

CHAPTER 1

INTRODUCTION

A. Research Context

In the context of English communication, a good pronunciation is one of important roles for ensuring the effective understanding between speaker and listener. Pronunciation encompasses both segmental (individual sound) and supra-segmental (prosodic)¹, which mean that pronunciation is not only how to pronounced the diphthong or individual sound, but it can be include the intonation, and stress.

In the interconnected era of globalization, proficient public speaking skills are essential. A skilled speaker is not only required to master the content of their speech but also to deliver it with an engaging style and perfect pronunciation. No matter how brilliant a speech may be, if the pronunciation of the words is bad, the intended message will be lost due to the poor quality of delivery. The error of pronunciation can less the credibility of speaker and overall of the message what delivered. So, it will be very important for public figure to increase their pronunciation. One of the ways is studying the system of International Phonetic Alphabet (IPA). IPA is the standardization of international phonetic transcription, it can help the speaker pronounce the word or sentence in a good pronunciation. For mastering IPA, a speaker can control a good pronunciation.

¹ Talia Issac, "Pronunciation Assesment," *Language Teaching Journal* 50, no. 30 (2017): 348.

Moreover, language transfer and interference play a significant role also in pronunciation. Language transfer is the process of second language phenomenon such as the mother tongue to the target language.² Language transfer happens when speakers apply the sound of their native language to the target language what they are learning. Beside it, interference language is the specific transfer when the mother tongue of speakers has more negative impact in study of the target language. There are some factors that influence of language interference include the pronouncing of vowel or consonant sound is nothing in the mother tongue, the intonation or rhythm that unusual sound between native language to the target language, and the placement of stress and syllables is different. So, language interference is very influenced by the presence and interaction of one language to the other language in pronunciation context.

There are some of people that actually public figure also experiencing error pronunciation. One of the examples is Joko Widodo from Indonesia also has Javanese language as mother tongue that giving impact in his English pronunciation. The example when he said 'ladies' that actually /'leɪdi:s/ in English language, he pronounced /lè:dhi:s/ in the forum of APEC CEO Summit Beijing China.³ Sandiaga Uno who a public figure from Indonesia also has mispronunciation in his speech, he

² Xiaoyan Feng, "A Study of Language Transfer in The Process of Second Language Acquisition," *Atlantis Press* 29 (2017): 1075.

³ Althaf Afida, "Analysis Phonetic Transcription on Diphthong in Joko Widodo's APEC CEO Summit 2014 Program Speech at Beijing China" (Pamekasan, IAIN MADURA, 2019), 39.

pronounced /ə/ as /t/ in certain words like "think" and "thick".⁴ This shows the error of recognizing and pronouncing phoneme. The same problem also occurs when native English speakers pronounce the target language. A recent example is when President Joe Biden from United States pronounced of Chinese President Xi Jinping, Joe Biden got mispronounce phoneme in /x/ and /j/ that often adding an incorrect /z/ sound.⁵

In this research, the pronunciation of Prabowo Subianto on regular verb 2 and verb 3 to pronounce –ed would be taken because he grew up in English speaking environment and many people is uncorrected how to pronounce –ed. Prabowo was born from a prominent family, he spent his childhood abroad because of his father's political involvement as Economist figure in the world. He attended in various international schools: Victoria Institution in Kuala Lumpur, Zurich International School in Switzerland, and the American School in London.⁶ In this case, Prabowo was exposed English language from a young age that give him opportunity in language transfer, so that it can help Prabowo to pronounce English as well native speaker. However, it cannot be guaranteed because of language interference, where Prabowo previously learned Indonesian language as his mother tongue.

⁴ Riel Akmal Ikhsan and Ambalegin, "The Areas of Misspelling Phoneme in Sandiaga Uno's Speech: A Phonological Approach," *Journal BASIS* 7, no. 7 (October 2020): 296–297.

⁵ Duhn, "The World Continues to Garble The Name and Title of Xi Jinping," *Econmics*, December 14, 2023, <https://www.economist.com/china/2023/12/14/the-world-continues-to-garble-the-name-and-title-of-xi-jinping>.

⁶ Kendar Umi Kulsum, "Tokoh Prabowo Subianto," *Kompas Pedia*, accessed March 26, 2024, <https://kompaspedia.kompas.id/baca/profil/tokoh/prabowo-subianto>.

During 2023, Prabowo Subianto's presence in International Institute for Strategic Studies (IISS) Shangri-La Dialogue forum was as an Indonesia Minister of Defense, he gave strategies based on Indonesian perspective and confirm the role of Indonesia in dynamics of Palestine regional security. Shangri-La Dialogue is a unique platform to involvement among global leaders. Shangri-La Dialogue is annual security meeting that conducted by Singapore for facilitating the dialogue about any regional security challenges, with participant from official security, authority maker, and academic people from Asian-Pacific, North America, Europe and the Middle East.⁷

Some related studies have explored how the pronunciation of verb 2 and verb 3 (-ed). Benavides Velasquez, Mejia Cruz, and Rivera Hernandez have researched about overgeneralization in regular verb of simple past tense by intermediate students in English language. The main results of this research include the lack of reinforcement in the classroom to affecting students' ability to master the pronunciation of all three forms of regular verbs effectively.⁸ Another related study if from Alexandra Crina Bajinaru, she has researched to tests corrective feedback strategies of the -ed suffix in the simple past tense by non-native speakers in Spanish secondary schools. The research was conducted with students

⁷ IISS Shangri-La Dialogue, "IISS Shangri La-Dialogue," accessed March 26, 2024, www.iiss.org/events/iiss-shangri-la-dialogue/.

⁸ Benavides Velasquez Esther Abigail, Mejia Cruz Juan Francisco, and Rivera Hernandez Jose Gerardo, "The Overgeneralization of Regular Verbs in Simple Past Pronunciation by Students Taking Intensive Intermediate Intensive English I Due to The Lack of Oral Reinforcement at The Foreign Language Department of the University of El Salvador During The Year 2014" (San Salvador, University of El Salvador, 2014).

to enhance incorrect pronunciation of regular verbs by didactic approach using direct method, audiolingual method, and silent way, along with for corrective feedback strategies (repetition, clarification, elicitation, and paralinguistic signals).⁹ It turns out that man previous studies have explored the context of pronunciation of –ed, focusing on techniques or strategies to enhance students’ ability. Therefore, this research would be valuable in presenting novel insights into identifying mispronunciations by a public figure who has been exposed to foreign language before.

Based on the phenomena above, the researcher want to analyzing Prabowo Subianto’s Speech through the mispronunciation lens, and focus of the error –ed in regular verb 2 and verb 3 on using IPA (International Phonetic Alphabet) for clarify every deviation in the standard pronunciation. In other that, this research title is **“Error Analysis on Regular Verb 2 and Verb 3 (-ed) in Prabowo Subianto’s Pronunciation Speech in International Institute for Strategic Studies (IISS) Shangri-La Dialogue Forum 2023”**.

B. Research Focus

Research focus is very important to help the researcher has a clear purpose. It will help the result useable and more relevant. So, based on the research context above, the research focus of this study are:

⁹ Alexandra Crina Bajinaru, “Testing Corrective Feedback Strategies to Improve The Mispronunciation The -Ed Suffix in Pat Simple” (Bachillerato, Universitat Jaume, 2023).

1. What are regular verb 2 and verb 3 (-ed) which pronounced in Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023?
2. What kind pronunciation of regular verb 2 and verb (-ed) which appear in Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023?
3. What are mispronunciation regular verb 2 and verb 3 (-ed) were pronounced by Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023?

C. Research Objective

According to Lina Kestemont (2021), she clarified that a research objective aims to systematically analyze legal constructs in all their components in order to present them in an accurate, significant and orderly manner.¹⁰ So, from the definition above, the researcher gives explanation that research objective is to systematically analyze in all of components in order to present in accurate, significant, and orderly manner. It aims to provide a comprehensive and detailed what the object want to knowing.

Therefore, based on the research focus above, this research has some of research objectives as following:

¹⁰ Lina Kestemont, *Handbook on Legal Methodology* (Intersentia, Cambridge: Cambridge University Press, 2021), 9–18.

1. To know the regular verb 2 and verb 3 (-ed) which pronounced in Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023.
2. To know the kind pronunciation of regular verb 2 and verb (-ed) which appear in Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023.
3. To analysis mispronunciation regular verb 2 and verb 3 (-ed) were pronounced by Prabowo Subianto's speech in IISS Shangri La Dialogue Forum 2023.

D. Significance of Study

Every researcher expects that their research will give the significant useful, and of course this research too. Researcher hopes the result of this research will give contribution in positive impact as theoretically and practically.

1. Theoretically

Based on a theoretical point of view, this research can give the significant contribution for understanding some of various global accents. This research is seeing that for mastering English language can be not from native speaker. In the scope of International Phonetic Alphabet (IPA), this research can be the source of teaching in Linguistics, especially Phonology with a concrete example from non-native speaker and how it influence in communication.

2. Practically

a. For Readers

This research can add readers' insight about how to pronounce various ways of pronouncing –ed in regular verb. Besides, it adds readers' insight about relationship between language and political communication.

b. For the Students

Researcher hopes that the result of this research can be source of studying phonology especially in IAIN Madura. This research can be a small example of how non-native speaker pronounced –ed in English so that students can understand it from English non-native learner point of view. On the other hand, for linguistics, students can use the result of this research to study a discourse analysis method and phonetic in speech.

c. For the Researcher

This research offers a practical insight about how to analyze the pronunciation of personal subject that they have not access to meet in speech context or similar research in the future.

E. Definition of Key Terms

Key terms are important to know the specific context. These terms usually have a specific definition or meaning to ensure the understanding of whole topics.

1. Pronunciation

Pronunciation is a lay term that is widely used in language learning and teaching to describe the way utterances are articulated.¹¹ So, mispronunciation refers to the error or non-accurate of sound in pronounce language. It happens when a speaker does not pronounce the sounds well based on the rules of language.

2. Regular Verb (-ed)

Regular verbs are verbs which changes comply with normal rules, that is with add the letter -d or -ed to the verb first-form/verb-1 (infinitive) so that it becomes a verb form second/verb-2 (past tense). Several things must be considered in the way of forming regular verbs by adding the letter -ed suffix or -d in the basic verb/verb-1 (infinitive).¹²

3. IISS Shangri La Dialogue

IISS Shangri La Dialogue started in 2002. It is a security conference of many countries organized by an independent foundation in Singapore. The Shangri La Dialogue serves as a major protection and security conference in Asia Pacific. This dialogue provides a valuable, neutral, and open platform to share some issues to be overcome.¹³

¹¹ Lynda Yates, "Learning How to Speak: Pronunciation, Pragmatics and Practicalities in the Classroom and Beyond," *Language Teaching Journal* 50, no. 2 (April 2017): 227–246.

¹² Tira Nur Fitria, "An Analysis of Regular and Irregular Verbs in Students' Writing Essay," *LLT Journal* 24, no. 1 (April 2021): 276–287.

¹³ Podcast PUSPEN TNI, "ISS Shangri-La Dialogue Konferensi Pertahanan Dan Keamanan Kawasan Asia Pasifik," accessed March 31, 2024, <https://tni.mil.id/video-806-iiss-shangri-la-dialogue-konferensi-pertahanan-dan-keamanan-kawasan-asia-pasifik.html>.

F. Previous Study

Some of previous researches about how to pronounce –ed show several difference from this research. One of the researches is from Priscilla Carranza Marchena, Sergio Sánchez Vargas, and Geraldine Zamora Sánchez. They have researched about the influences of drilling and color-coding technique to pronounced past tense /t/, /d/, and /ɪd/ in twelve young adults, under title *Language Teaching Techniques for Pronouncing the Past Tense Phonemes /t/, /d/, and /ɪd/ in Regular Verbs When Reading Aloud*.¹⁴ The similarity of their research and this research is located in the focus of analyzing /t/, /d/, and /ɪd/ pronunciations in regular verb. On the other hand, these two researches have 3 differences: 1) their research focused on improving students' pronunciation but this research only focus on mispronunciation, 2) their research object was on students but this research object is on Prabowo Subianto's speech, and 3) their research context is in reading aloud but this research is about speech.

Another research is similar with the research above about how to improve students' pronunciation by technique. The research by Cici Fauzia, Muhammad Ihsan and Afiah in 2022 focused on using drilling techniques to improve the pronunciation of the suffix -ed in regular verbs among eighth-grade students at MTsN 2 Palu. Using a true experimental design, the research found significant improvement in the experimental

¹⁴ Priscilla Carranza Marchena, Sergio Sánchez Vargas, and Geraldine Zamora Sánchez, "Language Teaching Techniques for Pronouncing the Past Tense Phonemes /t/, /d/, and /ɪd/ in Regular Verbs When Reading Aloud," *Revista Ensayos Pedagógicos XV*, no. 2 (December 2020): 277–278.

group's pronunciation compared to the control group.¹⁵ In contrast, this research aims to analyze pronunciation errors in the past tense (-ed) forms as spoken by Prabowo Subianto in his official speech. This research employs phonetic analysis of the speech recording to identify and count errors. So, the main differences in the focus and approach: Fauzia and Ihsan's research targets students in an educational context and tests a teaching technique, while this research analyzes a public figure's pronunciation in a formal setting, observing naturally occurring errors without intervention.

Another previous research is *Error Pronunciation in Past Regular Verbs at Eleventh Grade Students of OTKP 1 Study The Academic Year 2022/2023* by Fatha Aenul Yaqin. His research is focus on the eleventh grade students of OTKP and he collected the data by recording and documentation to identify errors pronunciation in regular verb past tense. The result of this research shows that many students often mispronounced -ed as /d/, /t/, and /ɪd/ but often used /ed/.¹⁶ His research is similar with this research actually, the differences of this study because of the object is Prabowo Subianto's Speech in one of the international forum. So, the language will be formal than the daily language of students.

¹⁵ Cici Fauzia, Muhammad Ihsan, and Afifah, "Aplying Drilling Technique to Enhance Students' Pronunciation of Suffix -Ed in Regular Verbs," *Datokarama English Education Journal* 3, no. 2 (2022): 62–73.

¹⁶ Fatha Aenul Yaqin, "Error Pronunciation in Past Regular Verbs at Eleventh Grade Students of OTKP 1 Study The Academic Year 2022/2023," *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris* 11, no. 2 (September 2023): 172–184.

A research on this topic was also conducted by Yuniarti Rahmi in 2014, focusing on the error analysis made by second-grade students of SMP YPN Bojong Gede in using regular and irregular verbs in the past tense. The results of the study showed that students made errors in three main types: omission, addition, and misselection/misformation. The sources of errors were identified as stemming from mother tongue interference, over generalization, and the influence of teaching materials or methods.¹⁷ Meanwhile, this research study has a different and unique focus, this research aims to analyze errors in the pronunciation of regular verb forms in the past tense (-ed) as spoken by Prabowo Subianto in his official speech. The method used involves phonetic analysis of the speech recording to identify and count pronunciation errors. Thus, this research provides a new contribution to the field of linguistic error analysis by focusing on the phonetic aspect and the spoken context of a public figure in a formal situation.

On the other hand, Alfin Fuji Hidayati conducted similar research with this research that focus to analyze error pronunciation of –ed in regular verb. But, there are some differences of these research: 1) Hidayati’s research focuses on beginner EFL students in Pare Kediri, while this study focuses in how Prabowo Subianto’s pronunciation speech 2) Hidayati observes student’s pronunciation in language learning context, while this research examines pronunciation in a formal speech

¹⁷ Rahmi Yuniarti, “An Error Analysis of Students’ Ability in Using Regular and Irregular Verbs” (Jakarta, UIN Syarif Hidayatullah, 2014).

context 3) Hidayati identifies difficulties based on different types of -ed pronunciation, whereas this study employs phonetic analysis to quantify and categorize overall pronunciation errors in a speech 4) The last is about the goal of research, Hidayati aims to enhance students' understanding and pronunciation of -ed endings, whereas my study aims to analyze naturally occurring pronunciation errors in a public figure's speech without teaching intervention.¹⁸

G. Review of Related Study

1. Phonetics

According to Gerald Kelly (2000), Phonetics refers to the study of speech sound. A phonetician usually works in one or more of the following areas:

- a. The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetics)
- b. The actions and movements of the speech organs in producing sounds (articulatory phonetics)
- c. The nature and acoustics of the sound waves which transmit speech (acoustics phonetics)
- d. How speech is received by the ears (auditory phonetics)
- e. How speech is perceived by the brain (arceptual honetics)¹⁹

¹⁸ Alfin Fuji Hidayati, "A Case Study Among Scooter Students at Pare Kediri," *Arkhaiis-Jurnal Ilmu Bahasa Dan Sastra Indonesia* 12, no. 1 (2021): 59–66.

¹⁹ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), 9.

On the other hand, in the book *English Phonetic Theory and Practice*, it is also explained that phonetics is the study of speech sounds, their production, transmission, and reception. It helps us understand how sounds are formed in language and aids in detecting and correcting pronunciation errors. Interdependent viewpoints in phonetics include aspects such as articulatory phonetics, acoustic phonetics, and auditory phonetics, all of which contribute to understanding various aspects of human speech.²⁰

2. Phonology

According to Geoffrey S. Nathan from the book *Cognitive Linguistics- A Survey of Linguistics Subfields*, Phonology is a branch of cognitive linguistics that studies about how the speech sounds are stored, perceived, and produced.²¹ So, it will find the analysis of sound structure, the rule to producing word, and the rules how to manage to used sounds in the language.

Phonology is the abstract study of the sounds of language. To fully understand the use of sounds in English, one must study both phonetics and phonology. Phonology has several key areas are:

a. Study of the Phonemic System

The phonemic system can be compared to the set of pieces in a game of chess or cards. The exact shape and color of chess

²⁰ Dwi Astuti Wahyu Nurhayati, *English Phonetic Theory and Practice* (Tulungagung: Akademia Pustaka, 2018), 1–4.

²¹ Geoffrey S. Nathan, *Cognitive Linguistics- A Survey f Linguistics Subfields* (USA: De Gruyter Mouton, 2019).

pieces or cards do not matter much, but their number, moves, and relationships are crucial. Similarly, in language, the specific sounds (phonemes) we use can vary slightly, but their presence and function are essential for correct communication. This set of phonemes is fixed to a certain extent, and using them correctly is vital for speaking English properly.

b. Phoneme Sequences and Syllable Structure

Every language has restrictions on the sequences of phonemes used. For instance, in English, certain consonant sequences (like "zbf") do not appear at the beginning of words, and certain vowel sequences (like "aeh") do not end words. Phonology studies these restrictions and patterns, often analyzing the syllable structure to understand these rules.

c. Suprasegmental Phonology

Not all significant sound contrasts are due to different phonemes. Suprasegmental features such as stress and intonation play a critical role. For example, the word "import" can be a noun or a verb depending on which syllable is stressed. Intonation also affects meaning and communication.²²

3. Pronunciation

According to Abd Ghafur, Pronunciation is a ability to pronounce words or sounds as correct and clearly, so it's an essential

²² Peter Roach, *English Phonetics and Phonology*, Fourth Edition (Cambridge: Cambridge University Press, 2009), 35–36.

aspect of learning to speak a foreign language.²³ This ability is crucial because it has various significant benefits. Firstly, clear and accurate pronunciation helps in effectively conveying messages, reducing the risk of misunderstanding between speakers and listeners. Additionally, the ability to pronounce words correctly enhances confidence in communicating in a foreign language, both in social and professional contexts. This opens doors of opportunity in education and career, as many educational institutions and companies expect employees and students to have good speaking skills in foreign languages.

To achieve good pronunciation, it is important to understand several related aspects. First and foremost, learners need to understand the sounds present in the target language, including vowels, consonants, and consonant combinations. Furthermore, the placement of stress in words and the use of intonation in sentences also affect effective pronunciation. Understanding differences in accents is also important, as each language or region has its own distinctive accent that can affect pronunciation. With a deep understanding of these aspects, effective teaching methods, and diverse exercises, learners can improve their pronunciation effectively.

²³ Abd Ghafur, *English Pronunciation* (Pamekasan: STAIN Pamekasan Press, 2009), 1.

4. International Phonetic Alphabet

The International Phonetic Alphabet (IPA) is a system developed by the International Phonetic Association to consistently represent sounds in languages in written form. Since its establishment in 1886, this association has aimed to create practical yet comprehensive symbols to encompass the diverse sounds found in languages worldwide.

IPA, based on the Roman alphabet with additional symbols from various sources, is widely used for purposes such as pronunciation guides in dictionaries, linguistic field research, language writing systems, and speech analysis. IPA continues to evolve over time to adapt to new findings and theories in phonetics, guided by the principles outlined in the association's documents. IPA includes symbols for consonants, vowels, and suprasegmental aspects such as stress and tone. The IPA Chart summarizes this system, providing a reference for phonetic description. Variations in pronunciation across languages and accents are acknowledged, with examples often drawn from languages familiar to readers, such as English in its General American and Standard Southern British variations.²⁴

²⁴ International Phonetic Association, *Handbook of the International Phonetic Association A Guide to the Use of the International Phonetic Alphabet* (Cambridge: The Press Syndicate of The University of Cambridge, 1999), 4–6.

5. Regular Verb (-ed)

Regular verb is a type of verb in English that forms the past tense by adding the suffix "-ed" to its root (ex. walk – walked). This formation process is carried out through rule-based mechanisms, where the addition of this suffix is consistently applied to the root to form regular past tense. This mechanism does not require specific knowledge about the verb in question, but is based on phonological associations formed through learning. So, a regular verb can be understood as a verb that follows a certain rule pattern in forming the past tense.²⁵

For making a regular verb, actually it can add suffix –ed or –d because regular verb follow certain rules for the formation in word.

- a. If a verb ends in a silent /e/, add -d to form the past tense and past participle in one syllable or more. Example: love → loved, invite → invited.
- b. If a verb ends in a consonant /y/ preceded by another consonant, change the /y/ to /i/ and add -ed. Example: carry → carried.
- c. If a verb ends in a consonant /y/ preceded by a vowel (a, i, u, e, o) simply add -ed without changing the /y/. Example: play → played.

²⁵ Michelle Miozzo, "On The Processing of Regular and Irregular Forms of Verb and Noun: Evidence From Neuropsychology," *Cognition* 87, no. 2 (March 2023): 101–127.

- d. If a verb ends in a consonant that consist of one syllable r more preceded by a vowel, and the stress falls on the last syllable, double the last letter and add -ed. Example: stop → stopped.
- e. If a verb ends in a consonant preceded by a vowel and is not a one-syllable word, add -ed without doubling the last letter. Example: listen → listened.²⁶
- f. If a verb has more consonants followed by vowel (a, i, u, e, o), but the stress falls in the first syllable , It's directly added with the ending -ed. Example: answer → answered.
- g. If a verb ends with a vowel preceded by a consonant /c/, the verb is added with the letter /k/ and the ending -ed. Example: picnic → picnicked.²⁷

Understanding these rules enables us to correctly form the past tense and past participle of regular verbs in English. The significance of knowing normal verbs lies in their common designs in shaping the past tense in English. By understanding the rules of shaping the past tense for customary verbs, dialect learners can more effectively and successfully utilize these words in ordinary discussions and composing. This makes a difference make strides talking and composing aptitudes in English without the got to memorize the past tense shapes of each person verb. Hence,

²⁶ John Surjadi H, Drs. S. Koentjoro, and Drs. Manaf Asmoro Seputro, *ABC English Grammar* (Surabaya: Penerbit Indah, 1986), 254–259.

²⁷ Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris* (Malang: Intimedia, 2014), 28–30.

information of normal verbs empowers dialect learners to communicate more easily and certainly in English.

6. Pronunciation of (-ed)

Pronunciation plays an important part in mastering the English language. One of parts is how to pronounce the ending of –ed in regular verb 2 and verb 3. There are 3 kinds to pronounce –ed in regular verb, they are /t/, /d/, and /ɪd/.

a. Pronunciation of /t/

The ending of "-ed" is pronounce as /t/ when the base verb closes with a voiceless consonant sound. Voiceless occurs when airflow from the lungs passes through the vocal tract without causing the vocal folds to vibrate. As a result, the sound produced is voiceless or unvoiced,²⁸ cases incorporate sounds like /p/, /f/, /θ/, /s/, /ʃ/, /k/, and /h/, except /t/ in this case.²⁹ When we include the addition -ed to verbs with this structure, the elocution /t/ is chosen to create the past tense. For occasion, consider the verb *walk* /wɔ:k/. This verb closes with the sound /k/, which may be a voiceless consonant sound. When shaping the past tense of this verb, It include the end –ed to be *walked* /wɔkt/ and articulate it as /t/. The same applies to other verbs with comparable structures, such as *hope* /hoʊp/, *kiss* /kɪs/ kɪst. In these cases, the addition "-ed" is articulated as /t/ since the

²⁸ *Ibid.*

²⁹ Stefanny Jannedy, Robert Poletto, and Tracey L. Weldon, *Languange Files Materials for an Introduction to Language & Linguistics* (Columbus: Ohio State University Press, 1994), 38.

base verb closes with a voiceless consonant *hoped* / hoʊpt/, *kissed* / kɪst/. One of the example in the sentence here is ‘they talked about their plans’, while in IPA is /ðeɪ tɔːkt əˈbaʊt ðeɪ plænz/.

b. Pronunciation of /d/

If word ends "-ed" follows a voiced consonant. Voiced refers to the quality of sound produced by the vibration of the vocal folds in the larynx. Sounds produced when the vocal folds vibrate are called voiced sounds, while sounds produced without vocal fold vibration are called voiceless sounds. For example, the sound /z/ in the word ‘zoo’ is a voiced sound because it involves vocal fold vibration, while the sound /s/ in the word ‘sea’ is a voiceless sound because it does not involve vocal fold vibration.³⁰ The concept of "voice" in phonetics and phonology relates to the use or absence of vocal fold vibration in sound production. like /b/, /g/, /v/, /z/, /ʒ/, /dʒ/, /ð/, /m/, /n/, /l/, /r/, /j/, /w/, /ŋ/ or a vowel, its pronunciation becomes /d/. This is because voiced consonants are already similar to the sound /d/. Therefore, to avoid pronunciation difficulty, we substitute the sound /d/ for -ed. One of the example in sentence is ‘she opened the door quietly’, in the IPA is /ʃi ˈoʊpənd ðə dɔːr ˈkwaɪətli/.

³⁰ *Ibid.*

c. Pronunciation of /ɪd/

When -ed follows a consonant or vowel with the sound /t/ or /d/, its pronunciation becomes /ɪd/. This happens because adding the sound /d/ directly after the consonant /t/ or /d/ can be difficult to pronounce, so to facilitate it, we add the short vowel sound /ɪ/ between the consonant and /d/. For example, the word ‘wanted’ ends with the consonant /t/. When -ed is added, we get /'wɒntɪd/, where the sound /ɪ/ is inserted between /t/ and /d/ to ease pronunciation. Another example is the word ‘needed’, where /d/ is inserted between the consonants /d/ and /ɪ/, resulting in /'niːdɪd/. So, the pronunciation /ɪd/ in this case helps maintain smooth pronunciation and makes it more comfortable to articulate. One of the example in sentence here is ‘she waited for the bus’, how to pronounce is /ʃi: 'weɪtɪd fɔ:r ðə bʌs/.

7. Error Pronunciation

In the book *A Course in Phonetics* by Peter Ladefoged and Keith Johnson, while the focus is generally on phonetics, many concepts covered can help understand the types of pronunciation errors commonly faced by English learners.

a. Voicing Errors

Voicing errors occur when a sound that should be voiced (like /d/, /b/, /g/) is pronounced as voiceless (like /t/, /p/, /k/), or vice versa. For example is pronouncing “bad” as “bat” by replacing the voiced /d/ with the voiceless /t/. This often happens at the

end of words where some languages lack voiced consonants. Learners may struggle to distinguish voiced and voiceless sounds if their native language lacks this contrast.

b. Aspiration Errors

In English, voiceless consonants like /p/, /t/, and /k/ are usually aspirated (with a burst of air) when at the start of words or syllables. Mispronunciation happens when aspiration is omitted, making these sounds resemble their voiced counterparts (like /b/, /d/, /g/). For example is pronouncing “pat” without aspiration on /p/, making it sound like “bat” to native speakers. Many languages lack aspirated consonants or have different rules for aspiration, so learners may not recognize this distinction.

c. Vowel Length Errors

English differentiates between short and long vowels, which can change the meaning of words. Mispronunciation occurs when vowel length is incorrect, potentially leading to confusion. For example is pronouncing “ship” (short vowel /ɪ/) with a long vowel /i:/, making it sound like “sheep.” Learners may come from languages that don’t differentiate vowel length, making it challenging to adapt to this feature in English.

d. Intonation and Stress Errors

Errors in intonation and stress make speech sound unnatural or incorrect. Certain English words have stressed syllables that are

essential for meaning. For example is the word “record” is pronounced /'rɛkərd/ (noun) and /rɪ'kɔ:rd/ (verb), where incorrect stress can alter the meaning. Not all languages use stress in a way as complex as English, so learners may be unfamiliar with where to place emphasis.

e. Assimilation and Elision Errors

Assimilation occurs when a sound becomes similar to a neighboring sound, while elision is the dropping of certain sounds. Mispronunciations occur when learners do not apply these processes naturally. Pronouncing “handbag” as [ˈhæmbæg] (assimilation of /n/ to /m/). Elision might occur in “suppose,” pronounced without the schwa, [spəʊz]. Learners may not be used to these natural changes or know when they apply.

f. Place of Articulation Errors

These errors happen when sounds are pronounced with incorrect articulation points, such as replacing interdental sounds (/θ/ and /ð/) with labiodental or alveolar sounds. For example is pronouncing “think” as “tink” or “sink” when learners lack interdental sounds in their native language. Learners often struggle with sounds absent in their native language, like /θ/ in English, which is uncommon in many languages.

g. Connected Speech Errors

In connected speech, sounds often change or drop depending on the context. Mispronunciation occurs when learners keep words isolated or don't connect them naturally. For example is "Want to" is commonly pronounced as "wanna" in casual English. Learners may sound unnatural if they don't adapt to these forms. Connected speech may not be explicitly taught, making it challenging for learners due to its variability.

h. Consonant Cluster Errors

English has many consonant clusters (two or more consonants together without a vowel). Errors occur when learners add extra vowels or omit some consonants. For example is when say "spring" as "sipring" or "pring" if unused to /spr/ clusters. Some languages lack consonant clusters, making it difficult for learners to pronounce them without adding vowels or altering sounds.

i. Mispronunciation of Schwa Sound

The schwa /ə/ frequently appears in unstressed syllables in English. Errors occur when learners replace schwa with more distinct vowel sounds, affecting word rhythm and intonation. For example is "Banana" with clear vowels as "bah-nah-nah" instead of the correct /bə'nænə/. Many languages lack the schwa sound, so learners might feel compelled to pronounce each vowel clearly. When the opposite occurs—where a vowel that

should be pronounced clearly is instead replaced with a schwa sound /ə/—it can also lead to significant pronunciation errors. In English, certain vowels in stressed syllables need to be articulated distinctly to convey the correct meaning and maintain the integrity of the word. For example, consider the word “decide.” The correct pronunciation emphasizes the vowel /ɪ/ in the second syllable, resulting in /dɪ'saɪd/. If a learner replaces the stressed vowel sound with a schwa, pronouncing it as /də'saɪd/, it may obscure the intended meaning and make the pronunciation sound unnatural to native speakers. This mispronunciation reflects a misunderstanding of English vowel reduction patterns, where the schwa is typically found in unstressed syllables, rather than stressed ones. Learners from languages that do not differentiate between vowel sounds as distinctly as English might struggle with this aspect, leading them to substitute clear vowels with schwa sounds, thereby compromising the clarity and intelligibility of their speech.³¹

8. Speech

Speech refers to the use of words or oral language to convey a message or communication.³² Beside it, Gardiner, A.H gives statement that speech may be a communication occasion including a speaker, audience, words, and point of talk. The significance of

³¹ Peter Ladefoged and Johnson Keith, *A COURSE IN PHONETICS*, Seventh Edition (Cengage Learning, 2015).

³² Ishani Maitra and Mary Kate McGowan, *Speech & Harm Controversies Over Free Speech* (United Kingdom: Oxford University Press, 2012), 95.

speech is to advise the audience approximately the speaker's aiming meaning. The audience must effectively think and draw upon their past encounters to get it the speaker's aim. Words themselves have no meaning without setting and encounter. The work of words is to display the speaker's aiming meaning in a formal way. Sentences, not words, are the real units of speech, and speech can alter meaning depending on components such as sentence structure, word arrange, and body dialect.³³

In the linguistic context, speech is a process of production and understanding the oral language of human. It is include the use of sound to make sounds for construct word, sentence that have meaning. So, there are many aspects in linguistic that actually who people want to speech must have.

a. Phonetics

In speech, phonetics study how sounds are delivered and transmitted. This includes understanding how discourse organs just like the tongue, lips, and other articulators are utilized to form particular sounds. For illustration, how we create sounds like /p/, /t/, or /s/.

b. Phonology

Phonology in speech looks at the structure and designs of sounds. This incorporates rules administering how particular sounds are organized into words and how these sound designs

³³ Gardiner, A.H, *The Theory of Speech and Language* (United Kingdom: Oxford University Press, 1932).

influence the meaning of words when talked. For occurrence, in English, the contrast in sounds between ‘pat’ and ‘bat’ can give wrong meaning if the speaker cannot pronounce in a good sound.

c. Morphology

When connected to speech, morphology explores the structure and arrangement of words. It includes analyzing the inner structure of talked words, such as roots, prefixes, and additions, and understanding how words are shaped from their essential shapes amid speech generation. For case, how the word ‘playing’ is shaped from the root word ‘play’.

d. Syntax

In speech, syntax considers how words are orchestrated and requested in sentences. It incorporates rules deciding how words are organized in sentences to communicate the right meaning when talked. A case of sentence structure in activity is the language structure rules that direct word order in a sentence.

e. Semantics

Semantics in discourse centers on the implications of words and sentences. It includes analyzing how talked words and sentences pass on meaning, counting concepts such as equivalent of words, antonyms, denotative, and connotative implications. For illustration, the contrast in meaning between ‘moderate’ and ‘quick’.

f. Pragmatics

Pragmatics thinks about the utilize of dialect in communicative settings. This incorporates understanding the communicative objectives of speech, implicate passed on through discourse, dialect traditions in discourse acts, and how relevant variables impact the elucidation of talked messages. For occasion, how setting and circumstance influence how we utilize dialect in a discussion.

Each of these aspects is vital in understanding and analyzing discourse comprehensively, both in terms of its generation and comprehension. By examining these angles within the setting of speech, we pick up experiences into how dialect capacities and is utilized in different communicative settings.

9. Language Transfer

Language transfer occurs when an individual applies knowledge from one language to another, affecting the acquisition and performance of the second language (L2). This phenomenon is influenced by existing experiences and mental sets, which are often shaped by culture-specific knowledge. For example, offering coffee after a meal in one culture might signal to guests that it's time to leave, while in another culture, it might be seen as an act of hospitality. There two types of language transfer:

a. Positive Transfer

This occurs when the structures of the first language (L1) and the second language (L2) are similar, leading to correct language performance. For example, if both languages use similar prepositions in similar contexts, the transfer will facilitate learning.

b. Negative Transfer (Interference)

This happens when L1 structures are incorrectly applied to L2, resulting in errors. For example, English speakers learning Spanish might mistakenly use prepositions before days of the week due to their habits in English, even though Spanish uses definite articles instead.

Beside it, pragmatic transfer refers to the influence of L1 pragmatic knowledge on L2 performance, especially in understanding and executing language functions in social interactions. Negative pragmatic transfer often leads to communication breakdowns or conflicts. For example, an East German applicant's straightforwardness might be misunderstood in a West German job interview, leading to unintended perceptions of rudeness. The causes of negative pragmatic transfer include a lack of pragmatic knowledge, cultural differences, and challenges faced by advanced learners. Learners often lack awareness of the pragmatic norms of the target language, leading to inappropriate language use. Misunderstandings arise when learners apply their

native cultural norms to the target language context. Even advanced learners may struggle with conveying or understanding the intended politeness or illocutionary force due to deeply ingrained L1 habits.³⁴

Fithriyah Rahmawati in her book *Second Language Acquisition* also explain about this, where the concept of language transfer can be classified into positive and negative transfer. Positive transfer occurs when the linguistic rules of the first language (L1) and the second language (L2) are similar, facilitating easier learning. Negative transfer, or interference, arises when the linguistic rules differ, causing difficulties in language acquisition. In the early stages of learning an L2, negative transfer is common but tends to decrease as the learner becomes more familiar with the new language.

For example, Indonesian learners of English may struggle with sounds like [ʃ] and [θ], which do not exist in Indonesian. However, Indonesians familiar with Arabic may find it easier to pronounce these sounds due to their similarities with Arabic phonemes [ش] and [ث]. Language transfer influences multiple linguistic aspects such as phonology, morphology, syntax, and grammatical rules. The Contrastive Analysis (CA) approach, influenced by structuralism and behaviorism, suggests that errors in L2 learning can often be predicted as a result of interference from

³⁴ Aras Abdulkarim Amin, "Linguistics Analysis of The Phenomenon of Language Transfer," *IOSR Journal of Humanities and Social Science* 22, no. 4 (April 2017): 32–35.

the learner's L1. This method compares the structural aspects of both languages to understand error sources.³⁵

10. Language Interference

Interference language refers to the influence of a person's first language (L1) on their second language (L2) usage, leading to deviations from the norms of the second language. This phenomenon occurs when bilingual individuals use rules or norms from their L1 while speaking or writing in their L2 due to the contact and overlap between the two languages. Interference can manifest in various forms, including phonological, grammatical, and lexical deviations. Phonological interference, for instance, involves improper pronunciation of sounds in the second language, influenced by the phonetic structure of the first language. This often results in mispronunciations and errors that are noticeable, especially in speaking skills.³⁶

Tanya Joseline states when two languages have different linguistic systems, there is a tendency for elements from one language to be transferred to the other. This phenomenon, known as language interference, can lead to difficulties or errors in the learning process. For example, a Spanish speaker learning English might omit the "h" sound when reading English words because of

³⁵ Fithriyah Rahmawati, *Second Language Acquisition (SLA)* (Duta Media Publishing, 2019), 45–46.

³⁶ Riswanto et al., “An Analysis of the First Language Interference in Speaking English of Sixth Semester Students of English Education Study Program of IAIN Bengkulu,” *Advances in Social Science, Education and Humanities Research* 622 (2021): 304–305.

their habit of not pronouncing "h" in Spanish. This interference can make learning the new language more challenging and may result in noticeable errors.³⁷

³⁷ Tanya Jocelyn Narvaez Flores, "The Effects of Language Interference in Learning English Syntax for Spanish Native Speakers: A Case Study on a Mexican Context," *Open Journal for Studies in Linguistics* 6, no. 2 (2023): 46.