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THE PRONUNCIATION OF THE REGULAR PAST TENSE OF ENGLISH VERBS IN JUNIOR HIGH SCHOOL STUDENTS

Humaira Restu Maulidia

Universitas Widyatama

[hrmaulidia@gmail.com](mailto:hрмаulidia@gmail.com)

Abstract: This research aims at describing how the pronunciation of regular past tense of English verb should be and the variation of the regular past tense of English verb. Qualitative design is chosen in this study. The data gathered and analyzed through the main theories in the theoretical background. The data analyzed showed that in the first paragraph, there are 7 of regular past tense of English verb; lived, named, asked, granted, touched, amazed and turned. In the second paragraph, there are 10 of regular past tense of English verb; changed, cried, loved, touched, shocked, beloved, turned, begged, granted, and realized. Each of words is classified based on the environment. So that, it can be concluded that there are 7 words after voiced segments; lived, named, turned, loved, beloved, begged, and cried. In voiceless segments, there are 7 words of regular past tense of English verb; asked, shocked, amazed, changed, touched, and realized. Furthermore, there is non-nasal alveolar stop; granted. Those words pronounced variously by the students.

Keywords: pronunciation, past tense, regular past tense of English verb

INTRODUCTION

Language is a tool of communication both written and spoken form. It is used to convey the ideas and feelings from one person to another. Considering the importance of the language, English has been becoming a *lingua franca* as stated by Harmer (2013) which means that English is used by a quarter of the world's population. As a foreign language in Indonesia, English should be comprehended by the students through four main skills of language such as speaking, listening, reading, and writing. Furthermore, there are some components of English language such as grammatical structure, pronunciation, and vocabulary which should be mastered by the students.

In this stage, pronunciation is one of the main points of English to communicate with others. It describes the variation of the symbol and its sounds. Many students still have difficulties in mastering the pronunciation of English language. Meanwhile, pronunciation is what learners have to concern with because sound or voice is a part of pronunciation (Harmer, 2013). Besides, clear pronunciation gives us the power to be confident when expressing ourselves.

Kenworthy (1987 as cited in Brown, 2001) emphasizes that innate phonetic ability has become one of the factors which affect the learners' pronunciation. As a result, it is important to introduce Phonetics and phonology to the learners. Phonetics and Phonology can be generally defines as the study of the speech sounds with different field. Phonetics is the sounds of language. Besides, the study of Phonology is used to determine how someone pronounces words, as suggested by Fromkin et al. (2003). Thus, if the English pronunciation is difficult, it can be improved through understanding Phonetics and Phonolgy's field.

Teaching pronunciation is not well known all the time by the teachers (Roach, 1991). On the other hand, nowadays, there are several studies regarding teaching pronunciation which was undertaken by the researcher. A previous research was done by Mulatsih (2018) which discussed the pronunciation by using English song. In the first circle, the result of the study showed that there were several differences pronunciation between English and Indonesia. By using English song, it can increase the students' ability towards the pronunciation in English. Another study was conducted by Hidayatullah (2018) which focus on improving students' pronunciation by using movie. The result of the study showed successful indicators towards the development of students pronunciation. Furthermore, Purwanto (2019) carried out the study which showed varied materials to encourage the students to correct their spelling in learning English pronunciation. The result of the study confirmed that teaching pronunciation by using several fun and attractive materials can develop the students' pronunciation and build fun-learning activities in the classroom.

Based on the description above, this present research investigates the pronunciation of English regular verbs through narrative text in junior high school students at one of courses in Bandung.

LITERATURE REVIEW

The goal of many learners in learning their foreign language is the pronunciation which should be accurate with the native speakers. In facts, some learners are not focused on their pronunciation. High motivation and concern are needed to pursue their goals. Thus, the role of the teacher is important to help the learners to gain clear, and comprehensible pronunciation.

Dealing with difficulty in language learning, Harmer (2013) suggests several steps to overcome its problem. The first is improvising which considered as one of the powerful ways when the speakers try each words and phrases as the suggestion when it is right. The second is discarding that is used by the speakers who can't find the words in conveying the message addressed. The third is foreignising which is employed when the speakers have known-well their first language and hope it will be similar to the foreign language. The last is paraphrasing that is used when the speakers intend to deliver their ideas and feelings, but they do not know the words that should be spoken.

According to McMahan (2010) states that *Homo Sapiens* which means 'thinking human' it has often been mentioned to us as a human being. Another name is more appropriate given to us as *Homo lequens* or 'speaking human'. Many species can communicate with other through sound based. Most humans also use sounds for linguistics. In linguistics, Phonetics and Phonology are used as two subdisciplines which face with sound.

To describe how English is pronounced, the study the speech sound should be mastered by the learners. Both Phonetics and Phonology can be generally defines as the study of the speech sounds with different field. Particulararly, Phonetics is described as the study of human sound without any specific references of language (Deumert, 2012). There are three main points of Phonetics: based on perception or *auditive*, the production or *articulatory*, and the transmission or *acoustic*. In the phonetic alphabet, IPA (International Phonetic Alphabet) is introduced as the symbols which describe by using square brackets as suggested by Rodney Ball (2005), such as [u], [p], [ð]. On the other hand, Roach (1991) states that the study of difference sound elements in a language is called Phonology, further it descibes the patterns and the regulation where they forms and use. According to Fromkin et al. (2003) state that Phonology shows us how words are pronounced by the speaker. Moreover, the section of the words is called morphemes. It is pronounced differently based on each contexts. Besides, in the pronunciation of plural context, allomorph is described as a variety of single morpheme or the phonological stages where each types of the morpheme are recognized by the speaker. All English nouns have plural nouns. The following table below shows us how each words is pronounced by the speaker with the plural morpheme.

Table 1. The pronunciation of the plural morpheme

1	2	3	4
Ending sound [z] (voiced alveolar fricative)	[s] (voiceless alveolar fricative)	[əz]	
Bag	Black	Badge	Child
Bar	Cat	Bus	Criterion
Boy	Cap	Bush	Mouse
Cab	Cuff	Buzz	Ox
Cad	Faith	Garage	Sheep
Cam		Match	
Can			
Call			
Lathe			
Love			
Love			
Spa			

The table above shows that the last sound with the plural nouns in the first section is voiced alveolar fricative. Fricatives are consonants which pronounced by the speaker when the air escapes exceed a little space and make a sound. The final sound in the second column is [s] a voiceless alveolar fricative. In the third column, the final

sound is [əz]. Besides, the plural forms from the last column are memorized individually because there is no system to describe the plural forms for those words. We also have a first chart for the plural morpheme in broad phonetic transcription below.

Table 2. The plural morpheme in broad of phonetic transcription

Allomorph	Example
[s]	[bæk], [feθ], [kæ], [kæp], [kʌf], [feθs], [kæps], [kæts]
[əz]	[bædʒ], [bʌs], [gərəʒ], [mæʃ], [bædʒəz], [bʌsəz], [bʊʃəz]
[z]	[bæg], [bɔɪ], [bæŋ], [bar], [kæb], [kæd], [kæm], [kæn], [kɔɪ], [lʌv], [leð], [spa], [bɔɪz], [kæbz], [kædz]

To find out the pattern behind the way of plural pronunciation, a minimal pair is needed to identify two words which have different interpretation. According to Fromkin et al. (2003) state that minimal pair has identical forms from one sound in the one place of each words. For example: "cab [kæb] and cad [kæd] (minimal pair that differ only in final segments). Cat [kæt] and mat [mæt] (minimal pair that differ only in initial segments)". Further, the pronunciation of plural allomorphs in English is considered based on the ending words of the singular form. The table below shows the evidence of plural allomorphs in English where the diphthongs such as [ɔɪ] formed as single parts.

Table 3. The distribution of plural allomorphs in English

Allomorph	Example
[s]	[f], [k], [p], [θ]
[əz]	[s], [z], [dʒ], [ʃ], [ʒ]
[z]	[a], [b], [d], [g], [m], [n], [r], [v], [ð], [ŋ], [l], [ɔɪ]

Specifically, the characteristic of the sound [əz] plural have the segments of being sibilants. On the other hand, in the nonsibilants, the voiceless segments shows the sound of the the [s] plural. Further, the voiced segments describes the sound of the the [z] plural, as shown in the evidence below.

Table 4. The distribution of plural allomorphs in English

Allomorph	Example
[s]	voiceless nonsibilant segments voiced nonsibilant segments
[əz]	sibilant segments
[z]	voiced nonsibilant segments

We can insert [ə] before the plural morpheme /z/ when the final sound of a regular noun is a sibilant by using [əz]. When the sound is followed by the voiceless sound, it should be replaced from the plural morpheme /z/ to a voiceless [s]. In this stage, the phonological rules will describe the phonetic transcription from the plural

morpheme to other morphemes of the language which is called as morphophonemic rules. Thus, it describes the characteristics of the plural morpheme.

	<i>bus</i> + pl.	<i>but</i> + pl.	<i>bug</i> + pl.
<i>Basic representation</i>	/bʌs + z/	/bʌt + z/	/bʌg + z/
Apply rule (1)	ɔ	NA*	NA
Apply rule (2)	NA	s	NA
<i>Phonetic representation</i>	[bʌsɔz]	[bʌts]	[bʌgz]
*NA means "not applicable."			

Figure 1. The plural morphophonemic rules

So that, based on the table above, we can identify the rules of morphophonemic which will derive from the phonetic forms as followed by (Fromkin et al., 2003). Those rules should be applied in correct order from (1) to (2). If we do it in different stages, an inappropriate phonetic transcription would be derived from the plural form.

Furthermore, there are several phonetic-tense morphemes in the regular verbs such as [d], [t], and [əd]. For example, *gloat* [glot] will become *gloated* [glotəd], and *raid* [red] → to be *raided* [redəd]. Meanwhile, the final sound of the verb [d] or [t] or it is called as non-nasal alveolar stops, we can put [əd] to the structure of past tense. For instance, *faze* [fez] will become *fazed* [fezd], *grab* [græb] to be *grabbed* [græbd], *hug* [hʌg] become *hugged* [hʌgd], and *roam* [rom] to be *roamed* [romd]. When the final sound is voiced segment rather than [d], a voiced [d] is added to the word such as *kiss* [kɪs] will become *kissed* [kɪst], *patch* [pætʃ] to be *patched* [pætʃt], *poke* [pɒk] become *poked* [pɒkt], and *reap* [ri:p] to be *reaped* [ri:pt]. Moreover, when the final sound of the verb is voiceless segment from [t], voiceless [t] is used from the words. Therefore, the sound of /z/ to be the foundation form from the plural morpheme and the sound /d/ will become the foundation form of the past tense morpheme.

In English language, there are possessive morpheme and the third person singular morpheme which spelled with *s* or *es*, as shown in the evidence below.

add [s]	→ ship	→ ship's
add [əz]	→ judge	→ judge's
add [z]	→ woman	→ woman's
Verbs:		
Eat	→ eats	→ final [s]
Need	→ needs	→ final [z]
Rush	→ rushes	→ final [əz]

Homorganic nasal rule is a structure that can replace how nasal consonants are pronounced Fromkin et al. (2003). *Homorganic* means “same place” which describes the stage of articulation in the nasal context as can be seen in the table of consonant below.

Table 5. The distribution of nasal allomorphs in west African language

There are [m] before p, [n] before t, [ŋ] before k.	[[mI] means “I” mi pɛ “I like” mI tI “I speak” mI kɔ “I go”	mI mpɛ “I don’t like” mI nti “I don’t speak” mi ŋkɔ “I don’t go”
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From the table above, it can be concluded that the difference stages of each articulations from the nasal negative morpheme should be approved by the stages of articulation in the following consonant.

METHOD

According to Litosseliti (2010), research in linguistics often use to either qualitative or quantitative. It depends on the question and the focus of the researcher. This study is designed to describe and interpret a phenomenon of the variation of regular past tense of English that pronounced by junior high school students at one of courses in Bandung. In line with that, a qualitative approach is employed in this present research to identify and analyse the phenomenon which are gathered from data recording then being described in a statement Duke & Pearson (2009).

This study is designed to answer the following questions:

1. How the pronunciation of regular past tense of English verbs should be?
2. What is the variation of the regular past tense of English verbs that pronounced by junior high school students at one of courses in Bandung?

Based on the questions formulated above, the objectives of the study are presented as follow:

1. To describe the proper pronunciation of regular past tense of English verbs.
2. To figure out the variation of regular past tense of English verbs that pronounced by junior high school students at one of courses in Bandung.

The data collection technique used in this research is observation. The participants of this research are Junior high school students at one of courses in Bandung. After gathering the data, the researcher analyzed the data based on the following steps:

1. A story entitled “*King Midas*” is used as kind of narrative text which has linguistic feature of the regular past tense of English verbs.
2. The data of the students’ pronunciation of regular past tense of English verbs form the story of “*King Midas*” were collected through voice recording.
3. The verbs which consist of the regular of English were analyzed based on the theory in theoretical background.

FINDINGS AND DISCUSSION

This chapter describes the findings and the discussion of the present research. The analysis of the data in this research covers two main points. Those are 'How the pronunciation of regular past tense of English verbs should be?' and 'What is the variation of the regular past tense of English verbs that pronounced by junior high school students at one of courses in Bandung?'. The description below is the elaboration of findings and discussion of the research.

In this stage, a kind of narrative text which has linguistic features of regular past tense of English verbs is chosen. Before how the students pronounced the words, the narrative text entitled "King Midas" is taken from the students' primary book at one of courses in Bandung.

Table 6. The story of King Midas

King Midas

Once lived a very rich, greedy king named Midas. He was fond of gold and had so much, but was never content. One day, a god came to him and told the king that he could grant him a wish. King Midas asked to have a touch of gold. King Midas was so happy that his wish was granted so he touched everything and was amazed to see that it turned into sparkly gold.

The next day, his daughter found out that the roses in the garden had changed into gold, so she went to meet her father and cried desperately for she loved the flowers very much. King Midas was so sorry and he touched his daughter's cheeks to wipe her tears. King Midas was shocked to see her beloved daughter suddenly turned into gold. He, then, begged the god to take away his touch of gold and to return everything to normal. Luckily, the god granted it and King Midas realized that wealth was not everything.

(Tim Tridaya, 2016)

The text above consists of regular past tense of English verbs. In the first paragraph, there are 7 of regular past tense of English verbs, such as lived, named, asked, granted, touched, amazed and turned. In the second paragraph, there are 9 of regular past tense of English verbs. They are changed, cried, loved, touched, shocked, and beloved, turned, begged, granted, and realized.

In this stage, the regular of past tense of English verbs are classified based on their environments. First, there are seven words after voiced segments; lived, named, turned, loved, beloved, begged, and cried. The analysis of each word will be shown in the following table below.

Table 7. The analysis of the regular past tense of English verbs based on the environment

live [liv], live [lived]
name [neim], named [neimd]
turn [t3:n], turned [t3:nd]
love [lʌv], loved [lʌvd]
beloved [bɪ'lʌd]
beg [beg], begged [begd]
cried cry [kraɪ] [kraɪd]

From the example above, the final sound of live [liv] is [v], name [neim] is [m], turn [t3:n] is [n], [lʌv] is [v], beg [beg] is [g], and cry [kraɪ] is [aɪ]. Thus, if the verb ends in a voiced segment, such as [b], [g], [v], [ð], [m], [n], [ŋ], [l], [r], [a], and [ɔɪ] other than [d], voiced [d] is added. This view is suggested by Fromkin, et al (2011). In this stage, diphthongs such as [ɔɪ] is as single segments. Therefore, regular past tense of English verbs from live [liv] is live [lived], name [neim] is named [neimd], turn [t3:n] is turned [t3:nd], love [lʌv] is loved [lʌvd], beloved [bɪ'lʌd], beg [beg] is begged [begd], and cry [kraɪ] is cried cry [kraɪd] with voiced [d] is added to the final sound.

Second, there are seven words of regular past tense of English verbs after voiceless segments, as shown in the following evidence below.

Table 8. The regular past tense of English verbs after voiceless segments

ask [ɑ:sk], asked, [ɑ:skt]
shock [ʃɒk], shocked, [ʃɒkt]
touch [tʌtʃ], touched [tʌtʃt]
amaze [ə'meɪz], amazed [ə'meɪzt]
change [tʃeɪndʒ], changed [tʃeɪndʒt]
touch [tʌtʃ], touched, [tʌtʃt]
Realize ['ri: əlaɪz], realized ['ri: əlaɪzt]

The evidence above shows that the word ask [ɑ:sk] has a final sound [k] and the word shock [ʃɒk] has a final sound of [k]. The voice [k] is classified into voiceless segment. Thus, the regular past tense of English verbs ask [ɑ:sk] is asked, [ɑ:skt] and shock [ʃɒk] is shock [ʃɒk], shocked, [ʃɒkt]. In this stage, the voiceless [t] is added.

Further, the final sound of touch [tʌtʃ] is [tʃ], thus, the regular past tense of English verb touch [tʌtʃ] is touched [tʌtʃt]. The word amaze [ə'meɪz] has a final sound [z], to form into regular past tense of English, [t] sound is added. The word change [tʃeɪndʒ] has a final sound [dʒ], therefore [t] is added to the final sound for regular past tense of English verbs. In this stage, change [tʃeɪndʒ] becomes [tʃeɪndʒt]. The final sound touch [tʌtʃ] is [tʃ], the regular past tense of English verb touch is touched, [tʌtʃt]. The last is the word realize ['ri: əlaɪz] has a final sound [z], the sound [t] is added to form into

regular past tense of English verbs; realized ['ri: əlaizt]. This view is in line with Fromkin et al. (2003) state that if the verb ends in voiceless segment other than [t], so add a voiceless [t]. Furthermore, if the verbs end in a [t] or [d], it is non nasal alveolar stop, thus [ed] is added to form the past tense. Thus, the regular past tense of English verb in the text above, the word grant (gra:nt) is granted (gra:nted). In this stage, [ed] is added to the final sound. Moreover, Fromkin, et al adds that there are three phonetic past-tense morphemes for regular English verbs: [d], [t], and [ed]. In this stage, /d/ is the basic form of the past-tense morpheme.

Considering the variation of the students' pronunciation in the regular past tense of English verbs, five students were chosen as the sample. In this stage, the data from voice recording is analyzed in the following evidence below.

Table 9. The data analysis of The Students' Pronunciation of The Regular Past Tense of English Verb from voice recording

The Regular Past Tense of English Verb		The Students' Pronunciation of The Regular Past Tense of English Verb				
Words	Pronunciation	Student 1	Student 2	Student 3	Student 4	Student 5
Lived	[livd]	[laif]	[livd]	[livd]	[liv]	[liv]
Named	[neimd]	[neim]	[neimd]	[neim]	[neim]	[neim]
Asked	[ɑ:skt]	[ɑ:sk]	[ɑ:skt]	[ɑ:sk]	[ɑ:sk]	[ɑ:sk]
Granted	[gra:nted]	[gra:nted]	[gra:nted]	[gra:nted]	[gra:nted]	[gra:nt]
Touch	[tʌtʃt]	[tʌtʃ]	[tʌtʃ]	[tʌtʃ]	[tʌtʃt]	[tʌtʃt]
Amaze	[ə'meizt]	[ə'meiz]	[ə'meiz]	[ə'meiz]	[ə'meiz]	[ə'meizt]
Loved	[lʌvd]	[lʌv]	[lʌvd]	[lʌvd]	[lʌvd]	[lʌv]
Changed	[tʃeɪndʒt]	[tʃeɪndʒ]	[tʃeɪndʒt]	[tʃeɪndʒ]	[tʃeɪndʒ]	[tʃeɪndʒ]
Cried	[kraɪd]	[kraɪ]	[kraɪd]	[kraɪ]	[kraɪ]	[kraɪ]
Shocked,	[ʃɒkt]	[ʃɒk]	[ʃɒk]	[ʃɒk]	[ʃɒk]	[ʃɒk]
beloved	[bɪ'lʌd]	[bɪ'lʌve:d]	[bɪ'lʌd]	[bɪ'lʌd]	[bɪ'lʌd]	[bɪ'lʌd]
Turned	[tɜ:nd]	[tɜ:n]	[tɜ:nd]	[tɜ:n]	[tɜ:n]	[tɜ:n]
Realized	['ri: əlaizt]	['ri: əlaized],	['ri: əlaizt]	['ri: əlaizt]	['ri: əlaizt]	['ri: əlaizt]

From the table above, the student 1 pronounced the word Life [laif] with the variation sound [a] instead of live [livd], in this stage, the student tudent 1 didn't pronounce the sound [d] in the final segment Life [laif]. Further, in the words named [neimd], asked [ɑ:skt], touched [tʌtʃt], changed [tʃeɪndʒt], amazed [ə'meizt], loved [lʌvd], cried [kraɪd], turned [tɜ:nd], and shocked, [ʃɒkt], the students 1 didn't use the final sound [d], [t] as the form of regular past tense of English verbs. In this stage, the student 1 just pronounced the present verb, such as name [neim], ask [ɑ:sk] without [t], touch [tʌtʃ] , change [tʃeɪndʒ], amaze [ə'meiz], loved [lʌv], cried [kraɪ], and shocked, [ʃɒk]. Besides, the word granted (gra:nted) pronounced properly by the student. In the word beloved [bɪ'lʌd], the student 1 pronounced it with sound [v] and long [e] before added [d] in the final sound. In the last word, the student1 1 pronounced realized ['ri: əlaizt] with added [ed] rather that [t] in the final sound.

Based on the data analyzes above, it can be concluded that the pronunciation of the regular past tense of English verbs through narrative text by the student 1 mostly didn't use the final sound of the words. There were 12 words that pronounced differently from the phonetics transcription. In this stage, Fromkin et al. (2003) suggest that regular past tense of English verbs has final sound of voiceless segment that supposed to be added to the last word.

Considering the evidence above, mostly the student 2 used regular past tense of English verbs properly. It can be seen from the student 2's columns, the verb of lived [livd], named [neimd], asked, [ɑ:skt], granted [grɑ:nted], loved [lʌvd], changed [tʃeɪndʒt], cried [kraɪd], beloved [bɪ'lʌd], turned [tɜ:nd], and realized ['ri: əlaɪz] was pronounced similar to the phonetics transcription such as lived [livd], named [neimd], asked [ɑ:skt], granted [grɑ:nted], loved [lʌvd], changed [tʃeɪndʒt], cried [kraɪd], beloved [bɪ'lʌd], turned [tɜ:nd], and realized ['ri: əlaɪz] by the student 1. This view is in line with Fromkin et al., (2003) state that the final sound of voiceless segment should be pronounced by the speakers. On the other hand, the student 2 pronounced touch [tʌtʃ] rather than touched [tʌtʃt] with the final sound [t]. This view is in line with amazed [ə'meɪz] that pronounced amaze [ə'meɪz] without [t]. Further, the student 2 pronounced the word shocked [ʃɒkt] without [t] in the final segment.

Further, the data analysis in the table 9 showed that mostly the student 3 didn't pronounce the regular past tense of English verbs properly. Those are name name [neim], ask [ɑ:sk], touch [tʌtʃ], amaze [ə'meɪz], loved [lʌvd], change [tʃeɪndʒ], cried [kraɪ], shock [ʃɒk], turned [tɜ:n], and realized ['ri: əlaɪz] that supposed to be pronounced named [neimd], asked [ɑ:skt], touched [tʌtʃt], amazed [ə'meɪzt], loved [lʌvd], changed [tʃeɪndʒt], cried [kraɪd], shocked, [ʃɒkt], turned [tɜ:nd], and realized ['ri: əlaɪz] based on phonetics transcription. It can be concluded that the pronunciation of the regular past tense of English verbs through narrative text by the student 3 mostly didn't use the final sound of the words. There were 12 words that pronounced differently from the phonetics transcription. In this stage, Fromkin et al. (2003) suggest that regular past tense of English verbs has final sound of voiceless segment that supposed to be added to the last word.

From the data analyzes, it can be concluded that mostly the students 3 didn't pronounce the final sound of the words. Meanwhile, several words of the regular past tense such as the word ask [ɑ:sk] has a final sound [k] and the word shock [ʃɒk] has a final sound of [k]. The voice [k] is classified into voiceless segment. Thus, the regular past tense of English verbs ask [ɑ:sk] is asked, [ɑ:skt] and shock [ʃɒk] is shock [ʃɒk], shocked, [ʃɒkt]. In this stage, the voiceless [t] is added (Fromkin et al., 2003). On the other hand, there were three words of regular past tense of English verbs that pronounced appropriate, such as Lived [livd] where [d] is added, granted [grɑ:nted], the sound of [ed] is inserted, beloved [bɪ'lʌd] with the final sound [d] and realized ['ri: əlaɪz] where [t] is added into the final sound.

Regarding the evidence in the table above, the student 4 pronounced the word lived [livd] without added the final sound [d]. This evidence is similar when the student

pronounce the word asked, [ɑ:skt] without [t], named [neimd], without [d] amazed [ə'meizt] without [t], changed [tʃeɪndʒt] without [t], cried [kraɪd] without [d], shocked [ʃɒkt] without [t], and turned [tɜ:nd] without [d]. On the other hand, the student 4 pronounced several regular past tense of English verbs properly, such as granted [grɑ:nted], touched [tʌtʃt], loved [lʌvd], beloved [bɪ'lʌd], and realized ['ri: əlaizt].

Based on the data analyzes above, 9 words of regular past tense of English verbs were pronounced variously by the students 4 from phonetics transcription. Generally, the students 4 didn't pronounce the final sound of the words. On the other hand, Fromkin et al. (2003) suggest that several words of the regular past tense of English verbs has final sound of voiceless segment that supposed to be added to the last word.

The last evidence describes the pronunciation of the student 5, from the data analyzes above show that there were 9 words of regular past tense that pronounced differently from phonetics transcription of each words. The word Lived [lɪvd] pronounced without [d], the word named pronounced without [d], the word asked [ɑ:skt] pronounced without [t]. Further, the student 5 pronounced granted [grɑ:nted] without [d], loved [lʌvd] without [d], changed [tʃeɪndʒt] without [t], cried [kraɪd] without [d], shocked, [ʃɒkt] without [t], and turned [tɜ:nd] without [t]. On the other hand, the student 5 pronounced touched [tʌtʃt] with [t] in the final segment, amazed [ə'meizt] with [t] is added, beloved [bɪ'lʌd], where [d] is added, and realized ['ri: əlaizt] with [t] is added to the final sound.

The discussion of the findings had been presented above. From the findings and the data analysis, it is very challenging for the students to pronounce the regular past tense of English verb properly. This view is in line with the journal which has written by Mulatsih (2018) states that the differences between the Indonesian students' mother tongue and the English has made the students difficult to pronounce English words correctly. For instance, the word 'diamond' /'dajəmə nd/ will be pronounced /djamon/by the students. Further, from the data analysis above, mostly the students didn't pronounce the final sound of the regular past tens of English verb. On the other hand, Fromkin et al., (2003) suggest that regular past tense of English verb has final sound of voiceless segment which supposed to be added to the last of the word.

CONCLUSION

A narrative text which has linguistic features of regular past tense of English verbs is chosen. In the first paragraph, there are 7 of regular past tense of English verbs, such as *lived, named, asked, granted, touched, amazed and turned*. In the second paragraph, there are 10 of regular past tense of English verbs. They are *changed, cried, loved, touched, shocked, and beloved, turned, begged, granted, and realized*.

From the data analyzes of 5 students, it can be inferred that the students who pronounced the regular past tense of English verbs properly based on the phonetics transcription is the Students number 2. There were only 3 words pronounced differently from the environment. Those words were *touch* [tʌtʃ], *amaze*, [ə'meiz], and *shock*, [ʃɒk], which should be pronounced *touch* [tʌtʃt], *amaze* [ə'meizt], and *shocked*, [ʃɒkt]. On the

other hand, from the data analyzed showed that Students number 1 pronounced 12 words variously from the environment. Those are, *life* [laif], *name* [neim], *ask* [ɑ:sk], *touch* [tɒtʃ], *amaze* [ə'meiz], *love* [lʌv], *change* [tʃeɪndʒ], *cry* [kraɪ], *shock* [ʃɒk], *beloved* [bɪ'lʌve:d], *turned* [tɜ:n], and *Realized* ['ri: əlaɪzɪd] which should be pronounced as *lived* [lɪvd], *named* [neɪmd], *asked*, [ɑ:skt], *touched* [tʌtʃt] , *amazed* [ə'meɪzt], *loved* [lʌvd], *changed* [tʃeɪndʒt], *cried* [kraɪd], *shocked*, [ʃɒkt], *beloved* [bɪ'lʌd], *turned* [tɜ:nd], and *realized* ['ri: əlaɪzt]. In this stage, several students often deal with some difficulties in pronouncing the final sounds of the regular past tense of English verb. They have not been familiar yet with the rules of pronouncing the regular past tense of English words.

According to the research findings, discussions, and the conclusion, the use of narrative text is recommended to be used to find out the pronunciation of the regular past tense of English verbs in junior high school students since one of the language features of narrative text is simple past tense. For further research, another method and approach can be conducted to gain more objectivity. For the researcher who are interested to apply the method they are advised to use vary texts and topics and keep it related to the students' interest.

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