2006:4) says that “we all use the same speech organs to produce the sounds we become accustomed to producing.” He adds



that “the set of sounds we acquire, however, may vary: a child brought up in an English-speaking environment will develop the phonemes of English, a French-speaking child will develop a different set, and so on.” In other words, an Indonesian-speaking child, of course will develop the phonemes of Indonesian which are difficult for him to change.

Syafei (1988:1) explains the reasons why English is difficult for Indonesian learners as follows.

English is quite difficult for Indonesian learners because of two cases. First, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. Second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English).

Moreover, Syafei (1998:1) argues “the learners’ effort to learn the new language will meet with strong opposition from his old established habits.” This is called “habit interference” (Ramelan, 1999:5). Meanwhile, Odlin (1993:2) called it “cross-linguistic influence” or “language transfer”. He defines transfer as “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.”

Ramelan (1999:5) says that “the difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language.” Further he says that “the degree of difficulty in learning is also determined by the degree of difference between the two languages.” The greater the similarity between them, the less difficult it will be for the student to learn the foreign language. This opinion is more or less the same as that of Lado (in Odlin, 1993:15) which reads as follows.

We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a

comparison of the foreign language with the native language of the students will know better what the real learning problems are and better provide for teaching them.

Moreover, Ramelan (1999:7) points out the nature of pronunciation problems in learning a foreign language as follows.

Firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation.

#### 2.4 –ed Ending in the Past Participle

According to [http://www.bukisa.com/articles/25262\\_identify-the-tenses-and-parts-of-verbs](http://www.bukisa.com/articles/25262_identify-the-tenses-and-parts-of-verbs), all verbs have four principal parts. Those parts are the base form, the past form, the present participle, and the past participle. The past form of verbs includes regular verbs and irregular verbs. We can find –ed ending in the past form of regular verbs and past participle.

“A past participle indicates past or completed action or time. It is often called the “ed” form as it is formed by adding “d” or “ed” to the base form of regular verbs, but it is also formed in various other ways for irregular verbs.”  
(<http://www.learnenglish.de/grammar/participlepast.htm>)

We use the past participle in the following ways:

- a. With the perfect tenses
  - I’ve **stayed** at the hotel several times.
  - Jim hadn’t **earned** enough money to buy a car yet.
- b. With the passive voiced
  - The store was **closed** by the time we got there.
  - Electrical charge is **carried** by subatomic particles.

## c. Participial phrases

**Based** on the result of the tests, we changed our plan.

**Irritated** by the inefficiency, the boss yelled at the workers.

## d. Participial adjectives

I was **pleased** to see her again.

The **bored** students sat quietly through the lecture.  
(<http://www.geocities.com/Athens/Olympus/7583/pastpart.html>)

## 2.5 The Difference between –ed ending and –ing ending in Adjectives

We do not only find –ed ending in the past form of regular verbs and past participle, but also in adjectives. There is a large group of adjectives which can have an –ed or –ing ending. However, there is a significant difference between them. According to Redman (2001:64), “the –ing ending is used on adjectives which describe a person or thing or situation. Meanwhile, the –ed ending is used on adjectives which describe the effect this person, thing, or situation has on us.” The example of words the linguists usually use to differentiate those two endings are **boring** and **bored**.

To differentiate between ‘boring and ‘bored’, Murphy (2007:1) in his book gives the example of situation as follows.

*“Jane has been doing the same job for a very long time. Everyday she does exactly the same thing again and again. She doesn’t enjoy it anymore and would like to do something different.”*

From the description above, we can say:

*Jane’s job is **boring**.*

*Jane is **bored** (with her job).*

In conclusion, somebody is bored if something (or somebody else) is boring. In other words, if something is boring, it makes you bored, so:

*Jane is **bored** because her job is **boring**.*

*Jane’s job is **boring**, so Jane is **bored**. (not “Jane is boring”)*

## 2.6 Pronunciation of –ed Ending

There is a large number of words in English that end with –ed as stated in the previous discussion. We can find words with –ed ending in the past forms and past participle forms. Syafei (1988:90) says that the –ed ending is used to make the past tense and the past participle. He adds that it has three pronunciation; [t] as in “picked”[pɪkt], [d] as in “believed” [bɪli:vd], and [ɪd] as in “needed” [ni:dɪd]. Moreover, he indicates the rules to pronounce the –ed ending as follows:

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

While Syafei is focusing on the pronunciation of –ed ending as the past tense and past participle forms, Bowler and Cunningham (2004:29) focus on –ed ending as adjective only. Just like when it occurs in past forms and past participle, -ed ending in adjective also has the three pronunciations: [t], [d], and [ɪd]. As that of Syafei’s, the rules proposed by Bowler and Cunningham in pronouncing –ed ending is more or less the same. The rules are as follows:

- a. When –ed follows the sound [d] or [t], it is pronounced [ɪd]
- b. When –ed follows a voiceless consonant apart from [t] ([p], [k], [f], [s], [θ], [ʃ], [tʃ], it is pronounced [t])
- c. 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 [d])

However, Bowler and Cunningham state that there are some adjectives which do not follow these rules. They have –ed endings which are pronounced [ɪd], such as in naked [ˈneɪkɪd], wicked [ˈwɪkɪd], etc.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This chapter presents main sources of the data, subject of the study including population and sample, instrument for collecting the data, method of collecting the data, and method of analyzing the data.

#### **3.1 Main Source of the Data**

Some data were needed to find out the solution to the problems posed in the previous chapter. The data were the pronunciations of –ed ending sounds. It was obtained from the population, i.e. the sixth semester students of education program of English department of Unnes.

#### **3.2 Subjects of the Study**

The subjects of the research were the sixth semester students of English Department of Unnes in the academic year of 2008/2009. The subjects were categorized into population and sample.

##### **3.2.1 Population**

Population plays an important role in conducting this research. Best (1981: 8) states “population is any group of individuals that have one or more characteristics in common that interest the researcher.” We can conclude that population is the whole

members of particular group that interest the researcher to get some information in conducting a research.

The population of this study was the sixth semester students of education program of English department of Unnes. After being subtracted by inactive students, the total population was 226 students. It includes 92 students of regular classes and 134 students of pararel classes.

### **3.2.2 Sample**

According to Arikunto (1998:117), sample is part of population. To facilitate the researcher in gathering the data, sampling is needed. Due to the 'rombel' system applied in every subject, to make me easier in taking the sample, I used purposive random sampling as the sampling technique. I ask two students from regular and pararel classes to give the list of their friends' names who have willingness in joining the test. I then took them randomly as the sample.

In this case, I took 25 students as the sample which represented approximately 11% out of 226 students. This is in line with Arikunto (1998: 120) who states that if the population is more than 100, it is better for the researcher to take 10%-15% or 20%-25% or more as the sample.

### **3.3 Instrument of Collecting the Data**

Instrument plays an important role in conducting a research. In terms of a research, observation can be done by giving questionnaires or by recording activities on cassettes (Arikunto, 1998:138). To be considered as a good instrument, it needs some

requirements. One of them is validity. Heaton (1975:153) argues that “a good test should possess validity; that is, it should measure what it is intended to measure.” There are three kinds validity of a test as proposed by Harris (1969:19). They are face validity, content validity, and empirical validity.

This study used face and content validity. Heaton (1975:153) states “A test can be described as having at least face validity if it looks right to other testers, teachers, and testees.” In order to get a reliable test in accordance with its face validity, the instrument was consulted to my supervisors. Meanwhile, Brown (2004: 22) says that “a test has content validity if it requires the test-takers to perform the behavior that is being measured.” Since the study was about the pronunciation problems in pronouncing –ed ending, the test consisted of sentences containing –ed ending words to be pronounced.

The test instrument used in this study was in the form of pronunciation test of written sentences. Besides that, I also used a recorder, and some blank cassettes.

The pronunciation test consisted of 40 utterances containing –ed ending sounds spread randomly in 40 test items.

The following are the detailed account of the test items.

1. **–ed ending after a voiceless consonant apart from [t] = 8 items.** They are:
  - a. He *laughed* at the joke (item no. 2),
  - b. The new job make me *stressed* (item no. 11),
  - c. He *asked* about my future plans (item no. 16),

- d. You *stepped* on my foot (item no.17),
- e. He *reached* across the table for the jam (item no. 25),
- f. His mother *passed* away last year (item no. 27),
- g. She *picked* a rose (item no. 31), and
- h. He *brushed* aside my advice (item no. 36).

**2. –ed ending after a voiced consonant apart from [d] = 8 items.** They are:

- a. I hardly *recognized* her after years (item no. 1),
- b. The child was *frightened* by the strange noise (item no. 9),
- c. The picnic will be *cancelled* if it rains (item no. 14),
- d. He *banged* on the door (item no. 15)
- e. I didn't know where he *garaged* my car (item no. 20),
- f. We *roomed* in the same boarding house (item no. 22),
- g. Jack *answered* everybody's questions (item no. 24), and
- h. He *begged* her for forgiveness (item no. 29).

**3. –ed ending after a vowel sound = 8 items.** They are:

- a. The film has been *viewed* by the censor (item no.3),
- b. He *prayed* for the dying man (item no. 6),
- c. The children *played* happily (item no. 12),
- d. He *vowed* that one day he would return (item no. 18),
- e. We are not *allowed* to smoke here (item no. 21),
- f. Marry is *worried* about her weight (item no. 33),
- g. She *cried* out in pain after cutting herself (item no. 38), and
- h. It's cruel to leave a dog *tied* up all day (item no. 39).



**4. –ed ending after the sound [d] or [t] = 8 items.** They are:

- a. Anton *recommended* a good restaurant (item no. 4),
- b. You look very *exhausted* (item no. 10),
- c. Anne was *treated* for sunstroke (item no. 23),
- d. The test has been *corrected* (item no. 28),
- e. The tour *included* a visit to a science museum (item no. 10),
- f. She was *minded* to accept the offer (item no. 32)
- g. I *intended* it as a joke (item no. 35), and
- h. Ellen *shouted* loudly (item no. 40).

**5. –ed ending with special pronunciation =8 items.** They are:

- a. Look at the girl in a *ragged* dress (item no. 5),
- b. He was my *beloved* boyfriend (item no. 7),
- c. She caring for the sick and the *aged* (item no. 8),
- d. he is a girl with *dogged* persistence (item no. 13),
- e. The poor child was *naked* (item no. 19),
- f. That was a *wicked* thing to do (item no. 26),
- g. She gave me a *crooked* smile (item no. 34), and
- h. I felt *wretched* about not being able to help her (item no. 37).

### 3.4 Method of Collecting the Data

In conducting a research, some steps are required to be done in clear chronological order. In this study, several steps were taken to collect the data.

- 1) asking the students to come one at a time,

- 2) giving explanation to the students what the test would be about and how to do it,
- 3) distributing the test paper to the students,
- 4) asking the students to read the instruction carefully,
- 5) starting doing the test by recording the students' voice one by one in a room, while others were outside, and
- 6) taking the result home.

### 3.5 Method of Analyzing the Data

The followings are some steps taken in analyzing the data:

- 1) playing and listening to the recording several times as necessary,
- 2) transcribing the students' pronunciation into phonetic transcription,
- 3) assessing the students' pronunciation whether they are correct or incorrect,
- 4) giving score 1 (one) for each correct pronunciation and 0 (zero) for incorrect pronunciation,
- 5) putting the students score into the table of item number analysis as patterned below.

Code of Resp.	Number of Items							RCA	MCA
	1	2	3	4	5	...	40		
R1	1	1	0	1	1	...	1	...	40
R2	0	1	1	1	1	...	0	...	40
R3	0	0	0	1	1	...	0	...	40

R4	1	0	1	1	1	...	1	...	40
....	...	...	...	...	...	...	...	...	40
R25	1	0	0	1	1	...	1	...	40
$\Sigma$ NCI	...	...	...	...	...	...	...	<b>520</b>	<b>1000</b>

- 6) calculating the average proportion of correct pronunciation, and
- 7) determining the mastery level of the students by using mastery level used in the curriculum of 2004.

Table 3.1 Mastery Level used in the Curriculum of 2004

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

(Depdikbud, 2003)

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

This chapter discusses the analysis of the collected data from the research, result of the data analysis, calculation of the score and the interpretation of the data.

#### 4.1 Analysis of the Data

After the required data were obtained, they were analyzed carefully. First of all, the recorded students' pronunciation were played and listened to as many times as necessary. Next, the pronunciations were transcribed into phonetic transcription. Instead of transcribing the whole pronunciations, I transcribed only the pronunciation of -ed ending. It would save time. The phonetic transcriptions of the data were stated in Appendix 5. Afterwards, I compared them one by one with the correct transcriptions stated in Appendix 3.

After judging the correct and incorrect pronunciations, the next step was giving score. Score 1 (one) was given to each correct pronunciation, while the incorrect one was given score 0 (zero). The result of the analysis can be seen in Appendix 4. Finally, the students' scores were computed and the percentage was calculated

Below presents the result of the data analysis.

## 4.2 Result of the Data Analysis

After the data were analyzed carefully as stated in Appendix 4 , the result of the study was obtained. The following shows the result of the data analysis.

### 4.2.1 –ed ending after voiced consonants

There were eight (8) words containing –ed ending after voiced consonants which were pronounced by twenty five (25) students. It means there were 200 utterances obtained from the test. From the whole utterances, there were ninety six (96) correct pronunciations. The rest of them (104) were wrong. In other words, there were 48% of the students who were able to pronounce –ed ending after voiced consonants correctly. The rest, 52% of the students pronounced them wrongly.

To know what kinds of mistakes were made by the students, they are presented below.

#### 4.2.1.1 –ed ending after [z], in the word “recognized” (item no. 1)

There were eleven (11) students who pronounced the –ed ending of the words “recognized” correctly. The rest of them, fourteen (14) students were wrong in pronouncing it. Nine (9) students with wrong pronunciation tended to ignore the –ed ending. They pronounced it without [d] sound. On the other hand, the others (5 students) tended to pronounce [-d] as [-t].

*4.2.1.2 –ed ending after [n], in the word “frightened” (item no. 9)*

There were twelve students who were not able to pronounce the –ed ending of the word “frightened” correctly. Five of them pronounced it without the sound [-t]. Four of them pronounced [-ed] instead of [-d]. Meanwhile, the rest of them, three students replaced

[-d] with [-t].

*4.2.1.3 –ed ending after [l], in the word “cancelled” (item no. 14)*

There were fourteen (14) students who pronounced the –ed ending of the words “cancelled” correctly, while the rest of them; i.e. eleven (11) students were wrong in pronouncing it. There were eight (8) students who pronounced it without [-d] sound. Meanwhile, instead of pronouncing [-d] for the –ed ending of the word “cancelled, three of the students tended to pronounce it [-t].

*4.2.1.4 –ed ending after [ŋ], in the word “banged” (item no. 15)*

There were fourteen students who pronounced the –ed ending of the word “banged” wrongly. Nine of them tended to dismiss the sound [-d], while five of them pronounced [-t] instead of the correct [-d].

*4.2.1.5 –ed ending after [ʒ], in the word “garaged” (item no. 20)*

There were eleven (11) students who pronounce the –ed ending of the word “garaged” correctly, while fourteen (14) of them pronounced it wrongly. Eleven students who made wrong pronunciation tended to leave the sound [-d] out. Two of

them replaced [-d] with [-t]. Meanwhile, there was one student who pronounced [-Id] instead of [-d].

#### *4.2.1.6 –ed ending after [m], in the word “roomed” (item no.22)*

There were thirteen students who were wrong in pronouncing the –ed ending in the word “roomed”. Four of them pronounced it without the sound [-d], while nine of them pronounced it [-t] instead of [-d].

#### *4.2.1.7 –ed ending after [r], in the word “answered” (item no. 24)*

There were fifteen students who were wrong in pronouncing the –ed ending of the word “answered”. Four of them pronounced it without [-d] sound, while eleven of them pronounced [-t] instead of [-d].

#### *4.2.1.8 –ed ending after [g], in the word “begged” (item no. 29)*

There were eleven (11) students who were wrong in pronouncing the –ed ending of the word “begged”. Seven of them pronounced it without [-d] sound. Three of them pronounced [-t] instead of [-d]. Meanwhile, there was one student who pronounced [-Id].

### **4.2.2 –ed ending after voiceless consonants**

There were eight (8) words containing –ed ending after voiceless consonants pronounced by twenty five (25) students. So, there were 200 pronunciations altogether. From the 200 utterances, only 69 utterances were pronounced correctly. It means only 34.5% of the students mastered the pronunciation of –ed ending after

voiceless consonants. The rest of them pronounced it wrongly. In other words, 65.5% of the students were not able to pronounce –ed ending after voiceless consonants.

The followings are the students' mistakes in pronouncing –ed ending after voiceless consonants.

#### *4.2.2.1 –ed ending after [f], in the word “laughed” (item no. 2)*

Only eight (8) students pronounced the –ed ending of the word “laughed” well. It means seventeen students pronounced it wrongly. Eight students pronounced it without [-t] sound. Nine students tended to pronounced [-d] instead of [-t].

#### *4.2.2.2 –ed ending after [s], in the word “stressed” (item no. 11) and “passed” (item no. 27)*

There were two pronunciations of the –ed ending after [s] pronounced by twenty five students. So, there were fifty pronunciations altogether. From fifty pronunciations, there were 26 of them which are pronounced wrongly. Eight of them were pronounced without [-t] sound, while eighteen of them replaced [-t] with [-d].

#### *4.2.2.3 –ed ending after [k], in the word “asked” (item no.16) and “picked” (item no. 31)*

There were only five students who were able to pronounce –ed ending in the word “asked” correctly. It means twenty of them pronounced it wrongly. Eleven of them tended to pronounced it [-d] instead of [-t], while eight students ignored the sound [-t]. However, there was one student who pronounced it [-Id].



Meanwhile, in the word “picked” nine students pronounced the –ed ending without the sound [-t], while seven students pronounced it [-d] instead of [-t].

#### 4.2.2.4 –ed ending after [p], in the word “stepped” (item no. 17)

There were sixteen students who were not able to pronounce the –ed ending of the word “stepped” correctly. Ten students pronounced it [-d], while five of them pronounced it without [-t] sound. There was one student who pronounced it [-Id].

#### 4.2.2.5 –ed ending after [tʃ], in the word “reached” (item no. 25)

There were only six students who could pronounce the –ed ending in the word “reached” correctly. It means nineteen students pronounced it wrongly. Thirteen of them ignored the sound [-t], while five of them tended to replace [-t] with [-d]. Meanwhile, there was one student who pronounced it [-Id].

#### 4.2.2.6 –ed ending after [ʃ], in the word “brushed” (item no. 36)

There were seventeen students who pronounced the –ed ending of the word “brushed” wrongly. Ten of them pronounced it without [-t] sound. Meanwhile, seven of them pronounced it [-d] instead of [-t].

### 4.2.3 –ed ending after the sound [d] and [t]

There were eight words containing –ed ending after [-d] and [-t] sound pronounced by twenty five students. So, there were 200 pronunciations altogether. Most students were able to pronounce the-ed ending after these sounds correctly. Out of 200

pronunciations obtained, only ten who were wrong. It means, 95% of the students mastered the pronunciation of –ed ending after the sound [-d] and [-t]. Their mistakes were mostly about their ignorance in giving [ɪd] sound. The followings are the detailed mistakes of the students.

*4.2.3.1 –ed ending in the word “recommended” (item no. 4)*

There was one student who pronounced [-ɪd] as [-d].

*4.2.3.2 –ed ending in the word “treated” (item no. 23)*

One student pronounced [-ɪd] as [d]. Another one pronounced the word “treated” without the sound [-ɪd].

*4.2.3.3 –ed ending in the word “included” (item no. 30)*

There was one student who pronounced [-ɪd] as [-ɪt]. Another one pronounced it without the sound [-ɪd].

*4.2.3.4 –ed ending in the word “minded” (item no. 32)*

There was still one student who pronounced [-ɪd] as [-t]. It is pronounced [maɪnt].

*4.2.3.5 –ed ending in the word “shouted” (item no. 40)*

There were four students who pronounced “shouted” without [-ɪd] sound. They pronounced it [ʃaʊt].

#### **4.2.4 –ed ending after a vowel sound**

There were 200 pronunciations obtained from the respondents in pronouncing –ed ending after a vowel sound. From the 200 pronunciations obtained, there were 111 pronunciations that were correct. The rest of them (89 pronunciations) were wrong. It means, 55.5% of the students mastered the pronunciation of –ed ending after vowel sounds while 44.5% of them failed.

Students who were wrong in pronouncing –ed ending after a vowel sound mostly pronounced [-d] as [-t]. Meanwhile, there were two words ending with a vowel sound that were pronounced neither [-d] nor [-t] sound by the students, mispronouncing them. They were “worried” (three students) and “cried” (one student).

#### **4.2.5 –ed ending with special pronunciation**

There were eight words ending with –ed which have special pronunciation. They were ragged, beloved, aged, dogged, naked, wicked, crooked, and wretched. Many students failed in pronouncing these words. From the 200 pronunciations obtained, only 54 pronunciations which correct. The rest of them (146 pronunciations) were wrong. It means only 27% of the students who mastered the pronunciation of –ed ending with special pronunciation. Unfortunately, 73% of them failed in pronouncing it. The students’ mistakes are analyzed below.

*4.2.5.1 –ed ending in the word “ragged” (item no. 5)*

Out of twenty five students, only nine students pronounced it correctly. It means sixteen of them mispronounced the word. Eleven students pronounced it without [-Id] sound. Three of them pronounced [-d] instead of [-Id], while two of them pronounced [-t] instead of [-Id].

*4.2.5.2 –ed ending in the word “beloved” (item no. 7)*

There were only six students who were correct in pronounced the word “beloved”. Thus, nineteen students pronounced it wrongly. From nineteen students who mispronounced it, eleven of them replaced [-Id] with [-d], while four of them replaced [-Id] with [-t]. Meanwhile, the other four students pronounced it without [-Id] sound.

*4.2.5.3 –ed ending in the word “aged” (item no. 8)*

Out of twenty five students, five students pronounced the word “aged” correctly. Twenty of them failed in pronouncing it. Eleven students pronounced it without [-Id] sound. Meanwhile, nine of them pronounced [-d] for [-Id].

*.4.2.5.4 –ed ending in the word “dogged” (item no. 13)*

There were only six students who pronounced it well. Nineteen of them failed in pronouncing it. Ten of the students pronounced [-Id] as [-d], while two of them pronounced [-t] for [-Id]. Meanwhile, seven students pronounced it without [-Id] sound.

#### 4.2.5.5 *-ed ending in the word “naked” (item no. 19)*

There were sixteen students who pronounced “naked” correctly. Nine of them mispronounced it. Seven students tended to pronounced [-d] for [-Id], while one of them pronounced it [-t] for [-Id]. There was one student who pronounced it without [-Id] sound.

#### 4.2.5.6 *-ed ending in the word “wicked” (item no. 26)*

There were only three students who were able to pronounce it correctly. So, twenty two (22) of them were wrong. From twenty two students who were wrong, twelve students replaced [-Id] with [-d]. Eight of them tended to omit the sound [-Id]. The rest of them (two students) replaced [-Id] with [-t].

#### 4.2.5.7 *-ed ending in the word “crooked” (item no. 34)*

There were only six students who were correct in pronouncing the word ‘crooked’. Meanwhile, twenty of them mispronounced the word. Twelve of the students pronounced [-Id] as [-d]. Five of them left the sound [-Id] out. two of them tended to replace [-Id] with [-t].

#### 4.2.5.8 *-ed ending in the word “wretched” (item no. 37)*

Out of twenty five students who pronounced the word “wretched”, only three of them who pronounced it correctly. It means twenty two of them pronounced it

wrongly. Sixteen of them left [-Id] out from their pronunciations. Four of them pronounced [-d] for [-Id], while two of them pronounced it [-t] instead of [-Id].

The summary of the analysis above can be seen in the following table.

Table 4. 1. The Summary of the Analysis

No.	Types of -ed ending	Words	Resp.	Pron.	Correct pron.	Percent.	Grade
1	After voiced consonant	8	25	200	96	48%	fail
2	After voiceless consonant	8	25	200	69	34.5%	fail
3	After sound [d] and [t]	8	25	200	190	95%	excellent
4	After a vowel sound	8	25	200	111	55.5%	poor
5	With special pron.	8	25	200	53	26.5%	fail

Note: Resp. : Respondent

Pron. : Pronunciation

Percent. : Percentage

#### 4.3 Calculation of the Score

The percentage of correct pronunciation of each respondent was obtained by dividing the score by the number of items (40) and it was multiplied by 100. The following is the formula.

$$X = \frac{\text{Correct pronunciation}}{\text{Total pronunciation}} \times 100\%$$

The result of the computation can be seen in the table below.

Table 4. 2. Respondents' Score

No.	Respondents' Code	Scores	Percentage of the Correct Pronunciation
1	R1	19	47.5%
2	R2	20	50.0%
3	R3	14	35%
4	R4	26	65%
5	R5	25	62.5%
6	R6	21	52.5%
7	R7	26	65,0%

8	R8	21	52.5%
9	R9	17	42.5%
10	R10	25	62.5%
11	R11	17	42.5%
12	R12	18	45.0%
13	R13	20	50.0%
14	R14	24	60.0%
15	R15	11	27.5%
16	R16	16	40%
17	R17	26	65.0%
18	R18	20	50.0%
19	R19	23	57.5%
20	R20	20	50.0%
21	R21	24	60.0%
22	R22	13	32.5%
23	R23	27	67.5%
24	R24	26	65.0%
25	R25	21	52.5%
	Average	20.8	52%



From the table above, we can see that the highest score achieved by the students was 27 and the lowest was 11. If we compare the highest score with the possible maximum score (40) we can figure out that none of the students was able to pronounce correctly more than 67.5 % of the total –ed ending words tested.

After the percentage score of the respondents had been counted, the next step was calculating the mean score by using the following formula.

$$\begin{aligned} \text{The mean} &= \frac{\sum \text{NCI}}{\sum R} \\ &= \frac{520}{25} \\ &= 20.8 \end{aligned}$$

Thus, we can know from the computation above that the respondents' mean score is 20.8. Next, the average proportion of the correct pronunciation can be obtained by dividing the sum of respondents' correct answers with the sum of maximum correct answers and it was multiplied by 100. The calculation is as follows.

$$\begin{aligned} \text{The average} & \quad \sum \text{RCA} \\ \text{Proportion} &= \frac{\quad}{\sum \text{MCA}} \times 100 \end{aligned}$$

$$\begin{aligned}
 &= \frac{520}{1000} \times 100 \\
 &= 52\%
 \end{aligned}$$

So, we can now figure out that the average proportion of the correct pronunciation of –ed ending words of the sixth semester students of English education students of Unnes is 52%.

#### 4.4 Interpretation of the Data

From the computation above, we know that the average proportion is 52%. The average was compared with mastery level in the curriculum of 2004. According to the curriculum of 2004, the average proportion of correct pronunciation (52%) belongs to poor achievement. It is the second lowest grade criterion.

If we take a look at table 1, it seems that the students faced no problem in pronouncing –ed ending after [-d] and [-t] sound since 95% of them pronounced it correctly. However, they still had problems in pronouncing –ed ending after a vowel sound (55.5% correct), voiced consonants (48% correct), a voiceless consonant (34.5% correct), and –ed ending with special pronunciation (26.5% correct).

In pronouncing –ed ending after a vowel sound, the students tended to pronounce [-t] to replace [-d]. It might naturally occur since in their native language

there is no such [d] sound at the end of a word. Even, in the word ending with -d, like in “abad”, Indonesian speakers will pronounce the -d [-t].

The problems also occurred when the students pronounced the -ed ending after voiced and voiceless consonants. In pronouncing -ed ending after voiced consonant, their dominant mistakes are leaving the [-d] sound out. Some of them pronounced the

-ed ending [-t] instead of [-d]. When they were to pronounce the -ed ending after a voiceless consonant, half of those who mispronounced the words left the [t] sound out, while the other half replaced [-t] with [-d]. In this case, the students may not know the theory of pronouncing -ed ending after a voiced and a voiceless consonant well. It is also possible that the students know the theory well, but they are not able to pronounce it orally.

The result shows that the lowest score occurred when the students pronounced -ed ending words that do not follow the rules or in this study it is called -ed ending with special pronunciation. The words like “aged”, “dogged”, “crooked”, “wretched” seems difficult for the students to pronounce. In this case, they may just guess the pronunciation of those words based on their analogy. In this case, they tended to pronounce the -ed ending [-t] or [-d] instead of [-Id]. However, some of them pronounced it without [-Id] sound, neither [-d] nor [-t].

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusion and the suggestion based on the analysis.

#### 5.1 Conclusions

Based on the analysis, it was found that the students' correct pronunciations were about half of the total pronunciations of –ed ending tested. The average proportion of the correct pronunciation was 52%. Based on the mastery level of the curriculum of 2004, it shows that the students' ability in pronouncing –ed ending was still poor.

The result shows that the most difficult type of –ed ending faced by the students was that with special pronunciation (-ed ending which do not follow the rules). From the computation, only 26.5% of the students were correct in pronouncing it. Meanwhile, the easiest one was –ed ending after sound [-d] and [-t]. It shows that 95% of the students master the pronunciation of –ed ending after sound [-d] and [-t].

The problems encountered by the students in pronouncing –ed ending may be caused by their lack of knowledge of the pronunciation of –ed ending. It is also possible that they know the theory well, but they are not able to practice it orally.

Another problem is caused by the English final clusters of consonants which do not exist in Indonesian. The words like “asked” [-kd] and “viewed” [-d] are difficult for the students to pronounce them.

## **5.2 Suggestions**

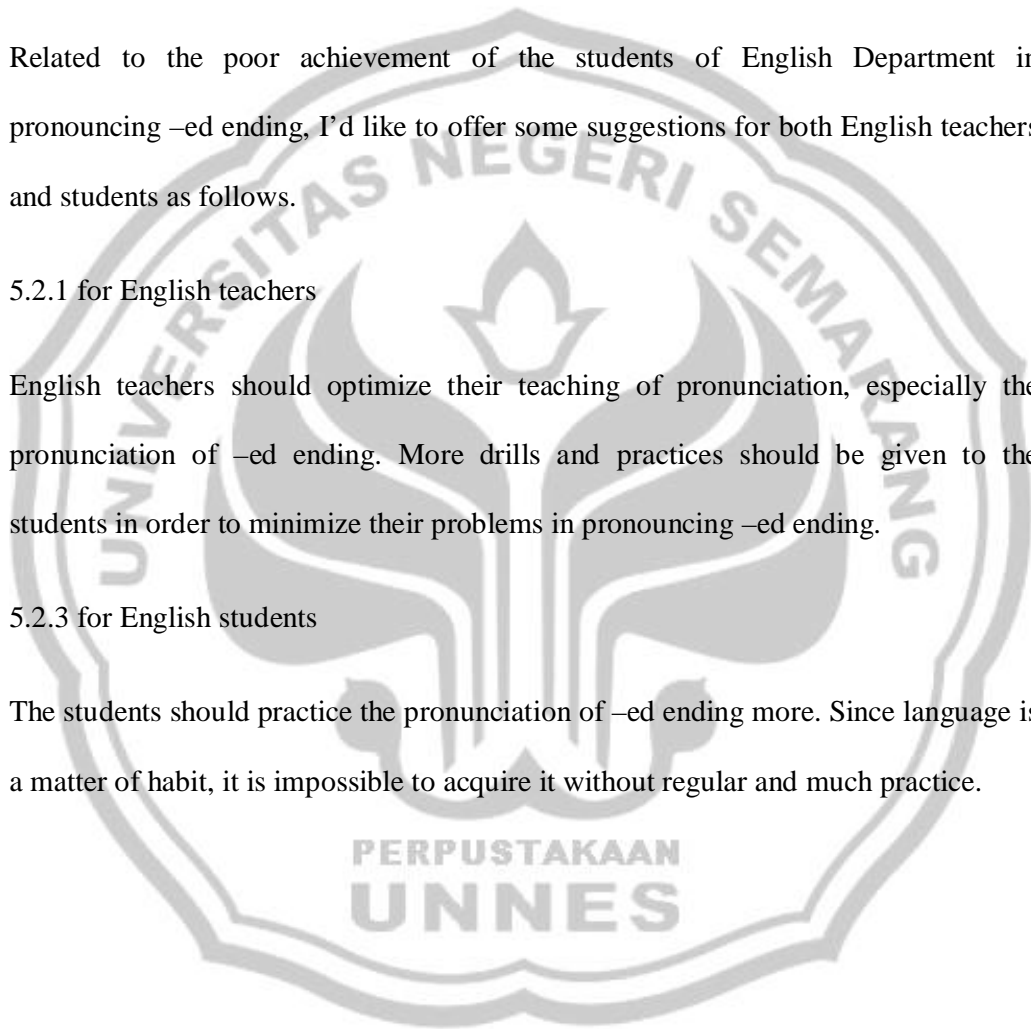
Related to the poor achievement of the students of English Department in pronouncing –ed ending, I’d like to offer some suggestions for both English teachers and students as follows.

### **5.2.1 for English teachers**

English teachers should optimize their teaching of pronunciation, especially the pronunciation of –ed ending. More drills and practices should be given to the students in order to minimize their problems in pronouncing –ed ending.

### **5.2.3 for English students**

The students should practice the pronunciation of –ed ending more. Since language is a matter of habit, it is impossible to acquire it without regular and much practice.



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## Appendix 1

### The instrument

**Instruction:**

- *Each sentence below consists of a word with –ed ending.*
- *Read the sentences carefully by using good pronunciation!*

1. I hardly recognized her after years.
2. He laughed at the joke.
3. The film has been viewed by the censor.
4. Anton recommended a good restaurant.
5. Look at the girl in a ragged dress!
6. He prayed for the dying man.
7. He was my beloved boyfriend.
8. She was caring for the sick and the aged.
9. The child was frightened by the strange noise.
10. The new job make me stressed.
11. Your coming surprised me.
12. The children played happily.
13. She is a girl with dogged persistence.
14. The picnic will be cancelled if it rains.
15. He banged on the door.
16. He asked about my future plans.
17. You stepped on my foot.



18. He vowed that one day he would return.
19. The poor child was naked.
20. I didn't know where he garaged my car.
21. We are not allowed to smoke here.
22. We roomed in the same boarding house.
23. Anne was treated for sunstroke.
24. Jack answered everybody's questions.
25. He reached a cross the table for the jam.
26. That was a wicked thing to do.
27. His mother passed away last year.
28. The test has been corrected.
29. He begged her for forgiveness.
30. The tour included a visit to a science museum.
31. She picked a rose.
32. She was minded to accept the offer.
33. Mary is worried about her weight.
34. She gave me a crooked smile.
35. I intended it as a joke.
36. He brushed aside my advice.
37. I felt wretched about not being able to help her.
38. She cried out in pain after cutting herself.
39. It's cruel to leave a dog tied up all day.
40. Ellen shouted loudly.

## Appendix 2

### The List of the Respondents

No.	Names of the respondents	Code
1	Risya L. A	R1
2	Firsta Intan P.	R2
3	Farida Liana	R3
4	Nuriya Yuni Astuti	R4
5	Evi Uswatun Hasanah	R5
6	Siti Wati Azizah	R6
7	Sri Wahyuni	R7
8	Siti Afifah	R8
9	Anis Zulfaidah	R9
10	Yuniar Ayu	R10
11	Dian Puspitasari	R11
12	Nur Fathoni	R12
13	Amin	R13
14	Anisa Eka Trihastuti	R14
15	Aant Adhi H.	R15
16	Satiti Ayu Kusumawati	R16
17	Satrio Dewasuki	R17
18	Ferry Nur Hidayati	R18
19	Dwi Rahayu	R19
20	Widya Ratna K.	R20
21	Tiara Tisna D.	R21
22	Widya	R22
23	Zenita Faradisah	R23
24	Fidya martiyani	R24
25	Dini Agista	R25

### Appendix 3

#### The Phonetic Transcription of the items

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-id]	25	reached	[-t]
6	prayed	[-d]	26	wicked	[-id]
7	beloved	[-id]	27	passed	[-t]
8	aged	[-id]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-id]
15	banged	[-d]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-t]
17	stepped	[-t]	37	wretched	[-id]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]

## Appendix 4 Item Number Analysis

Code of Item	Number of Items																									RCA	MCA																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
R1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	19	40
R2	0	1	1	1	0	0	0	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	0	0	20	40
R3	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	14	40
R4	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	1	26	40	
R5	0	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	25	40	
R6	1	0	1	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	21	40		
R7	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	26	40		
R8	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0	1	21	40		
R9	0	0	1	0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	17	40		
R10	0	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	25	40		
R11	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	17	40		
R12	0	1	1	0	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	18	40		
R13	1	0	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	20	40			
R14	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	24	40			
R15	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	11	40			
R16	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	1	0	1	16	40		
R17	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	40			
R18	1	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	20	40			
R19	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	23	40			
R20	0	0	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1	20	40		
R21	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	40			
R22	0	0	1	0	0	0	1	1	1	1	0	0	1	0	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	0	0	13	40		
R23	1	0	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	40			
R24	0	0	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	40			
R25	1	0	0	1	1	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	40			
Σ NCI	11	8	19	24	9	12	6	5	13	25	12	15	6	14	11	5	9	17	16	11	17	12	23	10	6	3	12	25	14	23	9	24	11	6	25	8	3	8	12	21	520	1000	

RCA = Respondents' Correct Answers  
MCA = Maximum Correct Answers  
NCI = Number of Correct Item

## Appendix 5

### The Students' Pronunciation

#### 1. R1

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-d]	21	allowed	[-t]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-t]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-id]	25	reached	[-t]
6	prayed	[-]	26	wicked	[-]
7	beloved	[-d]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-]	29	begged	[-]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-]
12	played	[-d]	32	minded	[-id]
13	dogged	[-]	33	worried	[-t]
14	cancelled	[-t]	34	crooked	[-id]
15	banged	[-]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-]	38	cried	[-t]
19	naked	[-d]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-id]

## 2. R2

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-]	21	allowed	[-t]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-t]
5	ragged	[-ɪd]	25	reached	[-t]
6	prayed	[-t]	26	wicked	[-ɪd]
7	beloved	[-d]	27	passed	[-t]
8	aged	[-]	28	corrected	[-ɪd]
9	frightened	[-əd]	29	begged	[-]
10	exhausted	[-ɪd]	30	included	[-ɪd]
11	stressed	[-t]	31	picked	[-t]
12	played	[-d]	32	minded	[-ɪd]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-t]	34	crooked	[-t]
15	banged	[-]	35	intended	[-ɪd]
16	asked	[-]	36	brushed	[-]
17	stepped	[_t]	37	wretched	[_]
18	vowed	[_t]	38	cried	[_t]
19	naked	[_d]	39	tied	[_t]
20	garaged	[_d]	40	shouted	[_]

## 3. R3

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-t]
2	laughed	[-]	22	roomed	[-]
3	viewed	[-t]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-d]
5	ragged	[-ɪd]	25	reached	[-]
6	prayed	[-]	26	wicked	[-ɪd]
7	beloved	[-ɪd]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-ɪd]
9	frightened	[-]	29	begged	[-]
10	exhausted	[_ɪd]	30	included	[-ɪd]
11	stressed	[-t]	31	picked	[-]
12	played	[-t]	32	minded	[-ɪd]
13	dogged	[-]	33	worried	[-]
14	cancelled	[-t]	34	crooked	[-]
15	banged	[-]	35	intended	[-ɪd]
16	asked	[-t]	36	brushed	[-]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-ɪd]	39	tied	[-t]
20	garaged	[-d]	40	shouted	[-]

## 4. R4

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-id]	25	reached	[-d]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-id]	27	passed	[-t]
8	aged	[-id]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-]
12	played	[-t]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-d]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-d]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]



## 5. R5

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-t]	21	allowed	[-d]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-d]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-id]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-t]
8	aged	[-id]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-d]
12	played	[-d]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-t]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-id]

## 6. R6

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-d]
5	ragged	[-]	25	reached	[-t]
6	prayed	[-t]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-]	28	corrected	[-ɪd]
9	frightened	[-əd]	29	begged	[-d]
10	exhausted	[-ɪd]	30	included	[-ɪd]
11	stressed	[-d]	31	picked	[-d]
12	played	[-t]	32	minded	[-ɪd]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-ɪd]
16	asked	[-d]	36	brushed	[-d]
17	stepped	[-]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-ɪd]	39	tied	[-t]
20	garaged	[-d]	40	shouted	[-ɪd]

## 7. R7

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-d]	21	allowed	[-t]
2	laughed	[-d]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-d]
5	ragged	[-d]	25	reached	[-d]
6	prayed	[-d]	26	wicked	[-ɪd]
7	beloved	[-ɪd]	27	passed	[-t]
8	aged	[-ɪd]	28	corrected	[-ɪd]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-ɪd]	30	included	[-ɪd]
11	stressed	[-d]	31	picked	[-d]
12	played	[-d]	32	minded	[-ɪd]
13	dogged	[-]	33	worried	[-t]
14	cancelled	[-d]	34	crooked	[-ɪd]
15	banged	[-]	35	intended	[-ɪd]
16	asked	[-d]	36	brushed	[-t]
17	stepped	[-]	37	wretched	[-ɪd]
18	vowed	[-d]	38	cried	[-]
19	naked	[-ɪd]	39	tied	[-d]
20	garaged	[-ɪd]	40	shouted	[-ɪd]

## 8. R8

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-]
5	ragged	[-id]	25	reached	[-]
6	prayed	[-t]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-id]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-t]
14	cancelled	[-]	34	crooked	[-d]
15	banged	[-t]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-id]	39	tied	[-t]
20	garaged	[-d]	40	shouted	[-id]

## 9. R9

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-]
3	viewed	[-t]	23	treated	[-id]
4	recommended	[-d]	24	answered	[-t]
5	ragged	[-]	25	reached	[-t]
6	prayed	[-t]	26	wicked	[-]
7	beloved	[-]	27	passed	[-]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-]
14	cancelled	[-t]	34	crooked	[-d]
15	banged	[-t]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-]
17	stepped	[-]	37	wretched	[-]
18	vowed	[-t]	38	cried	[-t]
19	naked	[-d]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]

## 10. R10

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-t]	21	allowed	[-d]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-]
7	beloved	[-id]	27	passed	[-t]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-t]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-]	36	brushed	[-]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-]	40	shouted	[-id]

## 11. R11

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-t]	21	allowed	[-t]
2	laughed	[-t]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-]
5	ragged	[-t]	25	reached	[-id]
6	prayed	[-t]	26	wicked	[-t]
7	beloved	[-t]	27	passed	[-]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-]
12	played	[-t]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-t]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-t]	35	intended	[-id]
16	asked	[-]	36	brushed	[-]
17	stepped	[-t]	37	wretched	[-id]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-d]	39	tied	[-t]
20	garaged	[-t]	40	shouted	[-0id]

## 12. R12

No.	Words	Phonetic Transcription	No.	Words	Phonetic Transcription
1	recognized	[-]	21	allowed	[-d]
2	laughed	[-t]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-]
5	ragged	[-]	25	reached	[-]
6	prayed	[-]	26	wicked	[-]
7	beloved	[-]	27	passed	[-t]
8	aged	[-]	28	corrected	[-ɪd]
9	frightened	[-]	29	begged	[-]
10	exhausted	[-ɪd]	30	included	[-]
11	stressed	[-]	31	picked	[-]
12	played	[-d]	32	minded	[-ɪd]
13	dogged	[-]	33	worried	[-]
14	cancelled	[-d]	34	crooked	[-]
15	banged	[-]	35	intended	[-ɪd]
16	asked	[-]	36	brushed	[-]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-ɪd]	39	tied	[-d]
20	garaged	[-]	40	shouted	[-ɪd]



## 13. R13

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-ɪd]
4	recommended	[-ɪd]	24	answered	[-d]
5	ragged	[-t]	25	reached	[-t]
6	prayed	[-]	26	wicked	[-]
7	beloved	[-t]	27	passed	[-]
8	aged	[-d]	28	corrected	[-ɪd]
9	frightened	[-d]	29	begged	[-t]
10	exhausted	[-ɪd]	30	included	[-ɪd]
11	stressed	[-]	31	picked	[-d]
12	played	[-d]	32	minded	[-ɪd]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-t]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-ɪd]
16	asked	[-d]	36	brushed	[-t]
17	stepped	[-]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-d]	39	tied	[-t]
20	garaged	[-d]	40	shouted	[-ɪd]

## 14. R14

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[_d]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-]	25	reached	[-d]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-id]	27	passed	[-d]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-əd]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-d]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-d]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]

## 15. R15

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-t]
2	laughed	[-]	22	roomed	[-]
3	viewed	[-t]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-]	25	reached	[-]
6	prayed	[-]	26	wicked	[-]
7	beloved	[-id]	27	passed	[-]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-]	29	begged	[-]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-]
12	played	[-t]	32	minded	[-id]
13	dogged	[-]	33	worried	[-t]
14	cancelled	[-]	34	crooked	[-]
15	banged	[-]	35	intended	[-id]
16	asked	[-]	36	brushed	[-]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-t]	38	cried	[-t]
19	naked	[-t]	39	tied	[-t]
20	garaged	[-t]	40	shouted	[-id]

## 16. R16

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-t]	21	allowed	[-t]
2	laughed	[-t]	22	roomed	[-t]
3	viewed	[-t]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-]	25	reached	[-t]
6	prayed	[-]	26	wicked	[-t]
7	beloved	[-d]	27	passed	[-t]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-t]	29	begged	[-t]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-t]	32	minded	[-id]
13	dogged	[-t]	33	worried	[-t]
14	cancelled	[-t]	34	crooked	[-t]
15	banged	[-]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-t]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-t]	38	cried	[-d]
19	naked	[-t]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-id]

## 17. R17

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-]	25	reached	[-d]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-əd]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[_t]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-]	40	shouted	[-id]

## 18. R18

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-t]	29	begged	[-t]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-d]
12	played	[-]	32	minded	[-id]
13	dogged	[-t]	33	worried	[-d]
14	cancelled	[-t]	34	crooked	[-t]
15	banged	[-t]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-]

## 19. R19

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[_]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-d]
12	played	[-d]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-id]
15	banged	[-]	35	intended	[-id]
16	asked	[-t]	36	brushed	[-]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-id]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-id]

## 20. R20

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-]
5	ragged	[-id]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-id]	28	corrected	[-id]
9	frightened	[-]	29	begged	[-id]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-]	31	picked	[-]
12	played	[-t]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-t]
14	cancelled	[-]	34	crooked	[-]
15	banged	[-]	35	intended	[-id]
16	asked	[-]	36	brushed	[-]
17	stepped	[-id]	37	wretched	[-]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]



## 21. R21

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-t]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-d]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-d]	33	worried	[-t]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-d]
18	vowed	[-d]	38	cried	[-t]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]

## 22. R22

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-]	21	allowed	[-d]
2	laughed	[-]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-]
4	recommended	[-d]	24	answered	[-t]
5	ragged	[-]	25	reached	[-]
6	prayed	[-t]	26	wicked	[-]
7	beloved	[-]	27	passed	[-]
8	aged	[-]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-t]
11	stressed	[-t]	31	picked	[-]
12	played	[-d]	32	minded	[-t]
13	dogged	[-]	33	worried	[-t]
14	cancelled	[-t]	34	crooked	[-]
15	banged	[-d]	35	intended	[-id]
16	asked	[-]	36	brushed	[-t]
17	stepped	[-t]	37	wretched	[-]
18	vowed	[-t]	38	cried	[-t]
19	naked	[-]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-]

## 23. R23

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-t]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-d]	25	reached	[-d]
6	prayed	[-t]	26	wicked	[-id]
7	beloved	[-t]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-t]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-d]	34	crooked	[-d]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-id]
18	vowed	[-t]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-d]	40	shouted	[-id]

## 25. R24

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-t]	21	allowed	[-d]
2	laughed	[-d]	22	roomed	[-d]
3	viewed	[-d]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-d]
5	ragged	[-id]	25	reached	[-t]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-t]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-d]	31	picked	[-t]
12	played	[-d]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-t]
14	cancelled	[-d]	34	crooked	[-id]
15	banged	[-t]	35	intended	[-id]
16	asked	[-id]	36	brushed	[-d]
17	stepped	[-d]	37	wretched	[-d]
18	vowed	[-d]	38	cried	[-d]
19	naked	[-id]	39	tied	[-d]
20	garaged	[-]	40	shouted	[-id]

## 24. R25

No.	Words	Phonetic Transcription	No.	Words	Phonetic transcription
1	recognized	[-d]	21	allowed	[-t]
2	laughed	[-d]	22	roomed	[-t]
3	viewed	[-t]	23	treated	[-id]
4	recommended	[-id]	24	answered	[-t]
5	ragged	[-id]	25	reached	[-]
6	prayed	[-d]	26	wicked	[-d]
7	beloved	[-d]	27	passed	[-d]
8	aged	[-d]	28	corrected	[-id]
9	frightened	[-d]	29	begged	[-d]
10	exhausted	[-id]	30	included	[-id]
11	stressed	[-t]	31	picked	[-t]
12	played	[-t]	32	minded	[-id]
13	dogged	[-id]	33	worried	[-d]
14	cancelled	[-t]	34	crooked	[-id]
15	banged	[-d]	35	intended	[-id]
16	asked	[-d]	36	brushed	[-t]
17	stepped	[-d]	37	wretched	[-]
18	vowed	[-t]	38	cried	[-t]
19	naked	[-id]	39	tied	[-t]
20	garaged	[-]	40	shouted	[-id]