CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Words

Word is a single distinct meaningful element of speech or writing, used with others or sometimes alone to form a sentence ang typically shown with a space on either side when written or printed. Word can help us to differences between one thing to others. Ingo plag (2002:6) says if you had to define what a word is, you might first think of the word as a unit in the writing system, the so-called orthographic word. You could say, for example, that a word is an uninterrupted string of letters which is preceded by a blank space and followed either by a blank space or a punctuation mark (HarperCollins, 2003) a word is a unit of language, consisting of one or more spoken sounds or their written representation, that function as a principal carrier of meaning. In this reasearch the writer didnot use the word in general but just focus about sound of vowel and consonant (voiced and voiceless).

There are two groups of sounds in English, vowels and consonants. All vowels are voiced than consonant may be voiced or voiceless. The

position of the jaw, lips and tongue are very important when vowels are pronounced. The consonants sound may be voiced and voiceless. We can fill that our vocal cords will vibrate when pronouncing voiced sound. Whereas, we can fill that our focal cords will not vibrate when pronouncing voiceless sounds. The difference between them can make a difference in meanning of a word.

2.2 Pronunciation

In general, pronunciation is the way how to speech something by using our mouth. According to R.W. Markley (1967: 118) Speech sounds are made by imposing various kinds of vibration on a streamof air as it passes out of the lungs, under pressure from the diaphragm and other muscles, through the windpipe (trachea), the voice box (larynx), the mouth and nose. Inthis research the way how to pronounce something is really important to analyse the sound that students made.

The point at which the tongue or lips meet with, or come closest to, some fixed point in the mouth to obstruct the air stream called the point of articulation of a sound.

Table 2.1
Consonant Points of Articulation

Manner	Voiceless or Voiced	Bilabial	Labiodent	Interdenta	Alveolar	Alveopala	Palatal	Velar	Glottal
Stops	Voiceless	p			t			k	
	Voiced	b			d			g	
Affricates	Voiceless					č			
	Voiced			ɵ		ĵ			
Fricatives	Voiceless		f	ð	s	š			h
	Voiced		v		z	ž			
Lateral	Voiced				l				
Nasals	Voiced	m			n			ŋ	
Glides	Voiced	w			r		y		

The significant points of articulation for English consonanta are summarized in the table 2. 2

Table 2.2
Consonant points of articulation

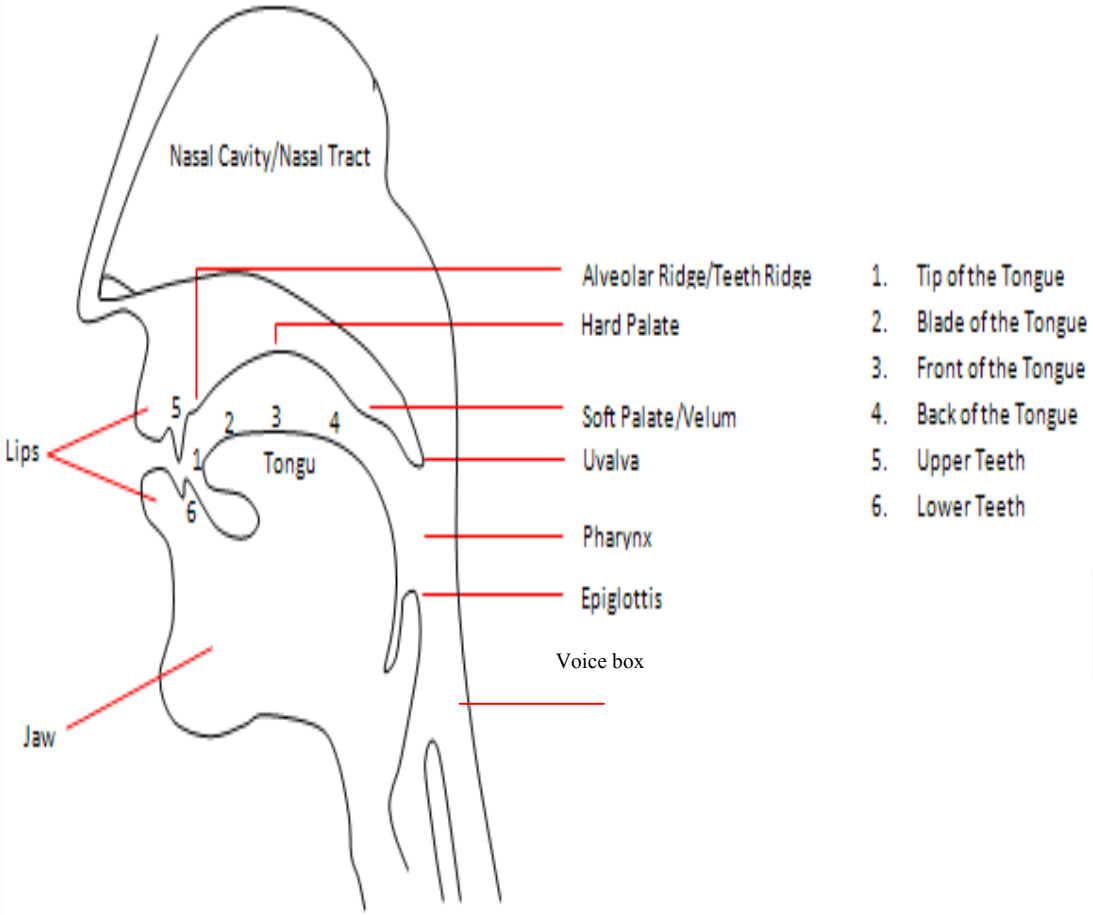
Back of the tongue & velum	ŋ k g	
Front of the tongue & back of alveolar ridge	č j	š ž
Front of the tongue & Alveolar ridge	n t d l	s z
Tip of the tongue & upper teeth		Θ ð
Lower lip & Tips of upper teeth		f v
Upper lip & lower lip	m p b	

According to R.W. Markley (1967: 118) for vowels there is no point of contact between the articulating organs .Instead, the mouth passage is shaped into resonant chambers by putting the tongue and lips in different positions. The significant tongue positions for English simple vowels are summarized in table 3.

Table 2.3
Vowel Tongue Position

	front	central	back
high	i ɪ	ɨ	ɯ ʊ
mid	e ɛ	ə	o ɔ
low	æ	a	ɑ

Figure 2.1
Facial diagram



The Articulators © Tanvir Shameem

The research mention the picture of facial diagram to get deep understanding the speech sounds was made. To limit the explanation, the researchers only focus on how made speech sound of t, d, id, s, z, and iz.

There are guides how to produce speech are made according to R.W. Markley (1967: 122) :

1. The nasals are made by stopping the air stream at some point in the mouth (at the lips for /m/, at the alveolar ridge for /n/, and at the velum for /ŋ/) and diverting it through the nose. They are always voiced. The only vowels to occur before /ŋ/ are the simple vowels /I æ ə ɔ/ and less commonly /a/.

2. English Utterance (except those ending with stop consonants) do not end abruptly but fade away gradually, the end of the final syllable becoming weaker and weaker. This makes most consonants and vowels in final position sound slightly longer than in other position. When final in a word which is not at the end of an utterance (e.g., /m/ in Come on), consonants are not so prolonged.

3. For /ŋ/ the back of the tongue is raised againts the velum (the back part of the roof of the mouth). For /ŋ/ the back of the tongue should not be raised.

4. The stops are made by stopping the air stream completely at some point in the mouth (at the lips for /p/ /b/, at the alveolar ridge for /t/ /d/, and at the velum for /k g/) and the releasing the built up pressure quickly, /p t k / are voiceless, /b d g / are voiced.

5. Aspiration is the sounds of escaping air wich sometimes is heard when a stop consonant is released. The voiceless stops /p t k/ have a lot of aspiration in initial position. In other positions, they have very little or no aspiration.

6. The voiced stops /b d g/ have little or no aspiration in all position. The voicing is not always complete; at the beginning of a word they begin unvoiced and at the end of a word they end unvoiced.

7. All stop in final position may optionally be unreleased. Drills he, 17, 18 are given twice on the tape, first with the final stops released and then with them unreleased.

8. In medial position before an unstressed vowel (e.g.,city) and within phrases like get in /t/ and /d/ are made by flapping the tongue once quickly againts the edge of the alveolar ridge. The tongue is not

held, and the air is not stopped. When trying to speak carefully, speakers sometimes use aspiration with this flap /t/ or else replace it altogether by plosive /t/.

9. Medial /t/ and /d/ are both flapped and the /t/ is slightly voiced. Some speakers have no contrast between medial /t/ and /d/. for other speakers there is a difference in the length of the preceeding vowel: it is slightly longer before /d/.

10. Some speakers use /ty/ clusters in *tune, tube* and /dy/ clusters in duke, duel, duty, during, dubious, reduce. The tape does not have the /ty dy/ pronunciation.

11. The fricative are made by forcing the air stream through a narrow opening at some point in the mouth (between the lower lip and the tips of the upper teeth for /f v/, and between the tip of the tongue and the tips of the upper teeth for /Θ ð/). /f Θ/ are voiceless, and /v ð/ are voiced (but partly devoiced at the beginning and end of a word).

12. For /Ɵ/ and /ð/ the tongue must be held flat (not grooved) againts the teeth.

13. The sound /h/ is voiceless aspiration. The tongue and lips are held in position for the vowel which follows it; /h/ is always pre-vocalie.

14. For /f/ the tips of the upper teeth lightly touch the lower lip. For /h/ the teeth (and tongue) should not touch anything.

15. The sibilants are made by forcing the air stream through a narrow opening at some point in the mouth (between the tongue and the alveolar ridge for /s/ /z/ , and between the tongue and the back edge of the alveolar ridge for /š ž/). /s š/ are voiceless, and /z ž/ are voiced. The disticntive “hissing” effect of the sibilants is caused by the tongue being grooved.

16. /z/ is never heavily voiced, even when it is between other voiced sounds. In final position, /z/ begins voiced but ends voiceless.

17. /ž/ is not frequent except in medial position. Some speakers subtitute /j/ for it in the few words where it occurs initially or finally.

18. The affricates are made by first stopping the air stream with the tongue at the back edge of the alveolar ridge and then releasing the tongue, not completely, as with stops, but only partially so that a sibilants sound similar to /š/ or /ž/ is heard. Some manuals represent them as a cluster of two sounds /tš/ and /dž/). /č/ is voiceless, and /j/ is voiced (partially devoiced at the beginning and end of a word).

19. /l/ is a voiced resonant consonant. It made by holding the front of the tongue against the alveolar ridge, allowing the air to escape around the sides, hence its name "lateral". Often the back of the tongue is raised part way towards the velum. This results in the so-called "dark l".

20. /r/ is a voiced resonant consonant. It is made by curling the front of the tongue back away from the back edge of the alveolar ridge. The lips are slightly rounded and the lower lip protruded for some speakers. The tongue and uvula do not vibrate at all, and the tip of the tongue does not touch anything. Many speakers in the eastern and southern United States do not have /r/ in final position in a word.

21. /w/ is a semiconsonant (called a “semivowel” in some books) which is made by raising the back of the tongue and rounding the lips tightly. The tongue and lips then glide fro this position for the following vowel.

22. /y/ is a semiconsonant (called a “semivowel” in some books) which is made by raising the front of the tongue close to the alveolar ridge. The tongue should glide from this position to the position for the following vowel. The tongue should not touch the ridge.

23. For /b/ the air stream is stopped completely at the lips and then released. For /v/ the air stream is not stopped.

24. For /t d/ the tongue should stop the air at the alveolar ridge. For /Θ ð/ the tongue should lightly touch the tips of the upper teeth; the air is not stopped.

25. For /Θ ð/ the tip of the tongue should barely touch the upper teeth. For /s z/ the tongue should be grooved, the sides barely touching the alveolar ridge.

26. For /š ž/ the air stream should never be completely stopped. For /č j/ the air is first stopped and then released into a sibilant sound.

27. For /n ŋ/ the nasal passage is open; for /d g/ it is closed.

28. For /v/ the tips of the upper teeth lightly touch the lower lip. For /w/ the lips do not touch anything; they are rounded tightly.

29. For /j/ the tongue should stop the air stream at the back edge of the alveolar ridge and then release into a sibilant. For /y/ the tongue should approach the ridge but not touch it.

30. The simple vowel /i/ is made by raising the front of the tongue rather high and keeping the lips close and spread.

31. The simple vowel /e/ is made by raising the front of the tongue midway and keeping the lips slightly spread.

32. The glide vowel /iy/ is made by raising the tongue to about the same place as for /i/ and then gliding even higher and further front, (this glide is /y/). The lips are more spread and more tense than for the

simple vowel /i/. before voiceless stops (particularly /t/ in medial position) the glide is almost imperceptible.

33. The glide vowel /ey/ is made by raising the tongue to about the same place as for /e/ and then gliding it higher and fronter for /y/. However, the /y/ glide of /ey/ is not high as the /y/ glide for /iy/.

34. The simple vowel /æ/ is made with the tongue low in front and the lips open wide and spread. For many speakers /æ/ is longer than the simple vowels /i e ə u/. This length may be accompanied by a central glide.

35. Many speakers use a raised variety of /æ/ plus a central glide. For some speakers the tongue is raised as high as /e/.
36. Some speakers use the vowel /æ/ with no central glide in any of the words.

37. The tongue is lower and the lips less tense for /i/ than for /iy/. In addition, /i/ is shorter and without any kind of glide. (some speakers do have a central glide with /i/ and with all “simple” vowels, but that variety of speech is not recommended for imitiation.

38. The front vowels /i e æ/ have a slightly higher tongue position when they come before a velar consonant /ŋ/ or /g/ than when they precede other consonants.

39. Vowels are shorter when they occur before voiceless consonants than elsewhere.

40. The simple vowel /a/ is made with the lips open wide (neither spread nor rounded) and the middle of the tongue low. For most speakers /a/ is longer than the simple vowels /I e ɔ u/

2.3 The Consonant

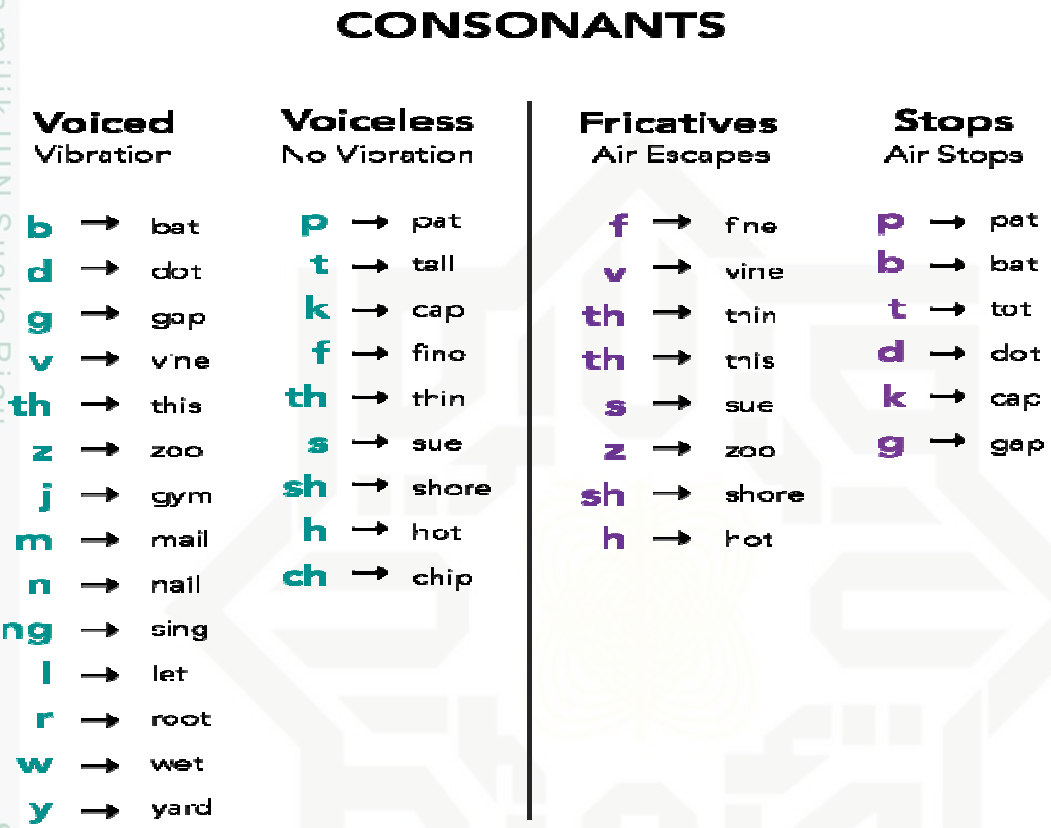
David Odden (2005:38) phonology is one of the core fields that composes the discipline of linguistics." According to the theory of odden phonology is one of the core areas consisting of rules of linguistic rules.

The phoneme is the smallest unit of language that represents a sound of language. According to Jones (1987: 10) the phoneme is the part of the sound in a particular language unit that is related to one of

the characters and is used in a certain way in which no one has the same phonetic sound as the other.

Consonants are sounds or letters that in the production of air does not come out smoothly through the mouth and throat, but experiencing obstacles or narrowing so that there is friction. According O'connor (1995 : 2) native speakers of English from different parts of the world have different accents, but the differences of accents are mainly the result of differences in the sound of vowels; the consonants are produced in very much the same way where English is spoken. Therefore if there is any confusion in the pronunciation of consonant phonemes it can lead to a different meaning from the word that the phoneme sound is wrongly pronounced as in "seal" and "zeal".

Figure 2.2
Consonants



Consonant can be voiced or voiceless depends on thye vibration on our larynk. If there is no vibration when make sound of consonant we can called it voiceless, but if there is vibration its means voiced. To make easier to remember where is consonant that include of voiced or voiceless researcher summarized in picture 2.

Figure 2.3
IPA

International Phonetic Alphabet (IPA) ˌɪntəˈnæʃn̩əl fəˈnɛtɪk ˈælfəˌbɛt

Consonants (pulmonic)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

According to Peter Roach (1998 :39) the best known set of symbol is that of the International Phonetic Association's alphabet (the letters IPA are used to refer to the Association and also to its alphabet). The vowel symbols of the cardinal vowel system (plus a few others) are usually included on the chart of this alphabet, which is reproduced at figure 2.3.

In this theory, Conor explains that vowel phonemes are sounds that occur due to the flow of air through different mouth sizes. based on J.D.O.Connor (1995) vowel are made passing through different mouth shapes, the differences in the shapes of the mouth are caused by the different positions of the tongue and the lips.

O'Grady (1996: 136) explains that there are three phonetic divisions based on the way the sound produced by humans are:

a. Articulatory phonetics

Discusses how to produce language sounds based on the location of the tongue and lips, how wide the lips are opened, whether the vocal effect is vibrating or not.

b. Acoustic phonetic

Discusses the delivery of sound through the air. A sound that pronounced causing minor air in the form of sound waves. Various instruments can be used to measure characteristics sound.

c. Auditory phonetic

Discusses the acceptance of the language sound produced by the opposite spouse.

Figure 2.4
Tongue position

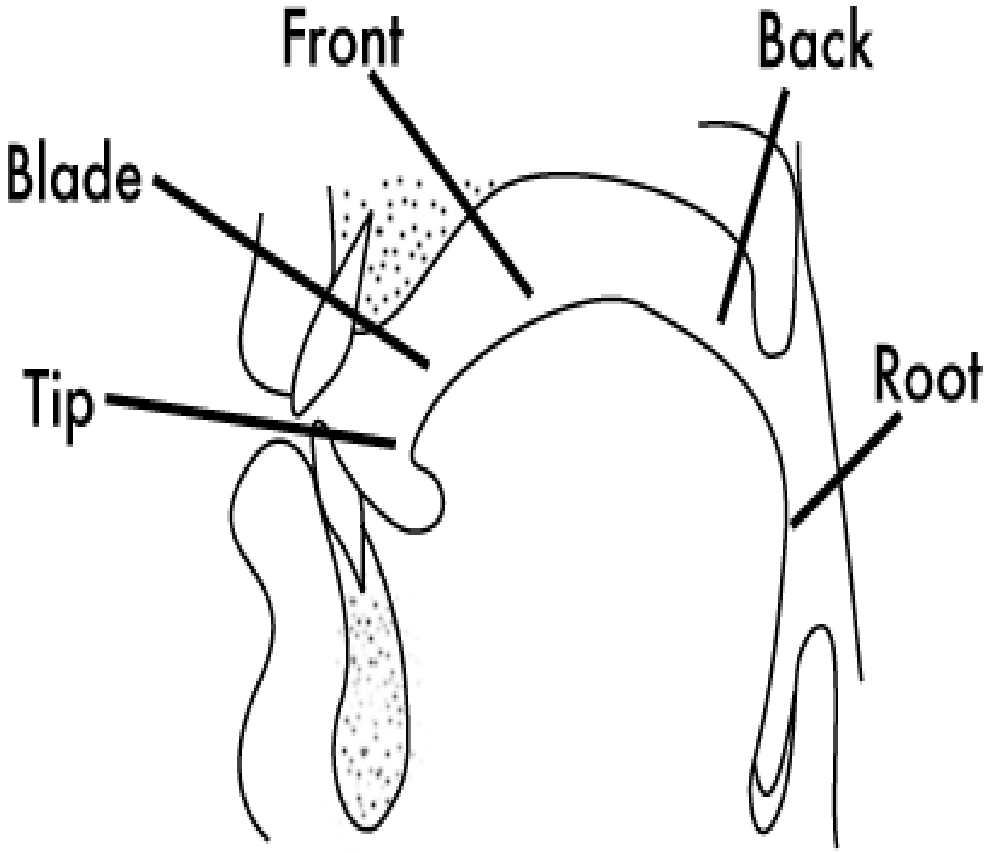
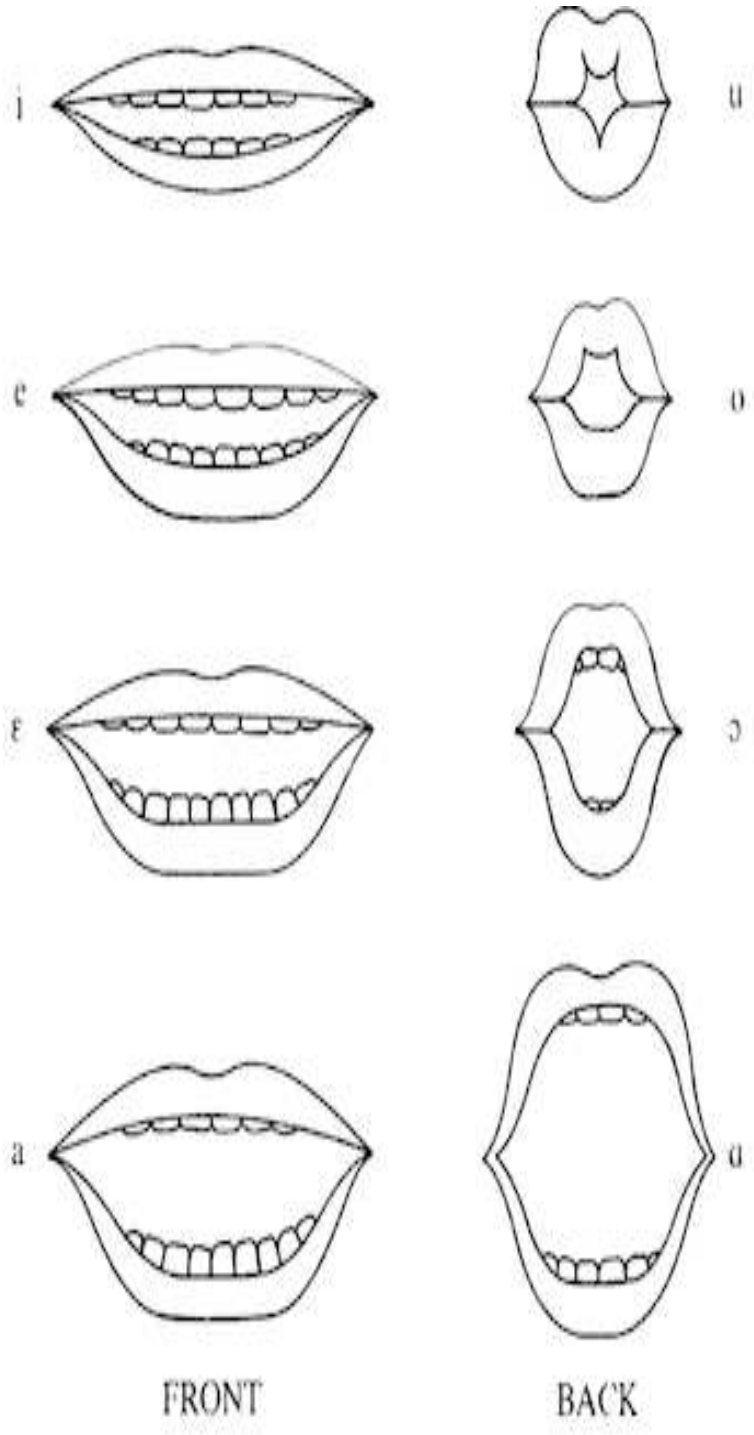


Figure 2.5
Schematic Representation of Lip Position Of Cardinal Vowel



Peter Roach (1998) consonant are those sounds during whose production there is either total stoppage or some considerable restriction of the air stream. To describe a consonant accurately, it is necessary to specify at three items:

1. Voice

If the vocal cords are vibrating during the time of production of the consonant, then it is voiced. If the vocal cords are at rest, then it is voiceless.

.

2. Point of articulation

This defines both the place at which the main interference to the air stream takes place, and also the organs which cause it. The various point of articulation are as follows:

a. Bilabial

The two lips come together to make either a complete or a partial closure. The general shape of two lips may be either spread or rounded.

b. Labio-dental

The lower lip articulates with the upper teeth. There may be a partial or a complete closure.

c. Inter-Dental

The tongue tip comes between the upper and lower teeth. The air passes between the upper surface of the tongue tip and the upper teeth.

d. Dental

The tongue tip articulates with the back of the upper teeth or gums. A wide range of suonds may occur at this point.

e. Alveolar

The tongue tip or blade articulates with the alveolar ridge. A wide range of sounds may be produced at this point as the tongue shape may very considerably.

f. Palata

The tongue middle articulates with the hard palate.

g. Velar

The tongue back articulates with the velum (or soft palate).

h. Glottal

The vocal cords articulate with each other causing either a complete or a partial closure of the glottis.

3. Manner

a. **Plosive (stop)** : causing an outrush of air and a burst of sound

Plosive are made by the air from the lungs building up behind a barrier formed by closed lips or the tongue touching the roof of the mouth.

Of the six English Plosives, there are voiced; the bilabial /b/, the alveolar /d/, amd the alvelar /g/. Each of these has a voiceless partner; the bilabial /p/, the alveolar /t/, and the alvelar /k/.

b. **Affricates** : The expelled air causes friction.

Afifricates is combination of plosives and fricatve.

c. **Fricative** : Restricting air flow.

In this group of phonemes the sound is produced by two organs of speech being brought close together and the channel narrowed enough for friction to be produced. The fricative sound is the sound caused by the flow of the air obstructed, and rubbing against each other. The sounds [f], [v], [θ], [ð], [s], [z], [ʃ], and [ʒ] pronounced in this way.

[F] and [v] are labiodentals fricatives: friction produced on the lips and teeth, where there is a gap allowing air out.

The sound [f] is a no-consonant sound is voiced and [v] is a sound. The following pair follows this pattern. [θ] and [ð] are interdental fricatives, represented by / th / on the word thin and then. friction that occurs in the opening between the tongue and teeth.

[S] and [z] are alveolar fricatives, are frictional sounds generated on the palate. [ʃ] and [ʒ] are ***palatal fricatives***, as in the word pairs mission [miʃən] and measure [mɛʒər] which is generated by friction being made as the air passes in between tongue and palate behind the alveolar. No palatal sound sounded at the beginning of the sound of the word shoe [ʃu] and sure [ʃur] and there at the end sounds on the word rush [r] and push [puʃ].

The palatal sounds that exist at the beginning of the words *church* and *judge* are the sounds of affricates is not sounded, and the sound of affricates sounds. Phonetically, affricates is a barrage of stops plus affricatives. Sound / ch / in church is like a combination of sound [t] + [ʃ], as can be seen in reciting white shoes and why choose quickly.

Both of them are indistinguishable, affricates unspeakable, and each is symbolized as [tʃ], and [dʒ].

d. **Nasal** : Involve closing tha articulators

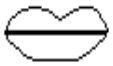
Nasal consonant are made in much the same way as plosives but with one major difference. The velum is lowered, allowing an escape of air into the nasal cavity and on outwards through the nose.

e. **Lateral** : Allow the air to escape at the side of the tongue

The laterlar is made by a partial closure of the oral cavity by the tongue trip articulating with the alveolar ridge.

f. **Aproximant** : Do not impede the flow of air.

Figure 2.6
Schematic Representation of Organ Speech Position of Consonants

Description of Family	Image	Nasal	Pop	Pop Sound	Sustain Breath	Sustain Sound	Trill
Closed lips		m, Mouth	p, Prayer	b, Being			
Top teeth on bottom lip			f, faith	v, victory			
Tongue on back of teeth					θ, THought	ð, That	
Tongue touching roof of mouth cavity		n, Name	t, Time	d, Destiny	s, Spirit	z, Zero	*The Spanish "r"*
Back of tongue touching back of mouth cavity		ŋ, Kingdom	k, Rock	g, Gold	ɣ, Bach		*The French "r"*
Back of tongue touching back of throat		*Glottal Stop**	ɪ, Reaction			ɪ, Water	
Tongue on roof of mouth cavity and back of throat			ʧ, CHild	ʤ, Justice	ʃ, Share	ʒ, Vision	
Tongue on back of teeth and back of throat			l, Love			l, Rule	

2.4 Words Ending in Suffix "-ed"

Simple Past Tense

The final – ed ending has three different pronunciations: /t/, /d/, and /ed/ . According to Rayner W. Markley (1967:70) :

1. Final – ed is pronounced **/t/** after all **voiceless sounds**. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat.

   Examples of voiceless sounds: "K", "P", "S", "Ch", "Sh", "F"

   - Look → looked → look"t"
   - Clap → clapped → clap"t"
   - Miss → missed → miss"t"
   - Watch → watched → watch"t"
   - Finish → finished → finish"t"

2. Final –ed is pronounced **/d/** after **voiced sounds**. Voiced sounds come from your throat. Touch your neck when you make a voiced sound, you can feel your voice box vibrate.

Examples of voiced sounds: "L", "V", "N", "B" and all vowel sounds.

- Smell → smelled → smell"d"
- Save → saved → save"d"

- Clean → clea ned → clean"d"
- Rob → robbed → rob"d"
- Pl ay → played → play"d"

3. Final –ed is pronounced **/id/** after **"T", and "D" sounds**. The sound /ed/ adds a whole syllable to a word.

Example: Looked □ look/t/ = one syllable ; Needed □ need/ed/ = two syllables

- Decide → decided → decide"ed"
- Nee d → needed → need"ed"
- Want → wanted → want"ed"
- Invi te → invited → invite"ed"

2.5 Words Ending in Suffix "-s,-es"

To make a noun plural , a final – s or –es is added to the noun, e.g. Friend → Friends

- Noun + s: Friends are important
- Noun + es: I like my classes

A final – s or – es is added to a present tense verb when the subject is a singular noun, e.g. my father works at a bank. (My father is a singular noun)

- Verb + s : Mary works at the bank
- Verb + es: John watches birds

According to Rayner W. Markley (1967:65) :

Final – s is pronounced **/s/** after **voiceless sounds**, as in "T", "P", and "K"

- Sea t → seats → seat"s"
- Rope → ropes → rope"s"
- Bac k → backs → back"s"

1. Final – s is pronounced **/z/** after **voiced sounds**, as in "D", "B", "G" and "EE"
   - See d → seeds → seed"z"
   - Robe → robes → robe"z"
   - Bag → bags → bag"z"
   - S ee → sees → see"z"

2. Final – s and –es are pronounced **/iz/** after **"SH," "CH," "S," "Z," and "GE,", "DGE"**.

   The /ez/ ending adds a syllable.

- Dish → dishes → dish "ez"
- Catch → catches → catch"ez"
- Kiss → kisses → kiss"ez"
- Mix → mixes → mix"ez"
- Prize → prizes → prize"ez"
- Edge → edges → edge"ez"

Spelling: Final –s / -es

- Most words (verbs & nouns), add a final – s , e.g. sing → sings; song → songs
- Final – es is added to words ending with – SH, -CH, -S, -Z, and –X .
- wash → washes
- watch → watches
- class → classes
- buz z → buzzes
- box → boxes

For words ending in – y:

- if – y is preceded by vowel only – s is added ,
- e.g. toy → toys; buy → buys

- If – y is preceded by a consonant, the – y is changed to –i and –es is added .
- e.g. baby → babies ; cry → cries

2.6 Error Analysis

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. "Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner's ability to communicate effectively (Dulay, 1982: 138). This case should support the teacher of second language to realize that errors made by the learner in the process of constructing a new system of language need to be analysed carefully.

The study of error is called error analysis. Acording to (Brown 1980:166) said that the fact that learners do make errors and that these errors can be observed, analysed, and calssified to reveal something of the system operating within the learner, led to surgue of learners' error called error analysis. If a regular pattern of errors could be observed in the

performance of all learners in a given situation and if learners were seen to progress through this pattern, his error could be taken as evidence not of the failure but of success and achievement in learning (Richards 974:4).

2.7 Pronunciation Problem

Learning foreign language, a learner will certainly meet whit any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The eleements, which cause the problems, in this case can be the grammatical or the sound systems. The similar elements usually do not cause problems, while the different ones usually do. There are many differences between Indonesian and English so the learners have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both segmental and suprasegmental features. In the classification of the Indonesian sound

system, there are 6 pure vowels, 23 consonants, and 3 diphtongs (Nikelas 1988:39-42) whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs (Ramelan 1994: 12-13).

Furthermore, Ramelan (1985:6-8) said that English causes problems for Indonesian learners since there are sound in English that do not exist in their native language. For examples when they want topronounce English words like “she” [ʃI] and “thin” [Ɵin], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners’ language and the target language.

2.8 Related Studies

Related studies require previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, inform the design, and find the conclusion of the previous researches, as follows:

a) James Flege and Elaina M. Frieda (1996) conducted a research entitled “Amount of Native Language (L1) Use Affects the Pronunciation of an L2”. The purpose of this study was to determine if variation in amount of native language (L1) use influences second

language (L2) production accuracy. Native English-speaking listeners auditorily evaluated short English sentences that had been spoken by a group of native English monolinguals and by the subjects in two native Italian (NI) groups.

The subjects in the NI groups were matched according to their age of immigration to Canada from Italy (5,9 vs 5,6 years) ,but dif fered according to self-reported use of Italian (36% vs 37%) . The subjects in both NI groups were found to speak English with detectable foreign accents even though they began learning English as children and had spoken English for 34 years on average. The NI subjects who spoke Italian relatively often had significantly stronger foreign accents than those who seldom spoke Italian. That findings challenge the view that ultimate success in pronouncing an L2 is determined solely by an individual's state of neurological development at the time of first exposure to the L2 . It appears that the degree of activation of the L1 or the strength of its representations may also influence L2 production accuracy.

The related study has similarities and differences with this research. The similarities to this research are like discussing about

the pronunciation problems that come from the different country and their ability to pronouncing word. The differences like the kind of the research, at this research the researchers use an Indonesian as foreign student where is that research use Italian Native speakers.

b) Stephanie J. Coopman (2003) conducted a research entitled "On Suffixes and Online Journals". The aim of this research was to provide experimental evidence for certain linguistic causes of production errors of English spoken with Sudanese Arabic accent.

The subjects of the study were expected to have problems with the production of English vowels in both individual words and real communication. Participants were ten Sudanese University learners of

English who primarily speak Arabic. English vowel data are the materials of the native speakers of English. Based on acoustical analysis of the English vowel tokens spoken by both Sudanese and native speakers of (RP) English, the acoustical differences that would provide insights into the issue under concern were

sought. The results indicated that most of the differences appeared in the area of central and back vowels of English. However, some of English tense – lax vowels showed no serious problems probably because there was correspondence between English and Arabic long /short vowels. Moreover, the production errors detected in this study followed different directions that suggest that the Sudanese learners of English had difficulty learning the English vowels. The main linguistic causes of these production errors were mother-tongue interference and lack of English knowledge.

The related study has similarities and differences with this research. The similarities to this research are like discussing about the pronunciation problems that come from the different country and their ability to pronouncing word. The differences like the kind of the research, at this research the researchers use the experimental research than my research use an analysis research, then the research subject.

c) Leblanc, Doug, and Koffie, Ettien (2012) conducted a journal entitled " A Laboratory Phonology Account of the Past Tense Suffix <-ed>

and Its Allomorphs". An acoustic phonetic study was designed to test the morphophonological claims that the past tense suffix represented orthographically as < - ed> has three allomorphs. An allomorph is defined simply as the different pronunciations of the same morpheme based on the phonological environments in which it occurs.

Linguistic textbooks claim that the past tense suffix has three different pronunciations: [d], [t] and [əd]. Fromkin et al. (2011, pp. 270 -271) contend that the underlying phoneme of the past tense is /d/. or much of its history, phonological accounts of pronunciation have relied almost exclusively on the impressionistic judgments of how linguists pronounce the segments, words, phrases, or utterances under investigation. However, since the late 1980s a gradual change is underway which calls for an increased use of instrumental phonetic methods to bolster or validate the claims mad e by phonologists.

The related study has similarities and differences with this research. The similarities to this research are like discussing about the pronunciation problems that come from the different country and their ability to pronouncing word. That research used PRAAT aplication to identified students error same with this research. The

differences like that research only focus on suffix ed than this research focus on pronunciation of words ending in suffix ed and es.

d) M. Arif Rahman Hakim (2012) conducted a journal entitled "An Analysis Of Phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students (A Study On Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012). The objective of this research was to analyze how to pronounce phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students in English Study Program of STAIN Bengkulu academic year 2011-2012. This research was used descriptive qualitative method.

The population of this research is all of Java students in English Study Program of STAIN Bengkulu academic year 2011-2012. The data were collected by using a record player and then to be analyzed how strong the influence of that phonetics when they pronounce it, is it influence the meaning of sentence, or only has a stressing that changing the sounds. To avoid subjectively, this research was helped by a native speaker from United States of America (USA), Jeremy Tosh B. A. The result of this research

was students that still did stressing in phonetics that researched as follows : /b/ :26,67%, /d/:80%, /g/:16,67%, /j/:6,67%, /ʤ/:13,34%, /ð/:83,34%. Based on the percentages above, it could be concluded that from 6 phonetics that researched, there were 2 phonetics that are difficult to be lost by Java students, such as : /d/ and /ð/. But, to minimize it, students can memorize the English songs or imitate English conversation in English movies. In order that, they must accustom to listen and speak English well.

That related study had similarities and differences with this research. The similarities like used two variables and had same research purposes. The differences like that resesarch focus on pronounce b,d,g,j,ʤ and ð than this reasearch focus on words ending suffix es and ed.

e) Ezzeidin Mahmoud Tajeidin Ali (2013) conducted a resezrch entitled "Acoustic Analysis of the English Vowels Produced by Sudanese Learners of English". The purpose of this study is to provide experimental evidence for certain linguistic causes of production errors of English spoken with Sudanese Arabic accent. The subjects of the study were expected to have

problems with the production of English vowels in both individual words and real communication.

Participants were ten Sudanese University learners of English who primarily speak Arabic. English vowel data are the materials of the native speakers of English. Based on acoustical analysis of the English vowel tokens spoken by both Sudanese and native speakers of (RP) English, the acoustical differences that would provide insights into the issue under concern were sought. The results indicated that most of the differences appeared in the area of central and back vowels of English. However, some of English tense – lax vowels showed no serious problems probably because there is correspondence between English and Arabic long /short vowels. Moreover, the production errors detected in this study followed different directions that suggest that the Sudanese learners of English had difficulty learning the English vowels. The main linguistic causes of these production errors were mother-tongue interference and lack of English knowledge.

That related study had similarities and differences with this research. The similarities like used two variables and had same research purposes. The differences like that resesarch focus on pronounce vowel than this reasearch focus on words ending suffix es and ed.

f) Dr. Ahmad M. Al-Samawi (2014) conducted a research entitled "Vowelizing English Consonant Clusters with Arabic Vowel Points (Harakaat). The aim of this research to investigate the effect of using Arabic vowel points (harakaat) on one-syllable English words of three consonant clusters in initial and final positions. Four lists words were developed: two with harakaat in initial and final positions and two without harakaat. It was hypothesized that the use of these harakaat would result in better pronunciation of these words by Arab students. The t-test ($T(39) = 2.807$, $P<0.01$) showed significant differences between the mean of words with harakaat and the mean of words without harakaat, favoring writing words with harakaat.

All subjects benefited from these harakaat in different degrees. The t-test for a supportive hypothesis related to initial position

was significant beyond level p<05 (T(39) =3.029) suggesting that writing English words with Arabic harakaat leads to better pronunciation of these clusters in initial position. The t-test for another supportive hypothesis related to final position, however, showed no significant difference between writing consonant clusters in final position with Arabic harakaat and writing them without harakaat (T(39)=1.964). Results have implications to contrastive phonetics and language teaching in general.

This related study has similarities and differences with my research. The similarities like using two variables and have same research purposes. The differences like the kind of the research, at this research the researchers used the experimental research than my research used an analysis research, then the research subject. That research used three variables, used independent t-test and paired sample t-test in analyzing data, used quasi experimental design than this research used an analyze design.

g) Elkhair Muhammad Idris Hassan (2014) conducted a research entitled " A Case Study of English Language Students at Sudan University of Science and Technology". The aim of this research investigates the problems in English pronunciation experienced by

learners whose first language is Sudanese Spoken Arabic. In other words to find the problematic sounds and the factors that cause these problems. Then find some techniques that help the Sudanese Students of English improve their pronunciation.

The subjects for the study were fifty students from University of Sudan of Science and Technology (SUST), and thirty university teachers of English language from the same university. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The data collected were analyzed both statisti cally and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, / ʃ / and /t ʃ /. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in th e two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

This related study had similarities and differences with this research. The similarities like used two variables and had same research purposes. The differences like the kind of the research, at that research the researchers used the experimental research than this research used an analysis research, then the research subject. That research used three variables, used independent t-test and paired sample t-test in analyzing data, used quasi experimental design than this research used an analyze design.

h) Riski Isni Mutiara (2014) conducted a research entitled " Error Analysis on English Pure Vowels Pronunciation Produced by Customer Service Center Officers in Juanda Airport". This study was aimed to investigate the errors in pronouncing English pure vowels which were produced by the Customer Service Center officers in Juanda Airport and the possible factors which caused them. In this study, the pure vowels examined were /iː/, /ɪ/, /ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/. In this study, the researcher used qualitative approach because she focused on the explanation and description rather than specific number.

The data of this study was the recording of English pure vowels pronunciation produced by 13 Customer Service Center officers in Juanda Airport. In getting the data, the writer used two instruments. Those were the pronunciation test which was formulated based on the theory from Kelly (2011) about English pure vowels and the questionnaire which was formulated based on the theory from Murcia et.al (2010) about factors affecting the learning of pronunciation. In analyzing the data, the researcher did the process of error identification, error description and explanation. The finding revealed that most of the errors were in form of substitution and some were in form of addition. There were 11 vowels regarded as the most problematic to pronounce, those were vowels /iː/ , /ʊ/ /uː/, /ə/, /ɜː/ , /ɔː/, /æ/, /ɑː/, /ɒ/, /ə/, /Λ/, and /ɪ/. In addition, there were three possible factors causing the errors in pronouncing English pure vowels. Those factors were the role of native language, the unfamiliarity toward English words, and the lack exposure of English uses. However, the role of native language, especially about the different phonemic system between the native language and the target language and the

unfamiliarity toward English words made the officers pronounced the words which were tested as they assumed.

This related study has similarities and differences with my research. The similarities had same research purposes where is discussed about pronunciation ability. The differences like the kind of the research, at that research was aimed to investigate the errors in pronouncing English pure vowels which were produced by the Customer Service Center officers in Juanda Airport and the possible factors which caused them. In that study, the pure vowels examined were /iː/, /ɪ/, /ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/ but at this research the researcher discussed about the words suffix ed and es, then the research subject.

i) Priscilla Shak, Chang Siew Lee, Jeannet Stephen (2016). The title of this research is " A Case Study on English Pronunciation Errors of Low Proficient Students". The aim of this study was to identify the specific sounds that are commonly mispronounced by low oral proficiency Malaysian students.

This study employed the qualitative methodology where data come in the form of reading aloud voice recordings. Based on the thematic analysis conducted, the sounds that were commonly mispronounced by the students were vowels (pure short vowels, pure long vowels and diphthongs), consonants (plosives, fricatives and affricates), silent letters, and the '-ed' form. From the findings, this study recommends the use of the commonly mispronounced sounds as the content in producing an instructional pronunciation video for helping low oral proficiency students of the 21st century to address their pronunciation problems.

This related study has similarities and differences with my research. The similarities like used two variables and had same research purposes. The differences like the kind of the research, at that research the researchers used the experimental research than this research used an analysis research, then the research subject. That research used three variables, used independent t-test and paired sample t-test in analyzing data, used quasi experimental design than this research used an analyze design.

j) Preeti Singh (2017) conducted a research entitled "English Pronunciation Suufix and Prefix". The aim of this research was conventional meaning. Some words began with the same letters but they gave different sounds in different words. In the same way ,the similar endings of different words also give different sounds. This paper suggest such list of words . If students practiced these words fluency in English language. It is common knowledge that many learners ignore pronunciation in language learning. Unfortunately, a large number of teachers also ignore it. However, the reasons for this negligence vary greatly. Almost all learners of English claim that they do not need to study pronunciation. Many of them are convinced that it is simply a waste of time. They just want to communicate in English and, as long as they are understood, little else matters. It is obvious purpose of teaching and learning any foreign language is to enable students to communicate in the target language.

If this is the case, the meaning of the word 'communication' is worth explaining. In brief, it means to understand and be unde communicate in English because they can converse with their teacher and other students. However, they are in their thinking. A teacher can understand his students much more easily than an averag because his ear is used to 'bad English'. Secondly, other students are often speakers of the same language have similar pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom situation not have an opportunity to talk to native speakers. In this connection, it is beyond doubt that going to a foreign country and talking.

The related study had similarities and differences with this research. The similarities like discused about the pronunciation problems that come from the different country and their ability to pronounce the word. The differences like the kind of the research, at that research the researchers used the experimental research than this research used an analysis research, then the research subject.

2.9 Conceptual Famework

a) Words suffix /t/ /d/ /id/

4. /t/ is pronounced if “ed” is added to a word ending with a voiceless consonant.
5. /d/ is pronounced if “ed” is added to a word ending with a vowel or voiced consonant.
6. /id/ is pronunced if “ed” is added to a word that already ends in /t/ or /d/.

b) Words suffix /s/ /z/ /iz/

1. /s/ is pronounced if you add “s” to a word ending in one of the voiceless sounds /t/, /k/, /f/, or / p/.
2. /z/ is pronounced if you add “s” to a word ending in a voiced sounds (/d/,/g/) or a vowel.
3. /iz/ is pronounced if you add “s” to a word ending in /s/, /z/, /ʃ/, /tʃ/, /dʒ/ and extra syllable to the word.