

IMPROVING PRONUNCIATION SKILLS BY LEARNING THE DIFFERENT SOUNDS OF REGULAR PAST TENSE VERBS IN POPULAR SONG LYRICS

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Abstract

Pronunciation skills are a crucial component of effective oral communication, particularly for EFL learners. This study examines the challenges faced by English as a foreign language (EFL) learners when pronouncing words ending in -ed. It also explores whether explicit instruction on the pronunciation rules of -ed endings can improve learners' pronunciation skills. Five learners who graduated from the same senior high school participated in the research. Using a descriptive qualitative approach, the study employed two pronunciation tests (pre- and post-tests) and utilized popular songs containing words with -ed endings as learning media. The research focused on students' ability to pronounce the three correct-ed sounds (/d/, /t/, and /ɪd/) based on the final consonant of the base word. After receiving explicit instruction, learners showed significant improvement, particularly in distinguishing and pronouncing the sounds correctly. Most participants reduced their pronunciation errors and obtained a clearer understanding of the rules. These findings suggest that combining rule-based instruction with engaging materials, such as song lyrics, can effectively enhance students' pronunciation.

Keywords: EFL pronunciation, language learning, past tense pronunciation, Regular verbs, song lyrics

Introduction

Priya & Kumar (2020) stated that based on Communicative Language Teaching (CLT) Theory, the primary purpose of learning a foreign language is to develop "communicative competence", where learners have to master not only grammatical rules but also other aspects, one of which is pronunciation. Similarly, Kobilova (2022) stated that pronunciation, including letter sounds, is essential to establish effective communication and to ensure that the listener does not misinterpret the message due to mispronunciation. However, Gilakjani (2011) pointed out that there are still many English language learners (EFL/ESL Learners) who encounter problems with pronunciation, though they have studied for many years.

According to research by Mohamedahmed (2021), learners face various pronunciation challenges, especially with the ending in -ed. Many learners mistakenly believe that all regular past tense verbs ending in -ed are pronounced with a /d/ sound, confused /d/ and /ɪd/, and replaced final sounds. Therefore, this research recommends that teachers explain to learners the reasons behind the different pronunciations of the -ed ending to overcome these misunderstandings and improve pronunciation abilities.

Several studies have highlighted these learners' pronunciation errors in words ending in -ed. Maulidia (2020) recommended using narrative texts to teach the pronunciation of regular past-tense verbs, as one of their language features is the use of the simple past tense. The research also suggested using a variety of texts and topics that align with learners' interests. It noted that clear pronunciation can boost confidence in self-expression. Similarly, Ruengkul (2020)

conducted a study that involved testing 33 undergraduate EFL learners in Thailand. The learners were instructed to read some regular past-tense words and a dialogue containing words with -ed endings. The results showed that most learners can pronounce regular past-tense verbs correctly, although some errors remained—most involving the -ed ending after voiceless consonants.

In contrast, research by Yaqin (2023) on 25 eleventh-grade learners in Bumiayu, Indonesia, showed 239 errors involving the /d/ sound, 248 errors with the /t/ sound, and the highest number of errors—249 in total—occurred in words with the /ɪd/ sound. These errors occurred because many learners mispronounced regular past tense verbs with the /əd/ and /ed/ final sounds. The three previous studies showed different testing methods and used various types of media. The results of each research were also different. The undergraduate learners in Thailand generally pronounced the given words well, despite some errors, whereas the study involving eleventh-grade learners in Bumiayu, Indonesia, showed the opposite result, with a higher number of errors recorded.

This research focuses on Indonesian (L1) EFL learners, specifically targeting EFL learners in Jakarta who have recently graduated from the same senior high school, SMAN 9 Jakarta. This because they are considered to have a high level of proficiency in the English language or have studied English for at least 12 years in school in Indonesia. Furthermore, this research aims to explore new test variations, such as engaging learners' interest through popular songs that include past-tense regular verbs. Then, investigate learners' understanding of pronouncing the -ed ending in past-tense regular verbs, and analyze the difficulties learners face in pronouncing the -ed ending.

This research also attempts to help them overcome these difficulties by highlighting the three different sounds in pronouncing the -ed ending, and how to distinguish them by paying attention to the final consonant sound (either voiced or voiceless). Moreover, this research will assess learners' progress through a simple pronunciation test using selected regular past-tense verbs. Thus, the study aims to assess the pronunciation proficiency of regular past-tense verbs among learners in Jakarta, Indonesia, and to determine whether teaching different ways of pronouncing regular past tense verbs using popular song lyrics as a medium can enhance their pronunciation skills.

Literature Review

The Importance of Pronunciation

Smakman (2020) explains that pronunciation involves using the muscles in the speech tract to produce sounds that can be heard and understood by others. Furthermore, he explains that good pronunciation is a result of the whole body and mind of the speaker.

Pennington & Rogerson-Revell (2019) state that pronunciation is a critical aspect of communication. Pronunciation is used not only for speaking but also for communicating. Pronunciation is the process of expressing thoughts through speech, which must be clear to ensure understanding.

Pronunciation is indeed an essential aspect of establishing effective communication. Harper states that when someone's pronunciation causes confusion, native listeners can rely on context to avoid ambiguity. However, non-native listeners may struggle more, as they tend to rely more heavily on the speaker's actual sounds to understand an utterance. Thus, this cause communication problems (Bakar & Abdullah, 2015).

The Challenge of Pronunciation for EFL/ESL Learners

Despite its importance, pronunciation is considered one of the most challenging aspects of learning English for EFL/ESL learners. This is partly because someone's first language will affect their second language. The first language is a factor that influences someone's pronunciation in English, as it may have dialects, different pronunciation rules, or other issues (Octaviani et al, 2024).

Similarly, Nanda, B.R, & V (2021) explained that cultural differences influence someone's English pronunciation, as many learners tend to pronounce English based on the guidelines or pronunciation rules that exist in their first language, which is a mistake when it

applies in English. However, pronunciation is still one of the crucial things that learners must master to communicate effectively.

Besides the first language, pronunciation difficulties for learners can also be caused by the teacher's lack of attention to pronunciation learning. Harmer stated that many teachers pay enough attention to aspects such as grammar or vocabulary, but not all teachers pay enough attention to pronunciation in language learning. Furthermore, most teachers also think that learning pronunciation is too complicated and monotonous for learners, when in fact, pronunciation is still essential in communication (Gilakjani, 2016).

Regular Past Tense Verbs (-ed Endings)

To establish proficient pronunciation, EFL/ESL learners should learn pronunciation well. One of which is by learning to pronounce words with -ed endings. These words are essential to learn and master because if these words are mispronounced, there will be a change in meaning (Giantari, Sabarudin, & Zahrida, 2020). Even so, there are still many EFL/ESL learners who make errors in the pronunciation of words with -ed endings.

Simanullang & Situmeang (2018), lecturers of the English Study Program at the University of Sisingamangaraja XII Tapanuli, Indonesia, observed that pronunciation errors in -ed words endings were commonly made by students during lectures. Their research confirmed this observation, showing that even seventh-semester students in their department still struggled with mispronouncing -ed endings.

Wahyuni, Dj., & Nur (2021) conducted a study on third-semester learners of the English Study Program IAIN Bone, South Sulawesi, Indonesia, to examine their pronunciation skills on words with -ed endings. The five learners involved in the study showed similar difficulties and were unable to pronounce words with the -ed ending correctly. The reason is that the learners could not distinguish the pronunciation of those words, or they did not possess sufficient knowledge about it.

Pronunciation Rules of -ed Endings

Hewings (2004) explained that there are three different ways of pronouncing words ending in -ed. Those words can be pronounced either as /d/, /t/, or /ɪd/. Dale & Poms (2005) also stated the same. They explained those three different ways as follows.

1. Words ending in -ed will be pronounced with a final /t/ sound when the base word ends in a voiceless sound, except /t/ (/p/, /f/, /s/, /ʃ/, /tʃ/, /k/).
2. Words ending in -ed will be pronounced with a final /d/ sound when the final sound of the base word is a vowel or all voiced sounds except /d/ (/b/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /ŋ/, /n/, /m/, /l/, /r/, /w/, /j/).
3. Words ending in -ed will be pronounced with a final /ɪd/ sound when the final sound of the base word is /t/ or /d/.

Research Method

This research was conducted to investigate Indonesian (L1) EFL learners' understanding of pronouncing the -ed ending in past-tense regular verbs, analyze the difficulties learners face in pronouncing the -ed ending, and attempt to help them overcome it. To accomplish this, the study uses the descriptive-qualitative method. According to Kothari (2004), the descriptive method includes surveys and the discovery of various facts. A key characteristic of this method is that the researchers simply report what has happened, or what the research findings are.

Moreover, this research will also use a literature review as its research method. Snyder (2019) stated that a literature review is essential as the foundation for any kind of research. A literature review can serve as a foundation for knowledge development and may even inspire new concepts and directions for a particular field.

Samples

This research involved five Indonesian (L1) EFL learners in Jakarta who had recently graduated from the same senior high school, SMAN 9 Jakarta. They were chosen as samples for this research because they have an interest in English and a desire to improve their pronunciation

skills. They have also studied English for at least twelve years, since their Education in elementary school in Indonesia, so they are expected to have at least basic knowledge of English.

Instruments

This research will provide the following instruments to assess the improvement of learners' pronunciation skills by learning different sounds of -ed endings:

A. Pronunciation Tests

The researcher designed two pronunciation tests for the learners. The first is to test learners' proficiency by providing some lines from popular song lyrics containing 10 words with -ed endings:

1. "Remember when I **pulled** up and said, "Get in the car"
And then **canceled** my plans just in case you'd call?" - August, Taylor Swift.
2. "Talkin' a lot, sorry, I'm **faded** (turnin' up real good tonight)." - Broken Clocks, SZA.
3. "When you said you **looked** a mess
I **whispered** underneath my breath." - Perfect, Ed Sheeran.
4. "All I can say is, I was **enchanted** to meet you." - Enchanted, Taylor Swift.
5. "Oh, he looks so cute **wrapped** around my finger
My **twisted** humor, make him laugh so often." - Espresso, Sabrina Carpenter.
6. "You got that long hair, **slicked** back, white T-shirt." - Style, Taylor Swift.
7. "'Cause, darling, I'm a nightmare **dressed** like a daydream." - Blank Space, Taylor Swift.

In short, Table 1 presents the ten words that will be pronounced by learners. Then, the second phase is getting the learning materials from the researcher. The final involves testing learners' improvement by providing 10 new words ending in -ed as tabulated in Table 2.

Table 1. Test 1 of the Regular Past Tense Verbs

No	Regular Past Tense Verbs
1	pulled
2	canceled
3	faded
4	looked
5	whispered
6	enchanted
7	wrapped
8	slicked
9	dressed
10	twisted

Table 2. Test 2 of the Regular Past Tense Verbs

No	Regular Past Tense Verbs
1	rushed
2	stopped
3	bowed
4	painted
5	realized
6	landed
7	played
8	stuffed
9	minded
10	moved

B. Learning Materials

Learning materials will include a detailed explanation of three different ways of pronouncing words with -ed endings (/d/, /t/, and /ɪd/), and knowing which sound the -ed endings are pronounced by distinguishing the final consonant sound of each word. Then, the ten words provided in the proficiency test will be used as exercises to provide both practice and immediate feedback.

C. Recording Devices

Two smartphones, which are used as audio recorders, will be used to record the learners' pronunciation during both tests. This will enable precise analysis and comparison of pronunciation accuracy.

D. Comparison Assessment Tool

To obtain a precise analysis, the researcher used online Oxford Learner's Dictionaries. It is used to assess learners' pronunciation tests results by comparing them to native American pronunciation.

Procedure

This research will be conducted in three sessions to assess and improve the pronunciation skills of learners. The sessions are outlined as follows:

1. Pronunciation Proficiency Test

Learners will be tested on their pronunciation skills, specifically on words ending in -ed, by reading or perhaps singing a piece of some lines from popular song lyrics containing 10 words with -ed endings given. They had to pronounce the words based on their understanding and had not been given any explanation about it.

2. Learning Session

Learners will be explained the learning materials and guided to practice pronouncing each word ending in -ed using the proficiency test. This practice exercise will provide feedback and ensure they understand the differences.

3. Pronunciation Improvement Test

Learners will be tested again on their pronunciation skills after the learning session. This test aims to observe their improvement through the pronunciation of 10 new words.

Data Collection and Analysis

The data will be collected by recording the learners' pronunciation of the given words during both tests. The researchers carefully listen to it and take notes on the results. Then, the data will be compared with the native American pronunciation taken from the online Oxford Learner's Dictionaries.

The data will be analyzed by comparing the results of the improvement test with the proficiency test. To assess learners' improvement, the researcher will compare the total number of appropriately pronounced words in both tests.

Results and Discussion

Results

The first session involved a proficiency test given to five learners, who had not yet received any explanation about the different ways of pronouncing words ending in -ed. The words used in this test were taken from a line of popular song lyrics containing 10 words ending in -ed. Furthermore, the students were instructed to pronounce the words based on their understanding. As a result, the five students made many mispronunciations, as shown below.

1. Pulled /pɒld/

In this word, the -ed ending is pronounced with the /d/ sound because the base word "pull" ends with the voiced consonant sound /l/. All learners can pronounce it correctly, without any difficulty. Moreover, most learners are also confident when pronouncing this word.

2. Cancelled /'kænsld/

Similarly to the first word, in this word, the ending -ed is pronounced with the /d/ sound, because the base word “cancel” ends with the voiced consonant sound /l/. All learners can also pronounce this word correctly without difficulty.

3. Faded /'feɪdɪd/

In this case, the -ed ending is pronounced with the sound /ɪd/ because the base word ends with the final sound /d/, which according to Dale & Poms (2005), all words with the -ed ending where the final sound of the base word is /d/ or /t/, will be pronounced with the sound /ɪd/. In contrast to the previous two words, all five learners seem to have the wrong knowledge of how to pronounce this word. All five learners pronounce the -ed ending in this word not as /ɪd/, but as /əd/, which is incorrect.

4. Looked /lʊkt/

In this word, the -ed ending is pronounced with the /t/ sound since the base word “look” ends with the voiceless final sound /k/. Similar to the third word, most students mispronounced this word, except for learner number 5. Learner number 1 and 3 did not pronounce the -ed ending in this word, number 2 incorrectly pronounced the -ed ending with the sound /d/, while number 4 pronounced this word by only adding the sound /h/ at the end of the base word, which is also incorrect.

5. Whispered /'wɪspərd/

In this word, the -ed ending is pronounced with the /d/ sound since the base word “whisper” ends with the voiced consonant /r/. All learners can pronounce this word correctly without any problems, except for learner number 3, who did not pronounce the -ed ending.

6. Enchanted /ɪn'tʃæntɪd/

In this case, the ending -ed is pronounced with the /ɪd/ sound as the base word “enchant” ends in /t/. Four learners could not pronounce this word accurately, except for learner number 4. Similar to the third word, they share the same error by pronouncing the ending -ed as /əd/ instead of /ɪd/.

7. Wrapped /ræpt/

The -ed ending in this word is supposed to be pronounced with the sound /t/ because the base word “wrap” ends with the voiceless consonant /p/. However, four out of five learners did not pronounce the -ed ending, while one learner, number 5, pronounced the -ed ending with the sound /h/, which is also incorrect. Thus, none of the learners pronounced it correctly.

8. Slicked /slɪkt/

The -ed ending should be pronounced with the /t/ sound since the base word “slick” ends with the voiceless consonant /k/. Yet, only one learner can pronounce -ed correctly, that is learner number 5. However, number 5 mispronounced the base word, which should be /slɪk/, but instead it became /sɪlk/. Learner number 1 pronounced the -ed ending with the sound /ə/, number 2 omitted the -ed ending, number 3 pronounced it as /d/, and number 4 pronounced it as /h/, which was all incorrect.

9. Dressed /drest/

The ending -ed should be pronounced with the /t/ sound, since the base word “dress” ends with the voiceless consonant /s/. Only one learner pronounced this word correctly, that is learner number 2, whereas the others mistakenly omitted the -ed ending.

10. Twisted /'twɪstɪd/

The ending -ed is supposed to be pronounced with the /ɪd/ sound because the base word “twist” ends with the consonant /t/. There is only one learner who pronounced this word correctly without any mistakes, that is learner number 4. Learner number 1 pronounced the ending -ed with the sound /əd/, while learners number 2, 3, and 5 omitted the ending -ed.

In summary, the results of the proficiency test (Test 1) for each learner are shown in Table 3.

Table 3. Proficiency Test Result

Words	Learners				
	1	2	3	4	5
Pulled	✓	✓	✓	✓	✓
Canceled	✓	✓	✓	✓	✓
Faded	✗	✗	✗	✗	✗
Looked	✗	✗	✗	✗	✓
Whispered	✓	✓	✗	✓	✓
Enchanted	✗	✗	✗	✓	✗
Wrapped	✗	✗	✗	✗	✗
Slicked	✗	✗	✗	✗	✗
Dressed	✗	✓	✗	✗	✗
Twisted	✗	✗	✗	✓	✗

After completing the first session, the researchers proceeded to the second session, which provided learning materials on the different ways to pronounce words ending in -ed. Following these explanations, the researchers proceeded to the third session, the improvement test, to determine if the learner had improved. As a result, learners significantly improved their pronunciation of words ending in -ed, as shown below.

1. Rushed /rʌft/

The ending -ed is pronounced with the /t/ sound because the base word "rush" ends with the voiceless consonant /f/. Only two learners, learners number 1 and number 4, mispronounced this word by omitting the -ed ending, while the rest of the learners pronounced this word correctly.

2. Stopped /stɒpt/

In this word, the ending -ed should be pronounced with the /t/ sound because the base word "stop" ends with the voiceless consonant /p/. Two learners mispronounced this word. Learner number 1 pronounced it with the ending /d/, and learner number 4 omitted the -ed ending. The rest of the learners pronounced it correctly.

3. Bowed /baʊd/

All the learners pronounced /baʊd/ correctly without any difficulty.

4. Painted /'peɪntɪd/

The ending -ed is pronounced with the /ɪd/ sound because the base word “paint” ends with the consonant /t/. Learner number 1 mispronounced it by pronouncing it with the /əd/ sound. The rest of the learners pronounced it correctly.

5. Realized /'rɪəlaɪzd/

Two learners mispronounced it. Learners 1 and 3 omitted the ‘-ed’ ending.

6. Landed /'lændɪd/

In this word, the word “landed” is supposed to be pronounced with the /ɪd/ sound because the base word “land” ends with the consonant /d/. All the learners pronounced it correctly.

7. Played /pleɪd/

There is only one learner who mispronounced it, learner number 3, who pronounced it with the /ɪd/ sound.

8. Stuffed /stʌft/

In this word, the ending -ed is pronounced with the /t/ sound because the base word “stuff” ends with the voiceless consonant /f/. Only one learner, number 2, mispronounced it by pronouncing it with the /əd/ sound.

9. Minded /'maɪndɪd/

The ending -ed is pronounced with the /ɪd/ sound because the base word “mind” ends with the consonant /d/. None of the learners pronounced it incorrectly; they all pronounced it without any difficulty.

10. Moved /mu:vɪd/

There are two learners, number 4 and number 5, who mispronounced it by omitting the ‘-ed’ ending.

The results of the improvement test (Test 2) for each learner are illustrated in Table 4.

Table 4. The Improvement Test Result

Words	Learners				
	1	2	3	4	5
Rushed	×	✓	✓	×	✓
Stopped	×	✓	✓	×	✓
Bowed	✓	✓	✓	✓	✓
Painted	×	✓	✓	✓	✓
Realized	×	✓	×	✓	✓
Landed	✓	✓	✓	✓	✓
Played	✓	✓	×	✓	✓
Stuffed	✓	×	×	✓	✓

Minded	✓	✓	✓	✓	✓
Moved	✓	✓	✓	×	×

The total number of learners who showed improvement can be assessed by observing how many -ed ending words they pronounced correctly. They were able to pronounce the words correctly during the third session (the improvement test) compared to the first session (the proficiency test), as illustrated in table 5.

Table 5. The Test Results Comparison

Learners Number	Number of Correctly Pronounced Words	
	Session 1 (Proficiency Test)	Session 3 (Improvement Test)
1	3/10	6/10
2	3/10	9/10
3	2/10	7/10
4	5/10	7/10
5	4/10	9/10

Discussion

Previous studies have found that mispronunciation of words ending in -ed is a common problem among EFL and ESL learners. For example, a survey by Yaqin (2023) found that the most errors occurred in words ending in the sound /ɪd/, with a total of 249 errors, followed by errors in the /t/ and /d/ sounds. This suggests that many learners still lack understanding of the rules for pronouncing the -ed ending based on the final sound of the base word. The results of this study are consistent with those findings, where participants also made many errors in words that should be pronounced with /ɪd/, such as *faded*, *twisted*, and *enchanted*. The majority of participants instead pronounced them with /əd/ or even omitted the -ed ending entirely.

Additionally, studies such as those conducted by Wahyuni et al. (2021) and Simanullang & Situmeang (2018) also found that even undergraduate students still struggle to distinguish the pronunciation of the -ed endings. This difficulty is also reflected in the pretest results of this study. Words that should phonologically end with /t/, such as *looked*, *wrapped*, *dressed*, and *slicked*, were often mispronounced by participants. Some participants omitted the -ed ending or replaced it with an inappropriate sound. These errors show that difficulties in distinguishing pronunciation based on the final sound of the base word remain highly relevant.

However, unlike previous studies that only described learners' errors, this study attempted to correct these errors through explicit instruction on the rules of -ed pronunciation. Firstly, based on the findings of the proficiency test, it can be concluded that most learners encountered pronunciation errors in words with -ed endings whose base word ends with the final consonant sound /t/ and /d/, where most of them pronounced it as /əd/ instead of /ɪd/. Pronunciation errors were also found in the words with the voiceless final consonant sounds, where many of them omitted the -ed ending, or pronounced it with the wrong sound, such as the sound /h/ or /d/. While in words with voiced final consonant sounds, most learners experienced no difficulty in pronouncing such words. In the improvement test, all learners' pronunciation was found improved significantly, especially for words where the -ed ending is pronounced as /ɪd/ and /d/. The number of errors has decreased, although some learners still face difficulties. It showed that there were still errors, such as omitting the -ed ending or pronouncing it with the incorrect sounds.

Learner one showed improvement in pronouncing words ending in -ed, especially in words ending in the sound /ɪd/. In test 1, out of three words ending in the sound /ɪd/, none of them were pronounced correctly, while in test 2, out of three words ending in the sound /ɪd/, only one word was mispronounced. For words with the final sound /d/, learner one still pronounced them correctly as in test 1. However, it seems that she still struggles to pronounce words ending in voiceless consonants, which are pronounced with the sound /t/. Learner two showed the most significant improvement. In test 1, she had many mispronunciations of words with the final sounds /ɪd/ and /t/. None of the words were pronounced correctly, except words with the final sound /d/. However, in test 2, it was found that she was able to pronounce words with the /t/, /d/, and /ɪd/ final sounds well, except the word “stuffed, which she pronounced as /stʌfəd/, an incorrect pronunciation.

Moreover, learner three also showed improvement, especially in words with the final sounds /ɪd/ and /t/. In test 1, none of the words with the final sounds /ɪd/ and /t/ were pronounced correctly, while in test 2, all words with final sounds /t/ and /ɪd/ were pronounced correctly, except for the word “stuffed”. However, in words with the final sound /d/, two out of four words in test 2 were mispronounced, and there was no improvement in this part. Next, learner four demonstrated improvement in pronouncing the /ɪd/ sound. While learner four pronounced the word “faded” incorrectly in test 1, she pronounced the word “painted” correctly in test 2. Nevertheless, she still appears to encounter difficulties in pronouncing the /t/ sound. The last learner showed significant improvement. In test 1, she seemed to struggle with pronouncing the /ɪd/ and /t/ sounds, but in test 2, she managed to pronounce them correctly. However, in test 2, she mispronounced the word “moved” by omitting the /d/ sound.

These results from the research demonstrate that explicit learning of the pronunciation rules for -ed endings can effectively help EFL learners improve their pronunciation skills. At the beginning, the learners made frequent errors, especially in distinguishing whether the words was pronounced as the /t/ or /d/ sounds. These errors mainly were corrected after receiving the learning materials.

Despite the positive results of this study, several limitations need to be acknowledged. Firstly, the number of participants was limited to only five students, which limits the generality of the findings to a larger population. Secondly, the words used in the pretest and posttest were different, which may have affected the consistency of pronunciation improvement, due to varying familiarity with specific words. Thirdly, this study was conducted over a short period, which may have limited the depth of instruction and practice. Finally, external factors, such as participants' prior exposure to English songs may have influenced the results, but these were not controlled in this study.

Conclusion

The result evaluates how well ESL learners articulated English words with the -ed ending when given explicit pronunciation instruction. The findings demonstrate that learners' capacity to pronounce -ed endings accurately is significantly improved by targeted instruction. When learning to distinguish between the /t/, /d/, and /ɪd/ sounds, learners often made errors, such as omitting or replacing it with a different sound.

After the learning session, all learners showed improvement in their pronunciation skills. Words that concluded with -ed endings pronounced as /ɪd/ and /d/ sounds showed the most improvement. The number of errors decreased, even if some learners were still having trouble with specific words.

These findings highlight the importance of teaching EFL learners accurate pronunciation through engaging and accessible tools, such as song lyrics. By providing learners with clear rules and practice opportunities, teachers can help students overcome common pronunciation challenges. Future research could examine how well these pronunciation skills are retained over time and how similar teaching methods can be applied to other challenging aspects of English pronunciation.

In conclusion, explicit instruction of pronunciation rules is an effective strategy for improving EFL learners' pronunciation of -ed endings, thus contributing to better overall English communication skills. Further research could examine the extent to which these pronunciation skills can be maintained in the long term and apply similar methods to other aspects of English pronunciation.

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