

CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language in Indonesia. It is one of compulsory subjects that should be taught at school or university, Indonesian government also has made it as a constituent of national education that implicated to be an obligated subject whether in Islamic Junior High School, Islamic Senior High School, or in university. Moreover, nowadays English is one of the subject that becomes the requirement for student's graduation in Islamic Junior High School/ Junior High School and Islamic Senior High School/ Senior High School.

English has four skills; listening, speaking, reading, and writing. In the process of teaching and learning English, the four skills are can not separated. The elements of language are given in classroom such as grammar, vocabulary, spelling, and pronunciation are expected to support the mastery and the development of the four skills (Freeman, 1976, p.45).

Many problems might be faced by English learners in Indonesia especially in speaking. One of aspects of speaking is pronunciation. Therefore, pronunciation is critically important as an English Learner to make people understand us (Morley, 1994, p.64).

We may want to describe what people do when they are speaking English. This is the aspect of speech, an activity carried on by people who

use English for communicating. On the other hand, we may address the question about the characteristics of English words and sentences that are realized in speech. This is the aspect of language, a code which exists, handed down from the past with slight changes made by each generation, something that is known by those who speak and understand English. More important, speech is an activity which is carried on in numerous events; language is knowledge, a code which is known and shared by people who use their knowledge for transmitting and interpreting messages in these events. From the statement, we can conclude that speaking is very important in our live and it needs a good pronunciation in speaking to make others understand us.

Pronunciation is one of the components that are recognized in analysis of speech production. It is related to the Holy Koran verse Al-Muzzammil: 4, as follow:

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً ﴿٤﴾

From the verse, it is known that Allah the Almighty commands us to pronounce each word on Quran clearly according to the rule. Actually, in English has the rule too that should be known by someone who want to masters it, especially for students at English Language Education.

Smith (2014) states that pronouncing the sounds of a language well is important, even early on in the learning process. There have been studies in which native speakers were asked to rate speech by learners and

while correct grammar and structure appear to be more significant in how high speech is rated.

Furthermore, understanding phonetic rules and tendencies can help with the process of acquiring new vocabulary. Pronouncing words is often a part of memorizing them in second language learning. So, getting a strong, basic foundation in correct pronunciation early on will equate to more effective learning overall (Smith, 2014).

Even if we have already studied English for some time, we can always improve our speech and reduce our accent. In any case, writer has shown for decades that second language learning is different from how one acquires one's native language. Pronunciation in a second-language is especially resistant to improvement and it is rare that a second-language speaker can lose an accent entirely.

However, this should not discourage language speaker can lose an accent entirely. However, this should not discourage language learners from studying pronunciation and making an effort to improve their speech. The difference with second-language learning is that it requires explicit learning of vocabularies, rules and structures with repeated practice to commit these to long-term memory and to make access more automatic or 'fluent'. (Smith, 2014).

According to Thornbury (2006) that pronunciation is the general term for the part of language classes and courses that deals with aspect of the phonology of English. It includes the individual sounds (phonemes) of

English sounds in connected speech, word and sentence stress, rhythm and intonation. Harmer (1998) said that sounds words are made up individual sounds, phonemes or sentence stress.

Pronunciation is important for students because the competency of pronunciation is one of aspect to determine the level of someone speaking ability. A mistake that is made in pronouncing sounds may raise misunderstanding in communication. Because of its important, pronunciation must be paid close attention in language teaching and learning in the realm of pronunciation. The interrelation between teaching and learning are intricately entwined, every word, every syllable, every sound uttered by the teacher may contribute to the learning of pronunciation (Morley, 1994, p.67). However, English pronunciation is still difficult to be learnt by students, especially to differentiate the final sound *-ed* on regular verb of past tense and past participle.

Final sound *-ed* on regular verb of past tense and past participle is a part of pronunciation aspect. Besides that, final sound *-ed* on regular verb of past tense is one of aspect of pronunciation that important to be known in speaking activity in daily life as an English teacher. Because of that, identifying the different of final sound *-ed* on regular verb of past tense is important in daily life to speech clearly and correctly. It is different sound in every ending of the words. If *-ed* is preceded by a voiceless consonant sound, *-ed* sounds as a voiceless */t/*. If *-ed* is preceded by a voiced consonant sound, *-ed* sound as a voiced */d/*. Moreover, if *-ed*

is preceded by /t/ and /d/, it will be pronounced by a voiced /**Id**/ (Baker, 2006, p. 96).

Final sound -ed is can not separated by past tense especially on regular verb for example “He played football last night”.

Many “-ed” adjectives describe people's feelings or the noun it describes is (or was) acted upon. They have the same form as the past participle of a transitive verb and have a passive meaning. For example, in “The child is frightened by the dog”, **the child** is the receiver of the action and is described as a **frightened child**. Note that the past participles of irregular verbs do not end in -ed, but can be used as adjectives (Lou, 2006, p. 44). The simple past indicates that an activity or situation began and ended at a particular time in the past (Azar, 2002, p.27). But, the writer limits both of them just on regular verb.

STKIP PGRI Banjarmasin in Kandangan is one of private university which has English Language Education. It has lecturers from Banjarmasin. Because of that, they come to lecture rarely. They have just four times meeting on a semester. This condition is possible for students can not understand about their subject well. Based on interview with Linda, one of English Education of STKIP PGRI Banjarmasin’s student, she said that the most difficult subject of English Language Education is Pronunciation Practice. They feel difficulty to pronounce English because practice it when learning process rarely and never practice at home. Besides that, the schedule of lecturing is just three days a week for English

Education at STKIP PGRI Banjarmasin. Not only schedule of lecturing but also strongness vernacular have influenced their pronunciation.

Actually the problem of pronunciation there is not only for fourth semester but also for all semester because their vernacular is very strong. The writer chooses the fourth semester students of STKIP PGRI Banjarmasin because they had studied in Pronunciation Practice I at first semester, Pronunciation Practice II at second semester and Phonology at third semester (see appendices II). Therefore, entire of them automatically had learned it before. Based on the statements, some reasons of writer for choosing the title are because students' ability in pronouncing English word is very important to avoid misunderstanding in communication. In besides, students who wonder, how do pronounce the final sound -ed of past tense and past participle, might be confused by the way pronouncing the final sound -ed of past tense and past participle. In besides, good pronunciation is the key to acquire good oral competence for the learners of a foreign language. It is important to have correct pronunciation, especially for students at English Language Education. In the other hand, students of English Language Education at STKIP PGRI Banjarmasin just have class three times a week, so might be they did not have more time to study about pronounce the final sound -ed well. Moreover, remind students' material about the final sound -ed of past tense and past participle that had studied in first and second semester on subject Pronunciation Practice before, increase students' pronunciation skill,

especially for final sound -ed of past tense and past participle, and the last one as the writer looks at the urgent of identify the final sound -ed for past tense and past participle to connect the speech.

Based on the problem above, the writer is interested in knowing the real fact of information by researching one aspect of pronunciation. How well their ability in pronouncing the final sound of -ed of past tense and past participle? Which sound is/are they found difficult in pronouncing the final sound of -ed of past tense and past participle? To know it, the writer makes a research entitled “**STKIP PGRI Banjarmasin Students’ Mastery in Pronouncing the Final Sound /-ed/ of Past Tense and Past Participle (A Case Study of STKIP PGRI Banjarmasin in Kandungan)**”.

B. Statement of the Problems

Based on the rationale above, the writer has formulated a problem:

1. How is the fourth semester students’ mastery in pronouncing the final sound -ed of past tense and past participle at English Language Education of STKIP PGRI Banjarmasin?
2. Which -ed sound is/are found most difficult to pronounce by STKIP PGRI Banjarmasin students?

C. Objective of Study

Based on the problem above, the purpose of this research to know:

1. The fourth students' mastery in pronouncing the final sound -ed of past tense and past participle at English Language Education of STKIP PGRI Banjarmasin are well.
2. The most difficult pronunciation found by the fourth semester STKIP PGRI Banjarmasin students of the final sound -ed of past tense and past participle at English Language Education.

D. Significance of Study

From the research, the writer hopes that this study has benefit for the readers. Thus the significance of this research may include:

1. Theoretically

This research can give contribution in the development of knowledge, especially in information relating to pronouncing the final sound -ed of past tense and past participle.

2. Practically

a. Teachers

The result of this research can be useful as additional information for teacher, especially to give special attention when they are teaching pronunciation course especially for the sounds that are assumed difficult by students.

b. Students

- 1) The result of this research can be used as additional knowledge to give input to improve students' mastery and competence in pronouncing the final sound –ed of past tense and past participle.
- 2) To increase students knowledge about the final sound –ed of past tense and past participle.

c. Other writers

The result of this research can be useful for other writers to make further analysis dealing with final sound –ed of past tense and past participle.

E. Definition of Key Terms

To avoid misunderstanding the writer needs to clarify the title as follow:

1. Mastery means great skill or knowledge of something (Manser, 1995, p. 256). Based on the meaning before, the writer means that Mastery is great skill or knowledge of students in identifying the final sound –ed of past tense and past participle.
2. Pronunciation is way in which a language or particular word or round is spoken. (Oxford dictionary, 2008, p.352)
3. Final sound –ed is an *-ed* ending are pronounced in three different ways: /t/, /d/ or /ɪd/. Based on the meaning before, the writer means that

final sound -ed is an ending on past tense and past participle that can be produced in /t/, /d/, or /ɪd/ depends on the end of the verb.

4. Past tense is complete action in the past (Murphy, 2000, p. 4). Based on the meaning before, the writer means that past tense is action in past time and writer limits the study of past tense just on regular verb.
5. Past participle is formed by adding -ed, to the verb stem, but some of the irregular forms may end in *-d*, *-en*, *-n*, or *-t*. As an adjective, a past participle modifies a noun that is affected by someone or something else (Rianto. 2007, p. 258). Based on the meaning before, the writer limits the study of past participle just on regular verb.
6. Students here are students of the fourth semester at English Language Education of STKIP PGRI Banjarmasin in Kandangan academic year 2013/2014 who had taken and studied Pronunciation Practice I & II.

Therefore, student's mastery in pronouncing the final sound -ed of past tense and past participle means the great skill or knowledge of the students to pronounce the ending of sound -ed on regular verb of past tense and past participle well.