

AN ANALYSIS OF STUDENTS' CHALLENGES IN PRONOUNCING -ED ENDINGS OF ENGLISH REGULAR VERBS

A THESIS

Submitted to the Department of English Language Education in a Partial
Fulfillment of the Requirement for the Degree of Strata I (Bachelor of Education)
in English Language Education.



By:

Sulthan Arrasyid Nasution

22130027

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
STATE COLLEGE OF ISLAMIC STUDIES
MANDAILING NATAL
2026**

STATEMENT OF AUTHENTICITY

By signing this form, I

Name : Sulthan Arrasyid Nasution
Student Registration Number : 22130027
Place and Date of Birth : Malintang Jae, 25 November 2002
Status : Student
Address : Malintang Jae

Certify that this *skripsi* entitled: **“An Analysis of Students’ Challenges in Pronouncing -ed Endings of English Regular Verbs”** is original and representing my own work, except all sources that I have used have been properly and clearly acknowledged.

If someday, it is proven as duplication, imitation, plagiarism, or made by others partly or entirely, I understand that my *Skripsi* and academic title will be cancelled due to the law.

Panyabungan, 1 July 2026

The researcher,



SULTHAN ARRASYID NASUTION

NIM. 22130027

ADVISORS' APPROVAL SHEET

This thesis entitled “**An Analysis of Students’ Challenges in Pronouncing -ed Endings of English Regular Verbs**” written by Sulthan Arrasyid Nasution, Student Registration Number (NIM) 22130027, has been examined and approved by the Examiners and is eligible to proceed to the Thesis Defense Examination.

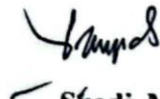
Panyabungan, 1 Juli 2026

Advisor I

Advisor II



Fitriani, M.Pd
NIP: 198406272019082001



Suadi, M.Pd
NIP: 198910282019031013

ENDORSEMENT SHEET

thesis entitled “An Analysis of Students’ Challenges in Pronouncing -
ed Endings of English Regular Verbs” Written by Sulthan Arrasyid Nasution
Student Registration Number 22130027 Departement Of English Language
Education, has been examined and defended in front of the board of thesis
examiners on Tuesday, 28 July 2026. The thesis has been accepted and declared to
have fullfilled one of requirement for the degree of “S.Pd” (Bachelor Of
Education) In Language Education.

No	Name of examiners	Position	Signature date of approval	Date of approval
1.	<u>Sartika Dewi Harahap, M.Hum</u> NIP. 199108122019082001	Examiners I		07/09/26
2.	<u>Rica Umrina Lubis, M.Hum</u> NIP. 198811142019032014	Examiners II		07/09/26
3.	<u>Dr. Svamsiah Depalina Siregar, M.Pd</u> NIP. 198609192019082001	Examiners III		10/9' 26
4.	<u>Suadi, M.Pd</u> NIP. 198910282019031013	Examiners IV		08/09/26

Mandailing Natal, , 2026
Chairman of State College
for Islamic Studies Mandailing Natal



Dr. Mars Samin Lubis, M.Ed
NIP. 197305012003121004

ABSTRACT

Sulthan Arrasyid Nasution (SRN: 22130027). An Analysis of Students' Challenges in Pronouncing -ed Endings of English Regular Verbs. This study aimed to analyze the pronunciation of the -ed ending in English regular verbs and to identify the common pronunciation challenges faced by the eleventh-grade students of SMA Negeri 3 Panyabungan. This study employed a descriptive qualitative research design. The participants were 22 students of class XI F.5. Data were collected through a pronunciation test and semi-structured interviews. The pronunciation test was conducted to examine students' pronunciation performance, while the interviews were carried out with six selected students representing high, middle, and low achievers to explore the challenges they experienced. The data were analyzed by identifying pronunciation patterns, classifying pronunciation errors, and interpreting interview responses. The findings showed that students demonstrated varying levels of pronunciation performance when reading regular verbs aloud. Most students were categorized as middle achievers. Among the three pronunciation categories, /ɪd/ was pronounced more accurately than /d/ and /t/, while /t/ was the most difficult category. The study identified four types of pronunciation errors, namely Spelling-Based Error (SP), Overgeneralization (OG), Substitution (SUB), and Omission (OM). Spelling-Based Error was the most frequent error, with 139 occurrences. The interview findings revealed five common challenges: difficulty in distinguishing the pronunciation patterns /t/, /d/, and /ɪd/, influence of spelling, lack of pronunciation practice, influence of the first language (L1), and lack of confidence in speaking English. In conclusion, many students still experienced difficulties in applying the pronunciation rules of the -ed ending accurately. Their pronunciation performance was influenced by a combination of linguistic and non-linguistic factors.

Keywords: pronunciation, -ed ending, regular verbs, pronunciation errors, EFL learners.

ABSTRACT

Sulthan Arrasyid Nasution (NIM: 22130027). An Analysis of Students' Challenges in Pronouncing -ed Endings of English Regular Verbs. Penelitian ini bertujuan untuk menganalisis pengucapan akhiran -ed pada kata kerja beraturan dalam bahasa Inggris dan mengidentifikasi tantangan umum dalam pengucapan yang dihadapi oleh siswa kelas XI SMA Negeri 3 Panyabungan. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Partisipan dalam penelitian ini berjumlah 22 siswa kelas XI F.5. Data dikumpulkan melalui tes pengucapan dan wawancara semi-terstruktur. Tes pengucapan dilakukan untuk mengetahui kemampuan siswa dalam mengucapkan kata-kata dengan akhiran -ed, sedangkan wawancara dilakukan terhadap enam siswa terpilih yang mewakili kategori kemampuan tinggi, sedang, dan rendah untuk mengetahui tantangan yang mereka alami. Data dianalisis dengan mengidentifikasi pola pengucapan, mengklasifikasikan kesalahan pengucapan, dan menginterpretasikan hasil wawancara. Hasil penelitian menunjukkan bahwa siswa memiliki tingkat kemampuan pengucapan yang beragam ketika membaca kata kerja beraturan secara lisan. Sebagian besar siswa termasuk dalam kategori kemampuan sedang. Dari ketiga kategori pengucapan, /ɪd/ diucapkan lebih akurat dibandingkan dengan /d/ dan /t/, sedangkan /t/ merupakan kategori yang paling sulit diucapkan. Penelitian ini mengidentifikasi empat jenis kesalahan pengucapan, yaitu Spelling-Based Error (SP), Overgeneralization (OG), Substitution (SUB), dan Omission (OM). Spelling-Based Error merupakan jenis kesalahan yang paling sering ditemukan, dengan 139 kesalahan. Hasil wawancara menunjukkan lima tantangan umum, yaitu kesulitan membedakan pola pengucapan /t/, /d/, dan /ɪd/, pengaruh ejaan, kurangnya latihan pengucapan, pengaruh bahasa pertama (L1), dan kurangnya kepercayaan diri dalam berbicara bahasa Inggris. Kesimpulannya, banyak siswa masih mengalami kesulitan dalam menerapkan aturan pengucapan akhiran -ed secara tepat. Kemampuan pengucapan siswa dipengaruhi oleh kombinasi faktor linguistik dan nonlinguistik.

Kata kunci: pengucapan, akhiran -ed, kata kerja beraturan, kesalahan pengucapan, pembelajar EFL.

MOTTO

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“Aku berlindung kepada Allah dari godaan setan yang terkutuk. Dengan nama Allah Yang Maha Pengasih, Maha Penyayang.”



DEDICATION

This thesis is dedicated to:

- My beloved parents have provided endless moral and material support and prayers for my success, as there are no words as beautiful as the prayers from parents. A simple thank you will never be enough to repay their kindness.
- My siblings Fitri Adelina Nasution, Khoirul Anwar Saputra Nasution and Alan Nauli Nasution, constantly provide support and encouragement; my gratitude and love go to you all.
- My esteemed lecturers and examiners have sincerely devoted their time to guiding and directing me, providing invaluable lessons that have helped me improve. Thank you so much; your contributions will always be cherished.
- All my friends from the 2022 English Education program, without all of your spirit, support, and assistance, I would not have reached this point. Thank you for the laughter, tears, and struggles we shared



ACKNOWLEDGEMENT

The researcher would like to express deepest gratitude to the Almighty Allah SWT for endless blessings, love, guidance, health, and mercy, which have enabled for researcher to complete this thesis entitled *"An Analysis of Students' Challenges in Pronouncing -ed Endings of English Regular Verbs"*. This thesis is submitted to the English Education Department of the State College of Islamic Studies Mandailing Natal as a partial requirement for obtaining the Bachelor's Degree in Education (Strata 1/S1). May peace and blessings be upon the noble Prophet Muhammad S.A.W., who brought enlightenment to all of humanity and served as a guiding light, especially for Muslims around the world. Throughout the process of writing this thesis, the researcher has received invaluable support, encouragement, insightful suggestions, and constructive feedback from many people. On this special occasion, the researcher would like to sincerely acknowledge and extend her heartfelt thanks and appreciation to the following people:

1. **Dr. Mara Samin Lubis, M.Ed** as the head of STAIN Mandailing.
2. **Mr. Dr. Amrizal, M.Pd** and **Mrs. Rica Umrina Lubis, M.Hum** the head, and secretary of the English Department, allowed and guided the researcher to carry out the research.
3. **Mrs. Dr. Syamsiah Depalina Siregar, M.Pd** and **Mr. Suadi, M.Pd** as the researcher's thesis advisors, for their help, instruction, guidance, time, and support in correcting and helping the researcher to finish her thesis.
4. **Mrs. Sartika Dewi Harahap, M. Hum** and **Mrs. Rica Umrina Lubis, M.Hum**, the examiners of the thesis, for their support, correction, and suggestions.
5. **All the lecturers and all STAIN Mandailing Natal's secretariat officers** for their endless support.
6. My beloved parents, **Syamsi Nasution** and **Ernita Hasibuan**, to whom I owe my deepest gratitude and love. Thank you for your endless love, sincere prayers, unwavering support, and countless sacrifices throughout my life. Your guidance, encouragement, and trust have given me the strength to

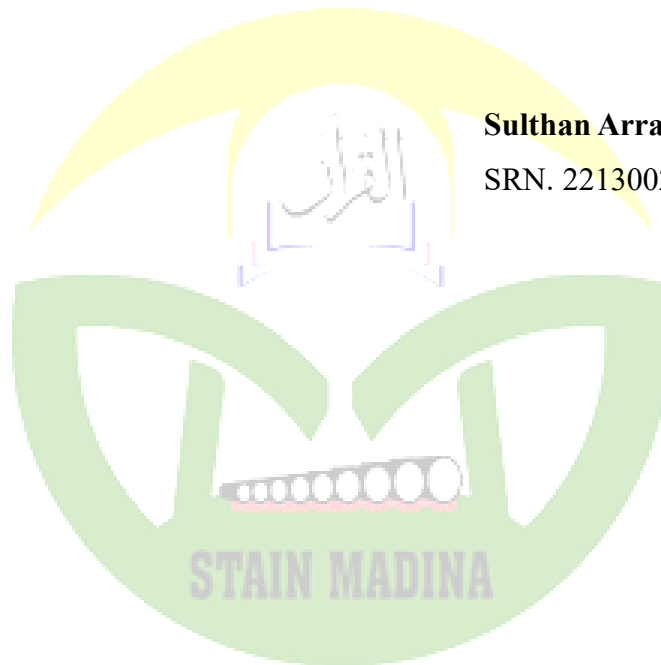
overcome every challenge and complete this academic journey. You have always been my greatest inspiration, my role models, and the source of my motivation to pursue my dreams. This thesis and the degree I have earned are dedicated to both of you as a token of my gratitude for everything you have done for me. May Allah SWT always bless you with good health, happiness, abundant blessings, and a long, meaningful life.

7. My beloved sister, **Fitri Adelina Nasution**, and my beloved brothers, **Khoirul Anwar Saputra Nasution** and **Alan Nauli Nasution**, for their endless love, encouragement, prayers, and unwavering support throughout my academic journey. Thank you for always believing in me, offering valuable advice, and helping me through both my studies and everyday life. Your care, guidance, and constant motivation have given me the strength to overcome challenges and complete this thesis. I am truly grateful to have such supportive siblings, and I hope to make you all proud through my achievements.
8. Thanks to **Husnil Khotimah**, who has accompanied me. Thank you for walking beside me through the highs and lows of this journey. Your support, encouragement, and kindness have given me strength during difficult times. I truly appreciate your support and presence.
9. **Ananda Fahmul Afkar, Husin As'ari Lubis, Wahyu Saputra, Akbar Ibrahim, Adji Putrah, and Sunanto Nauli**. Thank you for sharing stories, unforgettable moments, and funny jokes. I truly appreciate all the support, advice, and help you have given me throughout this journey. Your friendship has meant more than words can express, and I am grateful to have walked this path with all of you.
10. **My lovely friends, all of friends in the Department of English Language Education of 2022**, who fought together to achieve a Bachelor's degree.
11. A special thank you to **Liverpool F.C.**, my favorite football club since I was a kid. This club has inspired me in many ways. "You'll Never Walk Alone," reminds me that I am never alone in facing life's challenges.

12. Thank you to the TV series that kept me company during my free time: **The Walking Dead, Stranger Things, Prison Break, Dark, Breaking Bad and Game of Thrones.** Thank you for making my boring days a little more exciting and for giving me something to look forward to whenever I needed a break

Panyabungan, 1 July 2026

The Researcher



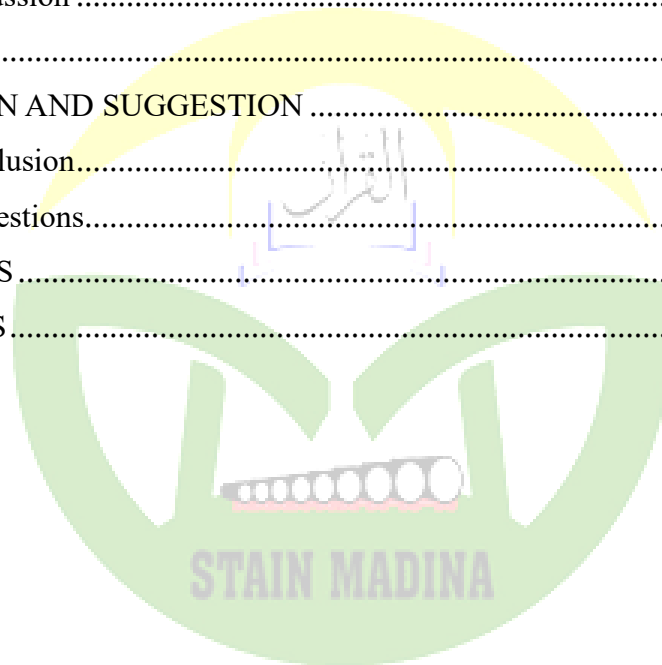
Sulthan Arrasyid Nasution

SRN. 22130027

TABLE OF CONTENTS

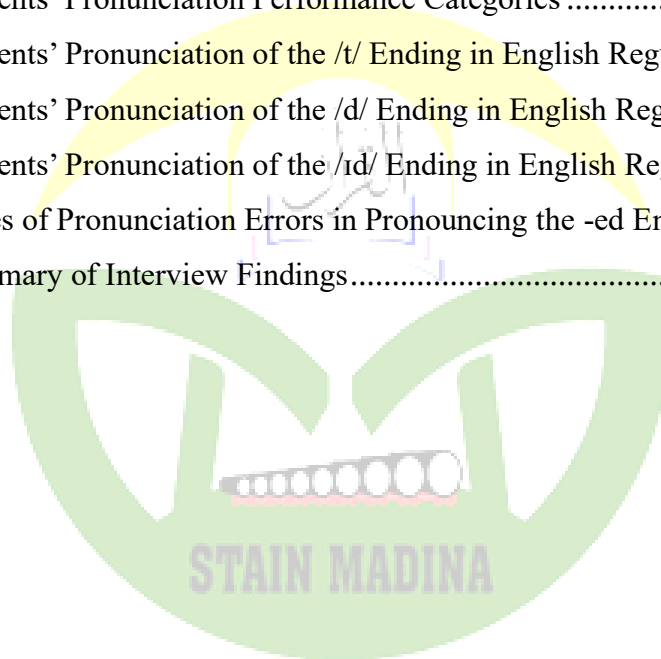
STATEMENT OF AUTHENTICITY	i
ADVISORS' APPROVAL SHEET	ii
ENDORSEMENT SHEET.....	iii
ABSTRACT	iv
ABSTRACT	v
MOTTO.....	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF PICTURES	xiv
LIST OF APPENDICES	xv
CHAPTER I	1
INTRODUCTION	1
A. Background of Study	1
B. Research Problem	5
C. Objectives of the Study.....	6
D. Significances of the Study.....	6
E. Problem Limitation.....	7
F. Keyterms	8
CHAPTER II	9
LITERATURE REVIEW	9
A. Pronunciation in Language Learning.....	9
1. Pronunciation Features	10
2. Regular and Irregular Verbs.....	14
3. -ed Ending Pronunciation Rules	18
4. Common Errors in Pronouncing the -ed Ending.....	23
B. English Language Curriculum.....	25
C. Review of Relevant Previous Studies.....	27
CHAPTER III.....	31

RESEARCH METHODOLOGY	31
A. Research Design	31
B. Research Setting	32
C. Research Instruments	33
D. Techniques of Data Collection	37
E. Techniques of Data Analysis	38
CHAPTER IV	42
FINDINGS AND DISCUSSION.....	42
A. Research Findings.....	42
B. Discussion	63
CHAPTER V	70
CONCLUSION AND SUGGESTION	70
A. Conclusion.....	70
B. Suggestions.....	70
REFERENCES	72
APPENDICES	75



LIST OF TABLES

Table 2.1 Examples of Regular Verbs in Past Tense.....	16
Table 3.1 Pronunciation Scoring Rubric for the Pronunciation Test	34
Table 3.2 Classification of Students' Pronunciation Performance	35
Table 3.3 Coding of Pronunciation Test Data.....	39
Table 3.4 Error Coding Categories	39
Table 3.5 Interview Data Coding.....	40
Table 4.1 Classification of Students' Pronunciation Performance Based on the Pronunciation Test Results	43
Table 4.2 Students' Pronunciation Performance Categories	45
Table 4.3 Students' Pronunciation of the /t/ Ending in English Regular Verbs.....	46
Table 4.4 Students' Pronunciation of the /d/ Ending in English Regular Verbs....	47
Table 4.5 Students' Pronunciation of the /ɪd/ Ending in English Regular Verbs...	49
Table 4.6 Types of Pronunciation Errors in Pronouncing the -ed Ending.....	51
Table 4.7 Summary of Interview Findings.....	54



LIST OF PICTURES

Figure 1 The Researcher's Explanation of the Pronunciation of the -ed Ending...	90
Figure 2 The Administration of the Pronunciation Test.....	91
Figure 3 The Semi-Structured Interview Session with a Participant.....	92



LIST OF APPENDICES

Appendix 1 Pronunciation Test	76
Appendix 2 Interview Guide	77
Appendix 3 Learning Material	78
Appendix 4 Indicators of Achievement	79
Appendix 5 Pronunciation Answer Sheet	81
Appendix 6 Interview Transcript.....	84
Appendix 7 Research Documentation	90
Appendix 8 Research Response Letter	93



CHAPTER I

INTRODUCTION

A. Background of Study

Pronunciation is one of the essential aspects in learning English because it enables learners to speak in a way that can be easily understood by others. Pronunciation refers to the correct production of a language's sounds, stresses, and intonation patterns, and it is an essential component of language learning. This is in line with Djurayeva (2021) who states that pronunciation involves the production of individual sounds, stresses, and intonation patterns in the target language. Similarly, Ayed (2019) defines pronunciation as the process of producing sounds, words, and utterances in a language. Since pronunciation directly affects communication and how a speaker is understood, it plays a crucial role in language learning.

Nurullayevna (2020) also emphasizes that pronunciation is often the first aspect noticed by listeners during communication, making it a key component of effective interaction. Therefore, clear and accurate pronunciation allows listeners to understand both the speaker and the intended meaning. Furthermore, pronunciation has a vital role in achieving effective communication. In daily interaction, the primary goal is to convey messages clearly and avoid misunderstanding. Correct pronunciation enables listeners to grasp meaning instantly, while incorrect pronunciation may lead to confusion or misinterpretation. Agung et al. (2021) argue that speaking ability is closely related to the accuracy of pronunciation and intonation, as both directly influence the effectiveness of communication.

This implies that even small differences in pronouncing word endings can change the tense of a sentence and alter the intended meaning. However, mastering pronunciation does not necessarily require learners to imitate native speakers perfectly, but rather to achieve a level of clarity that makes communication natural and understandable. In addition, good

pronunciation helps learners build confidence, encouraging them to participate more actively in communication both inside and outside the classroom.

Despite its importance, many students, particularly in Indonesia, face difficulties in learning pronunciation. Fadillah (2020) points out that Indonesian EFL learners commonly experience challenges with vowel and consonant differences in English. This occurs because English and Indonesian have different phoneme systems, which makes accurate pronunciation difficult. In addition, learners often omit certain phonemes, resulting in unclear or incomplete pronunciation. These challenges indicate that mastering pronunciation is not easy, even for students who already understand vocabulary and grammar.

Moreover, the learning environment also plays a significant role. Suadi (2022) explains that exposure to English through supportive environments and technologies such as social media and the internet can improve students' awareness and pronunciation ability. Conversely, limited exposure may hinder students from developing accurate pronunciation, including the pronunciation of the -ed endings in regular verbs.

In addition, pronunciation difficulties are not limited to segmental features such as vowels and consonants, but also include suprasegmental aspects like stress, rhythm, and intonation. Giantari et al. (2020) highlight that these challenges often lead to miscommunication when students interact in English. Their findings indicate that learners tend to transfer phonological rules from their first language into English, resulting in recurring pronunciation errors. This condition emphasizes the need for explicit instruction and consistent practice, especially in specific areas such as the pronunciation of the -ed ending in regular verbs, which plays an important role in achieving intelligibility and fluency.

One of the specific aspects of pronunciation that presents significant difficulty is the pronunciation of the -ed ending in regular verbs. According to Celce-Murcia et al. (2010) the -ed ending can be pronounced in three different ways: /ɪd/, /t/, and /d/, depending on the final sound of the base verb. For

example, verbs ending in /t/ or /d/ are pronounced with /ɪd/ (e.g., wanted /wɒntɪd/), verbs ending in voiceless consonants such as /k/ or /s/ take the /t/ ending (e.g., walked /wɔːkt/), and verbs ending in voiced consonants such as /g/ or /b/ take the /d/ ending (e.g., played /pleɪd/). This variation makes the -ed ending one of the most challenging pronunciation features for EFL learners. Indonesian students may struggle with these differences because their native language does not emphasize voiced and voiceless distinctions in word-final positions.

Previous studies have also confirmed that the pronunciation of the -ed ending remains problematic for EFL learners. Wahyuni et al. (2020) found that students frequently mispronounce -ed endings by overgeneralizing a single pronunciation form, particularly /ɪd/, regardless of the phonological context, or by omitting the suffix entirely in their speech. These findings indicate that students have limited understanding of the phonological rules governing the -ed ending and tend to rely on simplification strategies. This condition strengthens the argument that the pronunciation of the -ed ending is still a significant issue and requires further investigation, especially in different learning contexts.

Based on preliminary observations conducted at SMA Negeri 3 Panyabungan, more concrete evidence of this problem was identified. During classroom activities, several students were asked to read sentences containing regular verbs in the past tense. The results showed that many students pronounced all -ed endings using a single pattern, particularly /d/, regardless of the phonological rules. Some students also omitted the -ed ending entirely in their speech. In addition, when given examples such as *played* and *walked*, students tended to confuse the pronunciation, producing *played* as /pleɪt/ and *walked* as /wɔːkd/. This indicates that students have not yet mastered the distinction between voiced and voiceless sounds in determining the correct pronunciation of the -ed ending.

Furthermore, the observation also revealed that students have limited understanding of the difference between regular and irregular verbs, which

contributes to their confusion in both form and pronunciation. As stated by Ryan (2023) regular verbs form the past tense by adding the suffix -ed or -d, while irregular verbs change their forms unpredictably. However, in practice, students were not able to consistently apply this knowledge when producing spoken language.

As a result, students often produce errors such as pronouncing all -ed endings as /d/ or /t/, or omitting the ending entirely. These errors affect both clarity and grammatical understanding. Mispronouncing -ed endings may lead to misunderstanding of tense, such as saying “He walk yesterday” instead of “He walked yesterday.” Therefore, accurate pronunciation of -ed endings is essential for improving both speaking and listening skills, as well as for enhancing fluency, intelligibility, and confidence in communication.

Although many studies have examined pronunciation difficulties among Indonesian learners, most of them focus on general issues such as vowel and consonant differences or suprasegmental features. The specific issue of pronouncing the -ed ending in regular verbs has received less attention, particularly in regional contexts. Most previous studies were conducted in urban or well-resourced educational settings, while research in areas such as Mandailing Natal is still limited. This gap indicates the need for further investigation to provide more contextually relevant findings.

Based on these considerations, this research is important to conduct because pronunciation, particularly the correct use of the -ed ending, plays a crucial role in students’ communicative competence. Without accurate pronunciation, students may fail to convey meaning clearly, even if they understand grammar and vocabulary. This study is expected to provide a clearer understanding of students’ pronunciation difficulties and the factors influencing them. The findings will be useful not only for improving students’ pronunciation skills but also for helping teachers develop more effective instructional strategies, such as focused pronunciation practice, listening activities, and explicit teaching of pronunciation rules.

Moreover, this research contributes to filling the gap in studies conducted in regional contexts, especially in Mandailing Natal. It provides empirical data that reflect the real conditions of students in local schools, which may differ from those in urban areas. Therefore, this study is expected to offer practical and contextual insights that can improve English pronunciation teaching and learning, particularly in relation to the -ed ending of regular verbs.

Based on the explanation above, this study specifically focuses on analyzing students' pronunciation of the -ed ending in English regular verbs and identifying the challenges they experience in producing the correct pronunciation. The focus is limited to the three phonetic realizations of the -ed ending, namely /t/, /d/, and /ɪd/, as these forms represent the core difficulty faced by EFL learners. In addition, this study emphasizes how students actually produce these sounds in oral performance and explores the underlying difficulties that influence their pronunciation. Therefore, this research is directed to provide a detailed description of students' pronunciation patterns as well as to identify the common challenges they encounter, in line with the research questions of this study.

B. Research Problem

Based on the background of the study, the problems of this research can be identified as follows:

1. How do students pronounce the -ed ending of regular verbs in terms of the three phonetic realizations /t/, /d/, and /ɪd/?
2. What are the common challenges experienced by students in pronouncing the -ed ending of regular verbs?

C. Objectives of the Study

The objectives of this study are as follows:

1. To describe how students pronounce the -ed ending of regular verbs in terms of the three phonetic realizations /t/, /d/, and /ɪd/.
2. To identify and analyze the common challenges experienced by students in pronouncing the -ed ending of regular verbs.

D. Significances of the Study

1. For the Researcher

This study will enrich the researcher's knowledge and experience in conducting academic research, particularly in the field of English pronunciation. It also provides an opportunity to apply theoretical knowledge into practice, sharpen analytical skills, and contribute academically to the study of pronunciation in the Indonesian EFL context.

2. For Students

The results of this research can help students become more aware of the correct pronunciation of -ed endings in regular verbs. By practicing and understanding the rules of /t/, /d/, and /ɪd/ sounds, students are expected to reduce their difficulties and improve their accuracy. In the long run, this improvement will not only strengthen their speaking skills but also increase their confidence in communicating in English.

3. For Teachers

The findings may serve as valuable input for English teachers in designing and implementing more effective teaching strategies. Teachers can use the results as a reference to focus on specific pronunciation difficulties that students face, especially the -ed ending, and incorporate appropriate classroom activities, drills, or instructional media to address these challenges.

4. For Future Researchers

This study can be a reference for future researchers who are interested in exploring pronunciation issues in greater depth. It may inspire further

studies to investigate other aspects of pronunciation or to develop innovative teaching techniques that can be applied in different educational settings.

5. For Institutions (SMA Negeri 3 Panyabungan & STAIN Madina)

The research contributes to improving the quality of English learning both in schools and higher education. For SMA Negeri 3 Panyabungan, it highlights specific pronunciation problems that can be addressed in classroom practice. For STAIN Madina, it adds to the body of research conducted by students, strengthening the institution's academic contribution in the field of English Language Teaching (ELT).

E. Problem Limitation

To avoid the research becoming too broad and to maintain a clear focus, this study is limited to analyzing students' pronunciation of the -ed ending in English regular verbs. The study specifically focuses on the three phonetic realizations of the -ed ending, namely /t/, /d/, and /ɪd/. This research is conducted only on the eleventh-grade students of SMA Negeri 3 Panyabungan, particularly in one selected class. Therefore, the findings of this study are limited to this specific group of students and may not be generalized to other contexts or educational levels.

In addition, this study only examines students' pronunciation performance through a pronunciation test. It does not deeply investigate other aspects of pronunciation such as stress, intonation, or connected speech. Furthermore, this research focuses on identifying how students pronounce the -ed endings and the common challenges they experience, without extensively analyzing external factors such as teaching methods, learning environment, or students' psychological conditions.

F. Keyterms

To avoid misunderstanding and to clarify the focus of this study, several key terms are defined as follows:

1. Pronunciation

Pronunciation is the way in which a language's sounds, stresses, and intonation patterns are produced so that speech can be understood clearly by others. Djurayeva (2021) defines pronunciation as the production of individual sounds, stresses, and intonation patterns in the target language.

2. Regular Verbs

Regular verbs are verbs that form their past tense and past participle by adding the suffix -ed or -d to the base form (e.g., walk: walked, play: played). In contrast, irregular verbs do not follow this predictable pattern; instead, they undergo changes in the base form to indicate past tense (e.g., go: went, eat: ate). This distinction is important because the focus of this study is on the pronunciation of the -ed ending in regular verbs, while irregular verbs are excluded as they do not use the same rule.

3. -ed Ending Pronunciation

The -ed ending in English regular verbs can be pronounced in three ways: /ɪd/, /t/, and /d/, depending on the final sound of the base verb (Celce-Murcia et al., 2010). In this research, -ed ending pronunciation refers to students' ability to correctly produce these sounds according to their linguistic environment.

4. Pronunciation Challenges

Pronunciation challenges refer to the difficulties faced by students in accurately producing the -ed endings of regular verbs, including confusion about the rules, mispronunciations, or omission of sounds, which may affect their clarity and grammatical accuracy in communication.