IDENTIFICATION OF THE FIRST-YEAR NON-ENGLISH MAJORED STUDENTS' PRONUNCIATION MISTAKES IN PRONOUNCING -ED ENDING AT HAIPHONG UNIVERSITY

Phạm Hải Yến
Khoa Ngoại ngữ
Email: yenph@dhhp.edu.vn

ABSTRACT: This paper presents a study of "Identification of the non-English majored students' pronunciation mistakes in pronouncing "ed" ending at Haiphong university". The samples consist of thirty two non-English majored students at the first semester in a class of Haiphong university. This research uses the quantitative method. This paper aims to show the mistakes that the students made in pronouncing the -ed ending. The research shows that many mistakes in pronouncing the -ed ending were made by the students. The -ed ending pronounced as /id/ was the easiest for the students to pronounce exactly with the least mistakes made by them. The -ed ending pronounced as /t/ and /d/ were pronounced like Vietnamese sounds by a number of the students; "ed" ending was not pronounced or mispronounced by some of the students. These findings became the base for the English teacher to design and implement English teaching tasks that helped the students correct the mistakes.

Keywords: identification; pronunciation mistakes; pronouncing -ed ending

NHẬN BIẾT LỖI PHÁT ÂM ĐUÔI "ED" CỦA SINH VIÊN KHÔNG CHUYÊN TIẾNG ANH NĂM THỨ NHẤT TRƯỜNG ĐẠI HỌC HẢI PHÒNG

TÓM TẮT: Bài báo này trình bày nghiên cứu về "Nhận biết lỗi phát âm "ed" của sinh viên không chuyên tiếng Anh trường đại học Hải Phòng". Mẫu nghiên cứu bao gồm 32 sinh viên không chuyên tiếng Anh khi đang học ở học kỳ I, tại một lớp không chuyên tiếng Anh của trường đại học Hải Phòng. Nghiên cứu này sử dụng phương pháp định lượng. Bài báo nhằm chỉ ra những lỗi sai mà sinh viên mắc phải khi phát âm các từ kết thúc bằng -ed. Đây đã là cơ sở để giáo viên tiếng Anh của họ thiết kế và triển khai các

hoạt động dạy tiếng Anh giúp sinh viên sửa lỗi phát âm sai đuôi "ed". Kết quả cho thấy nhiều học sinh khó phát âm chính xác các từ tận cùng bằng -ed. Những từ có đuôi "ed" phát âm là / id / dễ dàng phát âm chính xác hơn những trường hợp còn lại đối với sinh viên tham gia nghiên cứu. Một số sinh viên phát âm / t / và / d / giống âm tiếng Việt, một số sinh viên bỏ phát âm đuôi "ed" và một số sinh viên phát âm trường hợp này thành trường hợp khác của đuôi "ed". Kết quả nghiên cứu được sử dụng làm cơ sở để giáo viên thực hiện biện pháp sửa lỗi phát âm đuôi "ed" cho sinh viên.

Từ khóa: Nhận dạng; Phát âm; Phát âm -ed Kết thúc

1. INTRODUCTION

Dal-ton & Seidlhofer in Tlazalo and Basurto (2014:153) defines that pronunciation is the action of producing sounds of speech to communicate a message. According to Marza (2014:1), spoken communication is grounded on the communicability not only determined by correct grammar and profuse vocabulary but also on the correct interplay between segmental and supra-segmental features making up pronunciation. For this reason, possessing a good pronunciation of the foreign language is vital in oral communication. In addition, they also said that it is important to recognize that foreign language students must aim at developing a good pronunciation but it does not mean that they have to sound exactly like a native speaker.

Learning English pronunciation is quite difficult for Vietnamese students since they have been used to speaking their mother tongue since childhood. According to Dewi (2009), the common problem of learning English pronunciation is caused by the differences between the sound system of two languages. In addition, pronunciation as well as listening and

speaking and are sometimes neglected in the process of language teaching in favor of grammar, reading and writing, which are rather more likely to lead to success in examination in secondary and high school. However, it seems rather pointless to study a foreign language at all if one does not intend to communicate in with other speakers of that language and, to this end one must learn how to pronounce it in a way which can be understood by a variety of listeners (Nunu, et.al., 2021:83).

Muslimah (2013:21) in the result of her research found that many students have some problems in pronunciation. They think to pronounce English is difficult thing to do. It is because their tongue is not used in pronouncing some words that they seldom pronounce. Nunu, et.al., (2021) showed that most of the students were difficult to pronounce the -ed ending words correctly, because the students could not differentiate which one is final of /d/ id / and t/, the students also have lack of knowledge about -ed ending words. Vietnamese students of English, including those at HP university, are likely to make pronunciation mistake with the "ed" ending. This adversely affects the students' speaking test results in the final

exams of the English course, the English graduation standard exams, and the students' English communication after graduation. With the goal of contributing to improving the quality of English teaching and learning in the university, I would like to research "Identification of the non-English majored students' pronunciation mistakes in pronouncing "ed" ending at Haiphong university".

2. REVIEW OF LITERATURE

1. Pronunciation

Pronunciation refers to the production of sounds to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Yates, 2002) (cited in Nunu, et.al., 2021). Hakim (2012:1) also says that learning pronunciation is not a simple process of memorizing a number item that can be mapped on to another tongue. This implies that learners' practice and skills of pronouncing is really important so that the listeners can understand the speakers in oral communication. If someone speaks inappropriate pronunciation, the listener cannot understand what the speakers talking about or it may disturb others' understanding. According to Oxford Advanced English dictionary, "pronunciation is a way in which a language or a particular word or sound is

spoken". English is a language that is not possessed only by one nation. English can be identified of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. We can pronounce /grɑːs/ referred to British English or pronounce /græs/ referred to American English (Nunu, et.al., 2021). Thus, teachers and learners should know about different variations of English which helps them communicate in English more efficiently.

Jones (1972:2) showed that the students of spoken English or any other spoken language are faced at the out-set with difficulties of five kinds in the matter of pronunciation. First, they must learn to recognize readily and with certainly the various speech-sound occurring in the language, when he hears them pronounced. He must moreover learn to remember the acoustic qualities; he must learn to make the foreign sounds with his own organs of speech; he must learn to use those sounds in their proper places in connected speech; he must learn the proper usage in the matter of 'sounds attributes' or parodies as they often called (especially length, stress, and voice-pitch); and he must learn to contact sounds, i , e , to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling (Afifah, 2013:2).

2. -Ed ending

"Ed" ending is added to verbs to make the form "V_ed", for example: "played, picked… "V_ed" can function as a verb such as "wanted" or an adjective

such as "interested". Though this research only focuses on pronunciation of -ed ending in the past form of regular verbs, this part mentions -ed ending in broader view. Firstly, -ed ending is used in the past simple. The past form of verbs includes regular verbs and irregular verbs. It can find -ed ending in the past form of regular verbs. Secondly, -ed ending is also used in the Past Participle of regular verbs. There are some ways to use past participle, they are: with the perfect tenses; with the passive voiced; participial phrases. Thirdly, -ed ending is used in adjectives. There is a large group of adjectives which are formed by adding -ed or -ing ending after verbs. The -ed ending is used on adjectives which describe the effect this person, thing, or situation has on us where as "the -ing ending is used on adjectives which describe a person or thing or situation (Redman, 2001:64).

For words with -ed ending as verbs in the past forms and past participle forms, (Syafei, 1988:90) states 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 [pleid]; b. [t] after all voiceless consonants except [t] as in stopped [stopt], kissed [kɪst], picked [pɪkt]; c. [id] after [d,t] as in needed [ni:dɪd], wanted [wɔntɪd].

For words with -ed ending as adjectives, it was shown that just like when it occurs in past forms and past participle, -ed ending in adjective also has the three pronunciations: [t],[d], and [ɪd]. 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, it is stated that there are some adjectives which do not follow these rules. They have -ed endings which are pronounced [ɪd], such as in naked ['neikɪd], wicked ['wikɪd], etc. (cited in Syafei, 1988:91)

In summary, there are three rules to pronounce "ed" ending which can be used for both verbs and adjectives with "ed" ending. First, "ed" ending is pronounced [ɪd] after [t,d] as in wanted [wɔntɪd], needed [ni:dɪd]. Second, "ed" ending is pronounced [t] after all voiceless consonants: [p], [k], [f], [s], [θ],[ʃ], [tʃ], except [t] as in stopped [stopt], kissed [kɪst], picked [pɪkt]… Third, "ed" ending is pronounced [d] after all vowel sounds, or voiced consonants: [b], [g], [v], [z], [ð], [ʒ], [dʒ], [m],[n], [ŋ], [l], [r], apart from [d] as in planned [plænd], begged [begd], played [pleid]... However, there are some adjectives which do not follow these rules. They have -ed endings which are always pronounced [ɪd], such as in naked ['neikɪd], wicked ['wikɪd], etc.

3. RESEARCH METHOD

This study uses quantitative research method. In Watson R. (2015)'s view point, quantitative research is the research which encompasses a range of methods

concerned with the systematic investigation of social phenomena, using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyze data for trends and relationships and to verify the measurements made. Quantitative research may be considered as a way of thinking about the world. It is essentially deductive: measurements are made, analysis is applied and conclusions are drawn (Watson R., 2015). The research was conducted to obtain data derived from the participants. The selected research site was located in Hai Phong university in Viet Nam. The objects were taken from the first semester non-English majored students in a class of Haiphong university.

The source of the data in this study was an internal source, the data is collected from the records of the classroom where the researcher was also the teacher. One source of data was used: primary data which is collecting information for the specific purposes of the study. It was first-hand information collected. It was collected for the first time. It was original and more reliable.

Instrument of the research was an oral test using the practice exercise which is a part of the real lesson of 'ed' pronunciation. The students practiced to read the words with "ed" ending by themselves after they had studied how to pronounce "ed" ending and practiced with repetition. This activity was carried out for the aim of checking and correcting in the real lesson. A recorder was used to record the students' pronunciation. Thus, the data was collected and saved.

In terms of technique of collecting data, in conducting the research, some steps were required to be done in clear chronological order. In this study there were several steps to collect the data. First, the students were taught the lesson of "ed" ending with the steps in the curriculum, consisting of studying literature, practicing by repeating, free practicing, checking and correcting. Their free practice was recorded to enable the researcher to find out the students "ed" ending mistakes through observation.

For technique of data analysis, the quantitative data analysis suits this research. The students' -ed ending pronunciation mistakes and their numbers and percentages of the mistakes were presented in tables, column charts and pie charts.

4. FINDINGS

This part focuses on data analysis of the research about students' mistakes in pronouncing -ed ending and focuses on discussion of the data of result finding. Data analysis describes the students' mistakes in pronouncing ed-ending to answer the problem statement of the research. Based on the instrument of the research, the findings of the students' mistakes were found by using observation. The observation described the students' ability in pronouncing ed-ending. The result of observation was shown in table 1. Though the test was carried out in the whole class with 40 students but the number of participants was only 32 because 8 of them were absent.

1. General situation of the students' mistakes in pronouncing "ed" ending
Table 1: Students' mistakes in pronouncing "ed" ending

Students' mistakes in pronouncing "ed" ending						
Words	Worked	Visited	Joined	Asked	Waited	Arrived
RP	/t/	/id/	/d/	/t/	/id/	/d/
PN						
1			V	V		V
2	N			N		N
3	V		V	V		V
4	->id		->id	->id	N	N
5	N		V	N		V
6	->id		V	N	->t	V
7	N	N	N		N	N
8					N	
9	N			N	N	N
10	ab	ab	ab	ab	ab	ab
11	N		V	N		V
12	N	N	N	N	N	N
13	ab	ab	ab	ab	ab	ab
14	N		N			N
15	ab	ab	ab	ab	ab	ab
16	ab	ab	ab	ab	ab	ab
17						
18			N			
19	ab	ab	ab	ab	ab	ab
20	N			N		V
21	->id		->id	->id	N	
22	ab	ab	ab	ab	ab	ab
23	ab	ab	ab	ab	ab	ab
24	->id		V	V	->id	V
25						
26	N		N			

27	V		N	N		N
28	->id			N	N	V
29	N		N	N	N	
30	N		V	V		V
31			V			V
32				N		
33	ab	ab	ab	ab	ab	ab
34	->id		->id	N		V
35						
36	V		V	V		V
37			V	N		V
38						
39						V
40			N			V

Explanation of table 1:

Symbols	Meaning
RP	Right pronunciation of "ed" ending
PN	Participant Number
N	not pronounced
V	pronounced like Vietnamese sounds that have the same spelling
->	changed into
ab	absent

In table 1, the mistakes were written in the symbols: N, V and ->. The mistakes were classified into 3 types: N means "ed" ending was not pronounced; V means "ed" ending was pronounced like Vietnamese sounds that have the same spelling; -> means "ed" ending was changed into another sound. The blank boxes mean there were no mistakes.

As can be seen in table 1, there are six words with "ed" ending in the oral test which were read aloud by 32 students individually. Thus, there are 192 pronunciations collected from the test in total. As we can see in table 1 and 2, the total number of mistakes is 95 that equivalences 49.5% of 192 pronunciations of the words in the test. On the other hand, according to the result in the table 1, 87.5 % of the students made from 1 to 6 mistakes in pronouncing the words with "ed" ending. Among total 32 participants, 4 students (12.5%) made 1 mistake; 3 students (9.3%) made 2 mistakes; 5 students (15.6%) made 3 mistakes; 11 students (34.3%) made 4 mistakes; 4 students (12.5%) made 5

mistakes and 1 student (3.2%) made 6 mistakes. The number of the students who did not make any mistakes in the oral test was 4, occupying 12.5% of the participants.

Those are the students numbered 17, 25, 35 and 38 in table 1. These results show that though the students had learned the literature of pronouncing "ed" ending and do the repetition practice in the lesson with the words, a high percentage (87.5%) of the students failed to pronounce 1 to 6 of the 6 words with "ed" ending in the free practice and the number of mistakes made by the students is 49.5% of the pronunciations. The figures can also be seen in pie chart 1 below. It's obvious that the students' ability in pronouncing "ed" ending is still poor. It's high time the teacher and students themselves took action to correct the mistakes.

Pie chart 1: Percentages of the students making pronunciation mistakes of "ed" ending
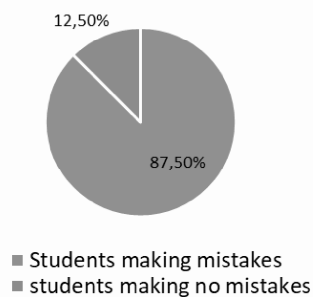
On the other side, we can see that the words with "ed" ending after "t" is easiest for the students to pronounced correctly as "tid". Only 2 students (6%) made mistakes in pronouncing "ed" in "visited" and 10 students (31%) made mistakes in pronouncing "ed" in "waited". Whereas, the numbers of the students making mistakes in pronouncing "ed" in the other words are over 20 (62.5%). It is necessary

for the teacher and students to pay more attention to correcting these cases. The figures can be seen in table 2 and chart 1 below.

2. The students' common mistakes n pronouncing "ed"ending

Table 2: The numbers of the mistakes				
Mistakes Words	N	V	->	Total
Worked	11	3	6	20
Visited	2	0	0	2
Joined	8	10	3	21
Asked	13	5	2	20
Waited	8	0	2	10
Arrived	7	15	0	22
Total	49	33	13	95

Explanation of table 2:

Chart 1. The numbers of the mistakes made for each words
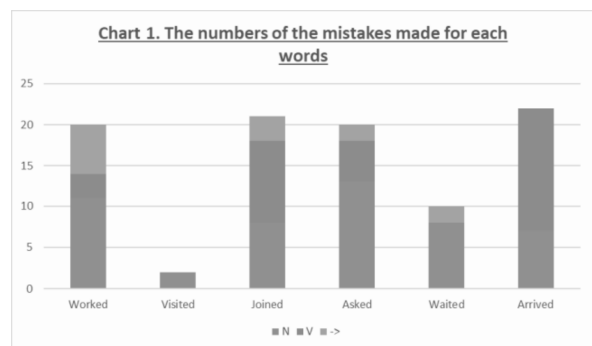
Symbols	Meaning
N	not pronounced
V	pronounced like Vietnamese sounds that have the same spelling
->	changed into

From table 2 and chart 1, we can see that there are total 95 mistakes made by the students in the test. The mistakes were classified into 3 cases: "ed" ending was

not pronounced; "ed" ending was pronounced like Vietnamese sounds that have the same spelling; "ed" ending was changed into another sound.

The most common mistake is "ed" ending was not pronounced that makes up 51.5% of the total number of the mistakes. The mistake happened in all cases. It was made the most in "asked" and "worked" by 34% and 40% of the students and the least in "visited" by only 6% of the students. In the rest cases, it is made by from 21% to 25% of the students.

The least common mistake is "ed" ending was changed into another sound or mistaken for another case of pronouncing "ed" ending. For example, in table 1, the student 4 pronounced "ed" ending in "worked" as /id/ instead of /t/. This means he said /wɜ:kid/ instead of /wɜ:kt/. Most of the students making this mistake pronounced "ed" as /id/ in the words with "ed" ending pronounced as /t/ and /d/. Only 1 of them (student number 6 pronouncing "waited") pronounced /id/ into /t/. It was possible that they did not know or memorize the theory well or couldn't distinguish the different pronunciations of "ed" ending, or they did not spend enough time to practice it.

Another common mistake is "ed" ending was pronounced like Vietnamese sounds that have the same spelling. This mistake only appeared in the words with "ed" ending pronounced as /t/ and /d/. This shows that the students making this mistake could recognize the right pronunciation of "ed" ending in these words but they couldn't pronounce them

naturally enough. They pronounce them like reading the latter "t" and "d" in Vietnamese.

CONCLUSION

Based on the identification, it was found that the students' correct pronunciation is about half of the total pronunciation of -ed ending tested. A large number of the students made one or more mistakes in pronouncing the words with "ed" ending tested. It showed that the students' ability in pronouncing -ed ending was still poor. The result showed that pronouncing "ed" ending as /t/ and /d/ is more difficult for the students to pronounce correctly than the one of /id/. The most common mistake is "ed" ending was not pronounced; the least common mistake is "ed" ending was changed into another sound and another common mistake is "ed" ending was pronounced like Vietnamese sounds that have the same spelling. It is necessary for the teacher and students to pay more attention to correcting these errors. These findings can be used as the base for the teacher and the students to take action to improve the students' pronunciation of "ed" ending.

REFERENCES

1. Afifah, Lutfia. (2013) *"An Analysis of Student's Pronunciation Errors in Readig Texts At The Sixth Grade Students of SDN 3 Cisauhen bandung Barat"*.

2. Dewi, Anggun Kusuma. (2009) *"Pronunciation Problems Faced by The English Department Students in Pronouncing -ed Ending (A Case Study of The Sixth Semester Students of The English*

Department of UNNES Academic Year of 2008/2009), (unpublished thesis).

3. Hakim, M. Arif Rahman. (2012). An Analysis Of Phonetics b, d, g, j, _ and ð into English pronunciation for Java Students (A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012). *International Journal of Humanities and Social Science, Vol. 2, No. 20.*

4. Jones, Daniel. (1972). *"An Outline of English Phonetics, Cambridge University Press, Kelly, Gerald. (2000) "How to Teach Pronunciation (Essex Pearson Education)".*

5. Muslimah, Nurul. (2008) *"The Students' Ability in Pronouncing Verb Inflectional Endings at The Eleventh Grade of MAN 3 Rantau Academic Year 2012/2013" (unpublished thesis).* Oxford, Learners' Pocket Dictionary(Fourt Edition ; Oxford University Press).

6. Ramelan. (1999) *"English Phonetic"*, Semarang: UNNES Press

7. Nunu W. &Muhammad Z.& Hasriati N. (2021) *Identification the students' pronunciation* problems in pronouncing -ed ending at English Study Program of IAIN Bone. *International Journal of Research on English Teaching and Applied Linguistics*

8. Redman, Stuart. (2001). "*English Vocabulary in Use: Pre intermadiate and Intermediate*", Jakarta Erlangga.

9. Setter, J. (2008). Theories and approaches in English pronunciation. InR. Monroy & A. Sánchez (Eds), *25 years of applied linguistics in Spain: Milestones and challenges* (pp. 447-457). Murcia, Spain: Universidad de Murcia, Servicio de Publacaiaones.

10. Syafei, Anas. (1988). *English Pronounciation Theory and Practice. Jakarta.* Depdikbud Direktorat Jendral Pendidikan Tinggi P2LPTK.

11. Tlazalo Tejeda, A. C., & Basurto Santos, N. M. (2014). Pronunciation instruction and students' practice to develop their confidence in EFL oral skills. *PROFILE Issues in Teachers' Professional Development*, 16(2), 151-170.

12. Watson, R. (2015). Quantitative research. Nursing Standard (2014+); *London* Vol. 29, Iss. 31, (Apr 1, 2015): 44. DOI:10.7748/ns.29.31.44.e8681

13. Yates, Linda. (2002). Fact Sheet- What is Pronunciation? *Sydney: AMEP Research Centre*