

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyze how eleventh-grade students of SMA Negeri 3 Panyabungan pronounced the -ed ending in English regular verbs and to identify their common pronunciation challenges. Regarding Research Question 1, the findings showed that students demonstrated different levels of performance, with most students classified in the middle category. The /ɪd/ pattern was pronounced more accurately than /d/ and /t/, while /t/ was the most difficult pattern. Four types of pronunciation errors were identified: Spelling-Based Error (SP), Overgeneralization (OG), Substitution (SUB), and Omission (OM). Among these, Spelling-Based Error occurred most frequently, indicating that many students relied on the written form of words rather than the appropriate pronunciation rules.

Regarding Research Question 2, the findings revealed five common challenges in pronouncing the -ed ending: difficulty distinguishing /t/, /d/, and /ɪd/, influence of spelling, lack of pronunciation practice, influence of the first language (L1), and lack of confidence in speaking English. These challenges were reflected in the pronunciation test results and helped explain the errors produced by the students. Overall, the study concluded that students still experienced difficulties in accurately pronouncing the -ed ending due to a combination of linguistic and non-linguistic factors. Therefore, greater attention to pronunciation rules, regular practice, and confidence-building activities is needed to help students improve their pronunciation of English regular verbs ending in -ed.

B. Suggestions

Based on the findings of this study, the researcher would like to offer several suggestions for students, teachers, and future researchers.

1. For Students

Students are encouraged to practice the pronunciation of English regular verbs ending in -ed more frequently. They should pay particular

attention to the differences among the three pronunciation patterns, namely /t/, /d/, and /ɪd/, and learn to identify the final sound of the base verb before determining the correct pronunciation. In addition, students are encouraged to engage in listening activities that help them distinguish these pronunciation patterns, such as listening to native speakers, English audio materials, and pronunciation videos. Regular reading-aloud practice and pronunciation drills may also help students improve their pronunciation accuracy and reduce spelling-based errors.

2. For Teachers

English teachers are recommended to provide explicit instruction on the pronunciation rules of the -ed ending, particularly the distinction among /t/, /d/, and /ɪd/. Teachers should incorporate listening discrimination activities that train students to recognize the differences between the three pronunciation patterns before producing them orally. Furthermore, teachers are encouraged to use pronunciation drills, repetition exercises, and communicative speaking activities to provide students with sufficient practice opportunities. Since spelling interference was frequently observed, teachers should also emphasize that the pronunciation of the -ed ending depends on the final sound of the base verb rather than its spelling. Creating a supportive classroom environment may also help increase students' confidence in practicing English pronunciation.

3. For Future Researchers

Future researchers are suggested to conduct similar studies involving a larger number of participants and different educational settings to obtain broader findings. They may also investigate the effectiveness of specific instructional techniques, such as explicit pronunciation teaching, pronunciation drills, listening discrimination training, or communicative pronunciation activities, in improving students' pronunciation of English regular verbs ending in -ed. In addition, future studies may explore other aspects of English pronunciation that present challenges for EFL learners.

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APPENDICES



Appendix 1

PRONUNCIATION TEST**School:** SMA Negeri 3 Panyabungan**Class:** XI F.5**Academic Year:** 2025/2026**Instruction:**

Please read each word aloud clearly and naturally. Your pronunciation will be recorded.

Past Participle Regular Verbs:

1. Added
2. Asked
3. Brushed
4. Called
5. Cleaned
6. Closed
7. Collected
8. Cooked
9. Cried
10. Decided
11. Dropped
12. Enjoyed
13. Finished
14. Helped
15. Invited
16. Jumped
17. Laughed
18. Lived
19. Loved
20. Missed
21. Moved
22. Needed
23. Painted
24. Played
25. Repaired
26. Shouted
27. Started
28. Visited
29. Waited
30. Washed



Appendix 2

INTERVIEW GUIDE

School: SMA Negeri 3 Panyabungan

Class: XI F.5

Academic Year: 2025/2026

Interview Type: Semi-Structured Interview

Instructions:

- This interview is conducted for research purposes only.
- Your responses will be kept confidential.
- There are no right or wrong answers. Please answer honestly based on your experience.
- The interview will be recorded to ensure accuracy of the data.

Interview Questions:

1. Can you explain what you know about the pronunciation of the -ed ending in English?
2. Do you find it difficult to pronounce words that end with -ed? Why?
3. Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?
4. Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.
5. What kinds of mistakes do you usually make when pronouncing -ed endings?
6. Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?
7. How often do you practice English pronunciation, especially speaking?
8. Do you feel confident when pronouncing English words in front of others? Why or why not?
9. Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?
10. What do you think can help you improve your pronunciation of -ed endings?

Appendix 3

LEARNING MATERIAL**Topic:** Pronunciation of the -ed Ending in English Regular Verbs**A. Learning Objectives**

After learning this material, students are expected to:

- Understand the three types of -ed pronunciation
- Be able to distinguish /t/, /d/, and /ɪd/ sounds
- Be able to pronounce regular verbs correctly in the past form

B. Explanation of -ed Pronunciation

In English, regular verbs form the past tense by adding -ed. The pronunciation of -ed is different depending on the final sound of the verb.

C. Types of -ed Ending1. *Pronunciation /t/*

The -ed ending is pronounced as /t/ when the verb ends with a voiceless sound (such as /p/, /k/, /s/, /f/, /ʃ/).

Examples: stopped, looked, kissed, laughed, washed

2. *Pronunciation /d/*

The -ed ending is pronounced as /d/ when the verb ends with a voiced sound (such as vowels or /b/, /g/, /v/, /z/, /l/, /m/, /n/, /r/).

Examples: opened, played, cleaned, answered, followed

3. *Pronunciation /ɪd/*

The -ed ending is pronounced as /ɪd/ when the verb ends with /t/ or /d/. This adds an extra syllable.

Examples: wanted, needed, visited, decided, started

D. Simple Rule Summary

Ending Sound	Pronunciation	Example
Voiceless sound	/t/	stopped
Voiced sound	/d/	opened
Ends with /t/ or /d/	/ɪd/	wanted

Appendix 4

INDICATORS OF ACHIEVEMENT

A. Overview

The indicators of achievement in this study are developed based on the research objectives, research questions, and research instruments. These indicators are used to guide the analysis of students' pronunciation of the -ed ending in English regular verbs and to identify the challenges they experience. The indicators are designed to provide a clear and systematic framework for interpreting the data obtained from the oral pronunciation test and interviews.

B. Indicators of Students' Pronunciation Ability

The following indicators are used to analyze students' pronunciation performance based on the pronunciation test:

1. Students are able to distinguish the three types of -ed pronunciation (/t/, /d/, and /ɪd/).
2. Students are able to produce the correct pronunciation of -ed endings in regular verbs.
3. Students demonstrate accuracy in pronouncing the -ed endings.
4. Students show consistency in their pronunciation performance across different words.
5. Students are able to minimize pronunciation errors when producing -ed endings.

C. Indicators of Students' Challenges (Interview)

The following indicators are used to identify students' challenges based on the interview data. These indicators are aligned with common types of pronunciation errors found in this study:

1. Students show a tendency toward overgeneralization of /ɪd/ in pronouncing -ed endings.
2. Students experience omission of the -ed suffix in their pronunciation.
3. Students demonstrate substitution between /t/ and /d/ sounds.
4. Students are influenced by their first language (L1) in pronouncing English words.

5. Students make spelling-based errors, relying on written forms rather than correct pronunciation.

D. Criteria of Achievement

Students' achievement in this study will be described qualitatively based on their pronunciation performance and interview responses. The researcher will classify students' performance into the following general levels:

- Good → Students are able to pronounce most -ed endings correctly with minimal errors and show good understanding of pronunciation rules.
- Moderate → Students demonstrate partial understanding but still produce several pronunciation errors.
- Low → Students frequently mispronounce -ed endings and show limited understanding of pronunciation rules.

E. Relevance to the Study

These indicators serve as a guideline for analyzing the data collected from both the pronunciation test and interviews. The pronunciation test will provide data on how students pronounce the -ed endings, while the interviews will reveal the underlying challenges faced by the students. By using these indicators, the researcher will be able to present a comprehensive and in-depth analysis of students' pronunciation and their difficulties.

Appendix 5

PRONUNCIATION ANSWER SHEET**Student Code: S3****Date: April 30th, 2026**

Assessment Table

No	Word	Categories	Student Pronunciation	Accuracy	Type of Error	Notes
1	added	/ɪd/	/adet/	x	SP	Pronounced based on spelling
2	asked	/t/	/ask/	x	OM	Omitted -ed ending
3	brushed	/t/	/brushɪd/	x	OG	Added /ɪd/
4	called	/d/	/callet/	x	SUB	Used /t/ instead of /d/
5	cleaned	/d/	/clean/	x	OM	Omitted -ed ending
6	closed	/d/	/closet/	x	SUB	Incorrect final sound
7	collected	/ɪd/	/collectet/	x	SP	Followed spelling
8	cooked	/t/	/cook/	x	OM	Omitted -ed ending
9	cried	/d/	/cryet/	x	SUB	Incorrect final sound
10	decided	/ɪd/	/decidet/	x	SP	Pronounced based on spelling
11	dropped	/t/	/dropɪd/	x	OG	Added /ɪd/
12	enjoyed	/d/	/enjoyet/	x	SUB	Changed /d/ into /t/
13	finished	/t/	/finishɪd/	x	OG	Overgeneralization
14	helped	/t/	/help/	x	OM	Omitted -ed ending
15	invited	/ɪd/	/invited/	✓	C	Correct
16	jumped	/t/	/jumpɪd/	x	OG	Used /ɪd/
17	laughed	/t/	/laughed/	x	SP	Pronounced written form
18	lived	/d/	/livet/	x	SUB	Used /t/ instead of /d/
19	loved	/d/	/loverɪd/	x	OG	Added extra syllable
20	missed	/t/	/miss/	x	OM	Omitted -ed ending
21	moved	/d/	/movet/	x	SUB	Incorrect final sound
22	needed	/ɪd/	/needed/	✓	C	Correct
23	painted	/ɪd/	/painted/	✓	C	Correct
24	played	/d/	/playɪd/	x	OG	Added /ɪd/
25	repaired	/d/	/repair/	x	OM	Omitted -ed ending
26	shouted	/ɪd/	/shoutet/	x	SP	Pronounced based on spelling
27	started	/ɪd/	/started/	✓	C	Correct
28	visited	/ɪd/	/visitet/	x	SUB	Used /t/ instead of /d/
29	waited	/ɪd/	/waitet/	x	SP	Followed written form
30	washed	/t/	/washɪd/	x	OG	Added /ɪd/

PRONUNCIATION ANSWER SHEET

Student Code: S6

Date: April 30th, 2026

Assessment Table

No	Word	Categories	Student Pronunciation	Accuracy	Type of Error	Notes
1	added	/ɪd/	/added/	✓	C	Correct
2	asked	/t/	/askt/	✓	C	Correct
3	brushed	/t/	/brushɪd/	x	OG	Added /ɪd/
4	called	/d/	/called/	✓	C	Correct
5	cleaned	/d/	/cleaned/	✓	C	Correct
6	closed	/d/	/closet/	x	SUB	Changed /d/ into /t/
7	collected	/ɪd/	/collected/	✓	C	Correct
8	cooked	/t/	/cookɪd/	x	OG	Used /ɪd/
9	cried	/d/	/cried/	✓	C	Correct
10	decided	/ɪd/	/decided/	✓	C	Correct
11	dropped	/t/	/dropt/	✓	C	Correct
12	enjoyed	/d/	/enjoyɪd/	x	OG	Added extra syllable
13	finished	/t/	/finished/	x	SP	Pronounced based on spelling
14	helped	/t/	/helpt/	✓	C	Correct
15	invited	/ɪd/	/invited/	✓	C	Correct
16	jumped	/t/	/jumpɪd/	✓	C	Correct
17	laughed	/t/	/laughed/	x	SP	Followed written form
18	lived	/d/	/lived/	✓	C	Correct
19	loved	/d/	/loveɪd/	x	OG	Added /ɪd/
20	missed	/t/	/mist/	✓	C	Correct
21	moved	/d/	/movet/	x	SUB	Incorrect final sound
22	needed	/ɪd/	/needed/	✓	C	Correct
23	painted	/ɪd/	/painted/	✓	C	Correct
24	played	/d/	/played/	✓	C	Correct
25	repaired	/d/	/repairɪd/	x	OG	Incorrect ending
26	shouted	/ɪd/	/shouted/	✓	C	Correct
27	started	/ɪd/	/startet/	x	SP	Pronounced based on spelling
28	visited	/ɪd/	/visitet/	x	SUB	Used /t/ instead of /d/
29	waited	/ɪd/	/waited/	✓	C	Correct
30	washed	/t/	/washɪd/	x	SP	Pronounced literally

PRONUNCIATION ANSWER SHEET

Student Code: S8

Date: April 30th, 2026

Assessment Table

No	Word	Categories	Student Pronunciation	Accuracy	Type of Error	Notes
1	added	/ɪd/	/added/	✓	C	Correct
2	asked	/t/	/askt/	✓	C	Correct
3	brushed	/t/	/brusht/	✓	C	Correct
4	called	/d/	/called/	✓	C	Correct
5	cleaned	/d/	/cleaned/	✓	C	Correct
6	closed	/d/	/closed/	✓	C	Correct
7	collected	/ɪd/	/collected/	✓	C	Correct
8	cooked	/t/	/cookt/	✓	C	Correct
9	cried	/d/	/cried/	✓	C	Correct
10	decided	/ɪd/	/decided/	✓	C	Correct
11	dropped	/t/	/dropt/	✓	C	Correct
12	enjoyed	/d/	/enjoyed/	✓	C	Correct
13	finished	/t/	/finisht/	✓	C	Correct
14	helped	/t/	/helpt/	✓	C	Correct
15	invited	/ɪd/	/invited/	✓	C	Correct
16	jumped	/t/	/jumpɪt/	✓	C	Correct
17	laughed	/t/	/laughed/	x	SP	Pronounced based on spelling
18	lived	/d/	/lived/	✓	C	Correct
19	loved	/d/	/loved/	✓	C	Correct
20	missed	/t/	/mist/	✓	C	Correct
21	moved	/d/	/moved/	✓	C	Correct
22	needed	/ɪd/	/needed/	✓	C	Correct
23	painted	/ɪd/	/painted/	✓	C	Correct
24	played	/d/	/played/	✓	C	Correct
25	repaired	/d/	/repaired/	✓	C	Correct
26	shouted	/ɪd/	/shoutet/	x	SP	Pronounced based on spelling
27	started	/ɪd/	/started/	✓	C	Correct
28	visited	/ɪd/	/visited/	✓	C	Correct
29	waited	/ɪd/	/waitet/	x	SP	Pronounced based on spelling
30	washed	/t/	/washed/	x	SP	Pronounced literally

Appendix 6 Interview Transcript

INTERVIEW TRANSCRIPT**Student Code: S8****Date: April 30th, 2026**

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know that there are three pronunciations of -ed: /t/, /d/, and /ɪd/, and they depend on the final sound of the base verb.
2	Do you find it difficult to pronounce words that end with -ed? Why?	Sometimes, especially when I am not familiar with the word.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	The /t/ pronunciation is a little more difficult because I need to identify the final sound correctly.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Not very often, but I can still be confused when I encounter unfamiliar words.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Sometimes I accidentally follow the spelling instead of the pronunciation rule.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	I often follow the pronunciation habits from my first language when I am unsure about English pronunciation.
7	How often do you practice English pronunciation, especially speaking?	Most of the time I learn English by myself, but I rarely practice speaking.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	I am quite confident, but sometimes I still worry about making pronunciation mistakes.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes. The teacher explains the rules and asks us to practice pronouncing the words.
10	What do you think can help you improve your pronunciation of -ed endings?	Watching English movies, listening to English audio, reading English texts, and practicing speaking more often.

INTERVIEW TRANSCRIPT

Student Code: S18

Date: April 30th, 2026

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know that the -ed ending can be pronounced as /t/, /d/, or /ɪd/ depending on the final sound of the verb.
2	Do you find it difficult to pronounce words that end with -ed? Why?	Sometimes, especially when I find new words that I have never learned before.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	The /t/ pronunciation is a little difficult because I sometimes need to think about the final sound of the verb first.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Sometimes, but not very often because I already know some of the rules.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Occasionally I pronounce words according to their spelling instead of the pronunciation rules.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	A little. Sometimes Indonesian pronunciation habits affect the way I pronounce unfamiliar English words.
7	How often do you practice English pronunciation, especially speaking?	Quite often, especially when listening to English songs or watching English videos.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	Sometimes I am not sure whether my pronunciation is correct or not, especially for verbs with the -ed ending.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes. The teacher explains the pronunciation rules and gives examples for us to practice.
10	What do you think can help you improve your pronunciation of -ed endings?	More listening practice, speaking practice, and learning the pronunciation rules carefully.

INTERVIEW TRANSCRIPT

Student Code: S4

Date: April 30th, 2026

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know that -ed can be pronounced as /t/, /d/, or /ɪd/.
2	Do you find it difficult to pronounce words that end with -ed? Why?	Sometimes it is difficult because there are several pronunciation rules.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	I am still confused about the difference between /t/, /d/, and /ɪd/ because they sound similar.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Yes, especially when I do not know the final sound of the verb.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Sometimes I pronounce the ending according to the spelling.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	Sometimes I pronounce English words the same way I pronounce Indonesian words.
7	How often do you practice English pronunciation, especially speaking?	Occasionally, especially during English lessons.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	Sometimes yes, but I still worry about making mistakes.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes, through explanation and pronunciation practice.
10	What do you think can help you improve your pronunciation of -ed endings?	Speaking English more frequently and reviewing the material repeatedly.

INTERVIEW TRANSCRIPT

Student Code: S6

Date: April 30th, 2026

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know there are three pronunciations, but sometimes I forget the rules.
2	Do you find it difficult to pronounce words that end with -ed? Why?	Yes, especially when I have to decide which pronunciation is correct.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	The /t/ and /d/ sounds are difficult because they are similar.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Yes, sometimes I hesitate because I am not sure.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Sometimes I use the wrong pronunciation category.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	Indonesian pronunciation affects me because I am more used to Indonesian sounds.
7	How often do you practice English pronunciation, especially speaking?	I only practice English pronunciation when there is an English lesson.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	I often hesitate when pronouncing words ending in -ed because I am afraid of making mistakes.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes, the teacher explains and gives examples.
10	What do you think can help you improve your pronunciation of -ed endings?	Speaking English more often, reading English texts, and singing English songs while reading the lyrics.

INTERVIEW TRANSCRIPT

Student Code: S2

Date: April 30th, 2026

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know that there are different ways to pronounce -ed, but I still do not fully understand the rules.
2	Do you find it difficult to pronounce words that end with -ed? Why?	Yes, because sometimes I do not know the correct pronunciation.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	Sometimes I do not know whether a word should be pronounced as /t/ or /d/, so I just guess.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Yes, I am often confused because the pronunciations are different.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Sometimes I pronounce words based on how they are written.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	Yes, sometimes I pronounce English words like Indonesian words.
7	How often do you practice English pronunciation, especially speaking?	Only sometimes.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	I am afraid of being laughed at if my pronunciation is wrong, so sometimes I lack confidence.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes, the teacher explains the rules and asks us to practice.
10	What do you think can help you improve your pronunciation of -ed endings?	More speaking practice and listening to English can help me.

INTERVIEW TRANSCRIPT

Student Code: S3

Date: April 30th, 2026

No.	Interview Questions	Response
1	Can you explain what you know about the pronunciation of the -ed ending in English?	I know that -ed can be pronounced differently, but I do not really understand all the rules.
2	Do you find it difficult to pronounce words that end with -ed? Why?	It is difficult.
3	Which pronunciation do you think is the most difficult: /t/, /d/, or /ɪd/? Why?	The /t/ sound is the most difficult for me because I often confuse it with /d/.
4	Do you often feel confused when deciding how to pronounce the -ed ending? Please explain.	Yes. Sometimes I do not know which pronunciation to use.
5	What kinds of mistakes do you usually make when pronouncing -ed endings?	Sometimes I pronounce the words based on the spelling.
6	Do you think your first language (Bahasa Indonesia) influences your English pronunciation? How?	Yes, a little. Sometimes I pronounce English words like Indonesian words.
7	How often do you practice English pronunciation, especially speaking?	Not very often.
8	Do you feel confident when pronouncing English words in front of others? Why or why not?	Not really. I feel embarrassed when I mispronounce a word in front of my classmates.
9	Does your teacher usually teach pronunciation, especially the -ed ending? How is it taught?	Yes. The teacher explains the pronunciation rules and gives examples.
10	What do you think can help you improve your pronunciation of -ed endings?	Repeatedly reviewing the material can help me improve my pronunciation.

Appendix 7 Research Documentation



Figure 1 The Researcher's Explanation of the Pronunciation of the -ed Ending



Figure 2 The Administration of the Pronunciation Test



Figure 3 The Semi-Structured Interview Session with a Participant



Appendix 8 Research Response Letter

	PEMERINTAH PROVINSI SUMATERA UTARA DINAS PENDIDIKAN CABANG DINAS PENDIDIKAN WILAYAH XI SMA NEGERI 3 PANYABUNGAN AKREDITAS : "A" (UNGGUL) No. 1347/BAN-SMK/SK/2021 NSS : 30.1.07.15.12.003/ NPSN : 10259405/ NIS : 300012 Alamat : Jl. Prof. Andi Hakim Nasution (Komplek STAIN Madras) Telp. 082165615053, Desa Pidi Lembang, Kec. Panyabungan, Kab. Mandailing Natal, Kode Pos 22919 Website : http://smantgpanyabungan.sch.id/ E-mail : smantgpanyabungan@gmail.com									
Panyabungan 05 Mei 2026										
Nomor : 400.3.11.1/085/SMAN.03/V/2026 Lampiran : - Perihal : <u>Telah mengadakan Penelitian</u> Kepada Yth, Kepala Pusat Penelitian dan Pengabdian Masyarakat (P3M) di - Tempat Dengan Hormat, Berdasarkan Surat Kepala Pusat Penelitian dan Pengabdian Masyarakat Nomor : B-241/Sti.21/F.21/TL.00/04/2026, tanggal 20 April 2026, melalui surat ini, kami dari SMA Negeri 3 Panyabungan menyatakan bahwa : <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;">Nama</td> <td>: SULTAN ARRASYID NASUTION</td> </tr> <tr> <td>NIM</td> <td>: 22-13-0027</td> </tr> <tr> <td>Jurusan/Fakultas</td> <td>: Tadris Bahasa Inggris (TBI)</td> </tr> <tr> <td>Judul Tesis</td> <td>: <i>An Analysis of Students' Challenges in Pronouncing-ed Endings of English Regular Verbs</i></td> </tr> </table> mahasiswa <u>tersebut</u> di atas, telah mengadakan penelitian di Sekolah kami mulai April s/d Juni 2026. Demikian surat pemberitahuan ini kami sampaikan dan atas perhatiannya kami ucapkan terimakasih. Kepala Sekolah,  MAHJUDDIN, S.Pd NIP. 198307132009041001 			Nama	: SULTAN ARRASYID NASUTION	NIM	: 22-13-0027	Jurusan/Fakultas	: Tadris Bahasa Inggris (TBI)	Judul Tesis	: <i>An Analysis of Students' Challenges in Pronouncing-ed Endings of English Regular Verbs</i>
Nama	: SULTAN ARRASYID NASUTION									
NIM	: 22-13-0027									
Jurusan/Fakultas	: Tadris Bahasa Inggris (TBI)									
Judul Tesis	: <i>An Analysis of Students' Challenges in Pronouncing-ed Endings of English Regular Verbs</i>									

CURRICULUM VITAE

RESEARCH BIOGRAPHY

Personal Data

Name : Sulthan Arrasyid Nasution

Place and Birth Date : Malintang Jae, 25 November 2002

WhatsApp Number : 082275350839

E-mail : sulthanarrasyid2@gmail.com

Institution : STAIN Mandailing Natal



Name of Parents

Dad : Syamsi Nasution

Mom : Ernita Hasibuan

Educational Background

Elementary School : SD N 028 Lumban Dolok

Junior High School : MTs N 4 Mandailing natal

Senior High School : SMA N 1 Siabu



KEPUTUSAN KETUA PROGRAM STUDI
TADRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
NOMOR :B- 081/Sti.21/C.2a/PP.00.9/06/2025
TENTANG
PENETAPAN PEMBIMBING SKRIPSI
PROGRAM STUDI TADRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
TAHUN AKADEMIK 2024/2025

DENGAN RAHMAT TUHAN YANG MAHA ESA

KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL

- Menimbang :
- a. bahwa untuk meningkatkan pelaksanaan akademik bagi mahasiswa Sekolah Tinggi Agama Islam Negeri Mandailing Natal di pandang perlu untuk mengangkat dan menetapkan Pembimbing Skripsi Tahun Akademik 2024/2025;
 - b. bahwa nama-nama yang tercantum dalam keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas dimaksud;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dengan huruf a dan b tersebut dipandang perlu untuk menerbitkan Surat Keputusan Ketua Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tentang Penetapan Pembimbing Skripsi Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tahun akademik 2024/2025.
- Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
 2. Undang-Undang 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
 4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);

6. Peraturan Menteri Agama Nomor 5 Tahun 2018 tentang Organisasi dan Tata Kerja Sekolah Tinggi Agama Islam Negeri Mandailing Natal Natal (Berita Negara Republik Indonesia Tahun 2018 Nomor 165);
7. Peraturan Menteri Agama Nomor 27 Tahun 2019 tentang Statuta Sekolah Tinggi Agama Islam Negeri Mandailing Natal (Berita Negara Republik Indonesia Tahun 2019 No mor 1218);
8. Keputusan Ketua Sekolah Tinggi Agama Islam Negeri Mandailing Natal Nomor 92 Tahun 2024 Tentang Pembimbing Skripsi Di Lingkungan Sekolah Tinggi Agama Islam Negeri Mandailing Natal;

MEMUTUSKAN :

Menetapkan : KEPUTUSAN KETUA PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TENTANG PENETAPAN PEMBIMBING SKRIPSI PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TAHUN AKADEMIK 2024/2025.

- KESATU** : Mengangkat Saudara:
1. Fitriani.,M.Pd Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing I
 2. Suadi.,M.Pd Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing II
- KEDUA** : Menugaskan Saudara yang namanya tersebut di atas untuk membimbing skripsi mahasiswa nama Sulthan Arrasyid Nasution NIM: 22130027 Prodi Tadris Bahasa Inggris dengan judul skripsi "An Analysis of Students in Pronouncing Regular Verbs with Using Elsa Speak" yang dilaksanakan sesuai jadwal yang ditentukan.
- KETIGA** : Dosen pembimbing berkewajiban untuk melaksanakan tugas dengan sebaik-baiknya dan penuh dengan rasa tanggung jawab.
- KEEMPAT** : Biaya yang timbul akibat keputusan ini dibebankan kepada dana DIPA STAIN Madina tahun 2025.
- KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan didalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di Panyabungan
Pada tanggal, 02 Juli 2025
Ketua Prodi Tadris Bahasa Inggris


Resdilla Pratiwi, M.Hum