

AN ANALYSIS OF THE ACCURACY OF ENGLISH DEPARTMENT
STUDENTS IN PRONOUNCING WORDS INFLECTED BY INFLECTIONAL
MORPHEME –ED AND –S

Thesis

Submitted as the Partial Fulfillment of the Requirement

To Obtain Strata One (S1) Degree



by:

Andre Mahadika

54627/2010

Advisors

Dr. Refnaldi, S.Pd, M.Litt

Leni Marlina, S.S, M.A.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG

2016

HALAMAN PERSETUJUAN SKRIPSI

AN ANALYSIS OF THE ACCURACY OF ENGLISH DEPARTMENT
STUDENTS IN PRONOUNCING WORDS INFLECTED BY INFLECTIONAL
MORPHEME -ED AND -S

Nama : Andre Mahadika
Nim/BP : 54627/2010
Jurusan : Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, 2 Maret 2016

Disetujui Oleh:

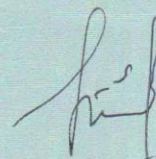
Pembimbing I



Dr. Refnaldi, S.Pd, M.Litt.

NIP.19680301.199403.1.003

Pembimbing II

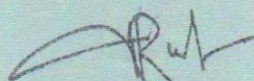


Leni Marlina, S.S, M.A.

NIP.19820718.200604.2.004

Diketahui Oleh:

Ketua Jurusan



Dr. Refnaldi, S.Pd, M.Litt

NIP.19680301.199403.1.003

HALAMAN PENGESAHAN JUDUL SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

**AN ANALYSIS OF THE ACCURACY OF ENGLISH DEPARTMENT
STUDENTS IN PRONOUNCING WORDS INFLECTED BY INFLECTIONAL
MORPHEME -ED AND -S**

Nama : Andre Mahadika
Nim/BP : 54627/2010
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

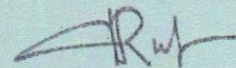
Padang, 2 Maret 2016.

Tim Penguji,

Nama		Tanda Tangan
-------------	--	---------------------

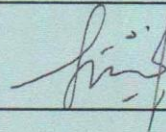
1. **Dr. Refnaldi, S.Pd, M.Litt.**

Ketua



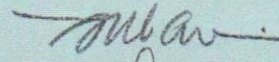
2. **Leni Marlina, S,S, M.A.**

Sekretaris



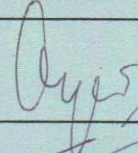
3. **Dr. Zul Amri, M.Ed.**

Anggota



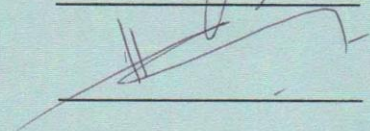
4. **Dra. Aryuliva Adnan, M.Pd.**

Anggota



5. **Dr. Ratmanida, M.Ed, TEFL.**

Anggota





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	Andre Mahadika
NIM/TM	54627/ 2010
Program Studi	Pendidikan Bahasa dan Sastra Inggris
Jurusan	Bahasa dan Sastra Inggris
Fakultas	FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of The Accuracy of English Department Students in Pronouncing Words Inflected by Inflectional Morpheme –ed and -s* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S. Pd., M. Litt.
NIP 19680301 199403 1 003

Saya yang menyatakan,



Andre Mahadika

ABSTRAK

Mahadika, Andre. 2016. *An Analysis of The Accuracy of English Department Sudents in Pronouncing Words Inflected by Inflectional Morpheme –ed and –s*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini merupakan penelitian komparatif dengan dua tujuan: mengukur akurasi mahasiswa jurusan Bahasa Inggris di Universitas Negeri Padang (UNP) dalam mengucapkan kata-kata dengan akhiran –ed dan –s dan membandingkan akurasi dari setiap grup (angkatan) untuk melihat perbedaan signifikan dari rata-rata akurasi setiap grup (angkatan). Populasi dari penelitian ini adalah mahasiswa jurusan Bahasa Inggris, Universitas Negeri Padang, tahun masuk 2011, 2012, 2013, dan 2014. Sampel penelitian ini berjumlah 40 orang dengan menggunakan teknik sampling *stratified* sehingga diperoleh jumlah sampel yang sama untuk setiap tahun masuk yaitu masing-masing 10 orang. Pengumpulan data penelitian ini menggunakan teknik membaca nyaring teks yang disediakan penulis, dan instrumen untuk pengumpulan adalah berupa tabel ceklis untuk mengukur akurasi masing-masing sampel. Kemudian data dari masing-masing sampel dikelompokkan berdasarkan tahun masuk lalu di hitung rata-rata dari setiap kelompok. Untuk membandingkan rata-rata akurasi antar kelompok sampel, penulis menggunakan metode *analysis of variance* (anova) – *one way anova*, yang akan menghasilkan kesimpulan apakah terdapat perbedaan signifikan antar akurasi dari keseluruhan kelompok sampel. Hasil dari penelitian ini menunjukkan bahwa akurasi mahasiswa jurusan Bahasa Inggris di Universitas Negeri Padang (UNP) dalam mengucapkan kata-kata dengan akhiran –ed dan –s termasuk dalam kategori *moderate* – sedang, dan berdasarkan uji anova tidak ditemukan perbedaan signifikan antar akurasi dari setiap kelompok sampel ($p < 0,05$).

Kata kunci: *accuracy, morpheme, inflectional morpheme, allomorph*

ACKNOWLEDGEMENT



First of all, I am most grateful to the greatest Allah SWT for His merciful blessing and guidance that sustainably illuminate my path to finish this thesis as the partial fulfillment of the requirements of achieving strata one (S1) at the English Department of the Faculty of Languages and Arts of Universitas Negeri Padang (UNP). In accomplishing this thesis, the researcher work with a band of angelic and marvelous people. The researcher should have been completely astray without their kindness. It is a pleasure to convey the massive appreciation and gratitude to thank them in this acknowledgement.

In this blessed opportunity, the researcher is eager to express the gratitude and appreciation to the advisors; Dr. Refnaldi, S.Pd, M.Litt. and Leni Marlina, S.S, M.A. who sincerely advised, supported, and enlightened everything regarding to the accomplishment of this thesis. The advisors are the majesties who have suggested ideas, suggestions, and guidance from the earliest step of this thesis.

It is a great pleasure to pay an appraisal to the reviewers in this thesis proposal as well as the examiners in this thesis comprehension test; Dr. Zul Amri, M.Pd, Drs. Don Narius, M.Si. and Dra. Aryuliva Adnan, M.Pd. The researcher is truly thankful for their beneficial time, contribution of thoughts, and ideas toward the development and accomplishment of this thesis. In addition, the researcher would like to express another gratitude to Brita Ingrid Matthew for allocating her valuable time to validate the data of this research, and another greater gratitude to Delvi Wahyuni, S.S, and M.A. as the academic advisor for helping and guiding the researcher in generating the idea for this thesis.

Moreover, the next frank acknowledgment goes to Dr. Refnaldi, S.Pd, M.Litt. and Fitrawati, S.S. M.Pd. as the head and secretary of the English Department. Furthermore, the researcher would like to express the great gratitude the entire English Department lecturers who have taught and shared precious experience and insights to the researcher.

This thesis would have never been completed by the corporation of English Department students as the sample of this thesis. Hence, to those who have allocated their valuable time for the data collection, the researcher would like to convey a dozen thanks.

Finally, the epic gratitude is also addressed to the researcher's priceless beloved mom and dad, brother, families, best friends, the special friend, and friends for giving unstoppable support and encouragement. The researcher would have been weak and lost without them. Completing this thesis has been one of the

researcher's biggest life challenges. Consequently, it is already borne to researcher's mind that this thesis is now accomplished not only due to the researcher's hard work but also due to the support and encouragement from the dearest superb individuals surrounding him. Honestly, the researcher realizes that this work is still far from perfection; therefore, the researcher welcomes the constructive criticism and suggestion to improve this thesis.

Padang, March 2016

The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	
A. Background of The Study	1
B. Identification of The Problem.....	7
C. Limitation of The Problem	8
D. Research Question	8
E. Objective of The Study	9
F. Significance of The Study	9
G. Definition of The Key Term	10
CHAPTER 2 REVIEW OF RELATED LITERATURE	
A. Pronunciation	11
B. Phonology	13
C. Morphology.....	17
D. Inflectional Morpheme.....	18
E. Allomorph.....	19
F. Accuracy	21
G. Relevant Previous Studies.....	24
H. Conceptual Framework.....	27
CHAPTER 3 RESEARCH METHOD	
A. Type of the Research	29
B. Population and Sample	29
C. Instrumentation	31
D. Technique of Data Collection	34
E. Technique of Data Analysis.....	35

CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION

A. Data Description 40
B. Data Analysis 43
C. Findings..... 55
D. Discussion 58
E. Limitation of The Research 61

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS

A. Conclusions..... 63
B. Suggestions 64

REFERENCES.....66

APPENDICES68

LIST OF TABLES

Table 1	Population of the Sample	30
Table 2	Table of Sample in Reading Aloud the Text	32
Table 3	Table of Accuracy of Grouped Sample	34
Table 4	Table of Accuracy Scale	36
Table 5	Anova Table.....	38
Table 6	Table of Correctness of Grouped Sample.....	41
Table 7	Table of Accuracy of Grouped Sample	42
Table 8	Table of Omission Percentage in Errors	46
Table 9	Table of Words Correctness of Inflectional Morpheme –ed	48
Table 10	Table of Words Correctness of Inflectional Morpheme –s.....	49
Table 11	Table of Overall Words Correctness.....	51
Table 12	Table of Data Description of Accuracy for Anova.....	53
Table 13	Table of Anova for Accuracy	54

LIST OF FIGURES

Figure 1	Place of Articulation	14
Figure 2	Allomorph Diagram	20
Figure 3	Accuracy	22
Figure 4	Conceptual Framework	28
Figure 5	The Chart of Accuracy	45

LIST OF APPENDICES

Appendix 1	Text for Reading Aloud “The Sideburn Lover’	69
Appendix 2	Tables of The Data of Samples in Reading Aloud The Text.....	70
Appendix 3	The Letter of Validation.....	123

CHAPTER 1

INTRODUCTION

A. Background of the Study

Pronunciation and speaking cannot be put apart. Specifically, speaking is often claimed as the parameter of ones having master English. When speaking is treated as the foremost skill in learning English, English learners consequently put pronunciation on this crucial role as well. Failures in pronunciation may cause slight or even severe mistakes in speaking. The correctness of pronunciation really represents the success in speaking besides other crucial aspects in speaking like fluency, grammar, comprehension, and vocabulary. Moreover, good pronunciation may affect the fluency of one's English speaking. It can give good impression and sounds natural to the listener. Therefore, it is important to focus on pronunciation.

Tertiary students of English Department have to have awareness to improve their English skill by using English in communicating with their classmates in order to make them accustomed to the language they are learning. While speaking, English department students often just pay slightly attention on the pronunciation they produce, and it can lead them to a number of pronunciation mistakes such as pronouncing words according to spelling, pronouncing silent vowel, pronouncing wrong allomorph, etc. The pronunciation mistakes may be caused by the fact that English often puzzles them since in decoding the sequence of sounds orthographically that are represented in words, it is hard to find any specific logic. Based on this phenomenon, it is common to find an EFL (English

for Foreign Language) student commits some mistakes in pronunciation, but it is quite dangerous to be neglected because mistaken pronunciation may cause a band of problem such as miss-communication, grammatical error, and dumb language. Therefore, it is important to analyze and compute the number of mistakes made by EFL students in speaking English.

There have been conducted several studies focusing on the pronunciation of second language learner and foreign language learner. Rauber and Koerich (2014) have held research entitled *Accurate Pronunciation for Efficient Communication taking place in Brazil* where English is used as foreign language. Rauber and Koerich's research encompasses five points of case: the consonants in word-final position, the /s/ clusters, the final /l/, the nasals, and the unstressed h words. Meanwhile in China, Zhang and Yin (2009) have conducted distinct study about pronunciation problems of English learner. In china, English has the role as second language, and they found there were a number of factors influencing learners in making such problems. Those factors were first language interference, learner's age, attitudes, psychological factors, and prior pronunciation instructions. In addition, Matthew (2005) carried on a research study in Aceh, Indonesia, discussing about errors in pronunciation. There were several errors discovered by Mathew on her research, and one of them is voiced ending sound. Her respondents often omitted the voiced ending of words she concluded in her paper.

Another research study which took place in Somalia was conducted by Koffi (2010). In his research entitled "The Pronunciation of –ed in Coda Clusters

in Somali-Accented English”, he found that the mispronunciation of –ed in the coda is a strong marker. Based on his data, his respondents tended to generalize the pronunciation of –ed to one sound that is /Id/.

By learning from those research studies mentioned above, the writer decides to formulate a new research topic regarding to pronunciation to the EFL students. Expanding the topic of the research conducted by Koffi (2010) about the pronunciation of –ed from which he found that his respondents tended to generalize the sound –ed into /Id/, the writer intends to conduct research about ending sound of regular past verbs (-ed), and third person present verbs and plural count nouns (-s) from which longer stretch of problem might be found. In addition, as Matthew (2010) found that her samples which has similar background to the samples of this research, Indonesian, often omitted the voiced ending sound, the writer is interested in identifying whether his samples will omit the voiced ending sound of the allomorph of inflectional morpheme –ed and –s. From Zhang and Yin (2009) research, the writer considers their result to be topic of discussion of the result of this thesis.

Moreover, inflectional suffixes –ed and –s interest the writer due to the fact that both of these suffixes may sound differently depends on the sound before them. This variation is called allomorph. Cruttenden (2001:45) mentions that allophone is the consistent phonetic variant of the same phoneme, while the phonetic variant of the same morpheme is called allomorph. The allomorphs of suffix –ed are made up of /t/, /d/, and /id/; they respectively occur in different situation.

The situation which affects the occurrence of different allomorph is exactly sounds before these morphemes: morpheme –ed and –s. Dardjowidjojo (2009:64) exemplifies that one sound of inflectional morpheme –ed in past tense form is the sound /t/ as it occurs in the words *walked* and *masked*. From the example, it can be inferred that morpheme –ed is pronounced /t/ because it is situated after /k/ which is categorized voiceless consonant. Another sound is /d/, and it occurs in different situation from the sound /t/. Taking from Azar and Hagen’s workbook (2003:23), it is pronounced /d/ in *robbed* / rɑ ɓb/ and *lived* /lɪ vd/. The roots of both words are ended by voiced consonant sounds /b/ and /d/ right before the morpheme –ed. The final allophone is /ɪd/ which can be found in such words as *wanted* or *decided*. The sound before the morpheme –ed in this situation is different from the two situation mentioned above. The morpheme –ed occurs after the sound /t/ and /d/ so that it pronounced /ɪd/. Taking the essence, the occurrence of the allomorph is affected by the sound before it.

In addition, the suffix –s found in present verbs (third person) and plural count nouns have three allomorphs as well. Rosa (2008:12) also proposes that there three variation of inflectional morpheme –s: /s/, /z/, /ɪz/. Those three kinds of sound appears different particular situation of word; therefore, one morpheme can have three kinds of sound. To exemplify, the sound /z/ may appear in *pens*, and *windows*; in the words *cats* and *caps*, there are found the sound /s/; the sound /ɪz/ can be found in the words *sentences* and *classes*.

In order to precede the research, a preliminary study was conducted on September 29th, 2014, in the English Department of Universitas Negeri Padang

(UNP). The writer discovered the accuracy of 2012 academic year English major students in pronouncing words inflected by inflectional morpheme –ed and -s is 66.67%. This number is resulted from the mean of total accuracy calculated from the personal accuracy of every single respondent. This number is quite disappointing since the respondents have already passed their 3rd year in English Department. They are supposed be more than 90% accurate. Compared to 2014 academic year English major students from which the data taken at October 6th, 2014, the accuracy is lower than those who are in their third year, it reaches the value 46.67%. It is not surprising due to the fact that they are now in their first year in English Department. They still study the basic subjects which can affect their pronunciation.

Highlighting from the data of preliminary study, it shows that there is a quite significant difference between students of academic year 2014 and 2012 year students. This information is not yet enough to represent development of Students majoring English in Universitas Negeri Padang. Therefore, writer would like to analyze the obvious comparison from students of academic year 2011, 2012, 2013, to 2014 of English Department regarding to the pronunciation of words inflected by inflectional morpheme –ed and –s. This research will take equal number of sample from each grade starting from students of academic year 2011 to 2014.

The result of this research is expected to describe a significant difference from among grades because higher the grade the deeper the insight and comprehension students have. Reviewing from the Curriculum used in the English

Department of UNP and interviewing the students, in their first year, they learn Speaking 1 and Introduction to Linguistics which just accommodate students to touch the surface of pronunciation knowledge and its occurrence. In their 2nd year, they study Speaking 2 and other subjects required. It reflects that they are already in higher class, so they need to give significant development compared to 1st year students. Meanwhile, by the time they finish their 2nd year they already have taken Phonology class which much contribute to their pronunciation.

In this position, students should be able to pronounce more accurate pronunciation using the knowledge gathered from the subject Phonology about the system of sound. In addition, students in the 3rd grade are going to be prepared to be student teachers spreading to a number schools surrounding UNP. Being a student teacher requires them to pronounce accurately to be a good model for their students. Going to their 4th year, the students are getting ready to graduate from the university as a bachelor. This is the highest grade that needs to give significant development in the result of the data.

Furthermore, college students majoring English teaching program who are going to be teachers after having been through their times in the college are going to be a model for their students. One way students learn a language is by imitating the model: teacher and recording. Further, being a model requires teachers to be able demonstrate right and accurate example in order to avoid misleading.

To exemplify, in conjunction with past regular verbs, a fresh teacher is going to teach his students narrative text which must consist of a number of past

verbs. He is about to tell the story, and by the middle of the story he pronounces the word stopped /stɒpɪd/; otherwise, the right pronunciation is /stɒpt/. In this case, the fresh teacher has become a misleading model due to giving wrong example. Therefore, the significant of this research is aimed to analyze teacher candidates' readiness to be a good model for their students.

B. Identification of the Problem

Studying pronunciation encompasses supra-segmental and segmental features. Supra segmental features which operate longer stretch of speech include word stress, intonation, and rhythm. Meanwhile, segmental features include every features related to speech like vowels, consonants, phoneme, diphthong and etc. Any mistake may exist in every feature. For example, there are a number of problems discussed and researched by some researchers before about segmental features. The problems they discussed encompasses the consonants in word-final position, the /s/ clusters, the final /l/, the nasals, the unstressed h words, voiced ending sound, and allophone. To most of EFL and ESL learners, consonant clusters often cause problems due to the fact that it is not a common case in their native language. In Bahasa Indonesia, for example, Yuliati (2014:1) exemplifies that Indonesian speakers of English commonly find it hard to pronounce stamp; In some cases, Indonesian pronounces it /sətæmp/ instead of / stæmp/. Also, voiced ending sounds can occasionally be a problem to EFL and ESL learners whose native languages do not have any specific rigid rule about voice and voiceless sound.

Another stance of problem is allomorph. In the case of allomorph, one morpheme can have more than one variant in speech. It is selected to be the focus of this study taking the morpheme –ed and –s as the tool of the data collection. Both morpheme –ed and –s have three allomorphs. They can be found in three forms of words: regular past verbs, present tense verbs, and plural count nouns. This topic is also derived from the preliminary study showing that the accuracy of English Department students in Universitas Negeri Padang in pronouncing the allomorphs was not good enough.

C. Limitation of Problem

Among the problems of pronunciation mentioned above, this research is limited on measuring the accuracy of English major students in UNP in producing the allomorph of inflectional morpheme –ed and –s. The accuracy is measured by the accumulation of mispronounced allomorph made by the samples compared to total inflected words. The mistake is analyzed phonologically by relating it to the sound mechanism of each sound. Thus, the mean of accuracy will be compared from the academic year 2011 to 2014. This is supposed to show the significant difference from lower to higher grade.

D. Research Question

This descriptive research is supposed to answer the following questions below:

1. How is English Department students' accuracy in pronouncing the allomorph of morpheme –ed and –s?

2. Is there any variation of accuracy in pronouncing the allomorph of morpheme –ed and –s of English Department students in UNP from academic year 2011 to 2014?

E. Objective of the Study

This study is to analyze English major student's accuracy in pronouncing past regular verbs ended by the suffix –ed, third person present regular verbs, and plural count nouns ended by the suffix -s; thus, the objective of this research is describing the development or comparison of accuracy in pronouncing inflected words by inflectional morpheme –ed and –s of English Department students in UNP from academic year 2011 to 2014.

F. Significance of the Study

The writer aims this research to be fruitful in English language teaching and learning both theoretically and practically. Theoretically, it is expected that this research provides sufficient information about English Department students' phonological development in term of pronunciation. Besides, since the population is chosen among the students concerning English language teaching, the information will also depict how ready the teacher candidates to be a good model to their students later on. Furthermore, the information provided by this research will be practically useful for other researcher to conduct a further research about EFL students' accuracy in pronunciation, and will simply be the indirect assessment to the students that the students will be automatically encouraged to

improve their pronunciation skill. It will also be good if there is a deeper discussion about how the mistakes affecting the accuracy are made by the students

G. Definition of Key Terms

- Accuracy : The closeness of the result to the target (Rabinovich, Semyon G. 2010)
- Morpheme : The smallest units; Smaller than words; not syllables (Carstairs, Andrew and Mc.Carthy. 2002)
- Inflectional Morpheme : The smallest unit in a language that bears meaning, do not change the category of word, but in charge in grammatical context (Yule, George. 2010)
- Allomorph : The consistent phonetic variant of the same morpheme (Cruttenden, Alan. 2001)

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In chapter one, it is vividly stated that this research was going to be conducted in the purpose to answer the two research questions which are the accuracy of English Department students in UNP in pronouncing words inflected by inflectional morpheme –ed and and –s, and the variation of the accuracy among academic years of samples. The accuracy was measured by the calculation of correct pronunciation of inflected words uttered by samples who read aloud text including those words. Meanwhile, the variation was assessed using a method called Analysis of Variance (Anova) using a computer based application, SPSS.

According to the result of the research, it was obtained that the accuracy of every group is different; there are four groups of samples divided by the academic year of them (2011, 2012, 2013, and 2015). Thus, it is discovered that the accuracy of academic year 2011: 59.33%. The academic 2011 year was supposed to posse the highest accuracy since they have been studying English in the college longer than other groups. However, the accuracy of academic year 2012 was found higher than the former group; it is 65.33%. It triggers writer to conclude that longer study time does not take crucial role in the accuracy. In addition, the accuracy of the rest groups does not beyond writer's assumption; they are lower than the former groups. The accuracy of academic year 2013 is 56.33%, and the accuracy of academic year 2014 is 54%.

Furthermore, the value of accuracy of each group is literally different, but it needs to be analyzed statistically to test whether there is any variation among them. Hence, writer used analysis of variance (Anova) in order to see the variation, and the result of Anova mentioned that the accuracy of every academic year is not significantly different ($p < 0.05$). Automatically, it also leads writer to answer the second research question. It means that there is no statistical different among the accuracy of academic year 2011, 2012, 2013, and 2014 in Universitas Negeri Padang. Moreover, this conclusion is strengthened by the finding which tells that every mean accuracy of respective academic year is categorized as the same level, 'moderate', ranging from 50% - 69%.

B. Sugestion

The researcher would like to give two suggestions according to the result, the discussion, and the limitation of the research. The suggestions are following:

1. For the next research, it suggested to have further discussion for the factors of the accuracy of English Department students in pronouncing words inflected by inflectional morpheme –ed and –s. It will result sort of conclusion mentioning that certain factors take role such case in the research: the degrading accuracy from higher academic year (2011) to the lower one (2012).
2. It is advisable to the English Department students particularly in Universitas Negeri Padang to maximize their learning in every single subject. Relating it to the study, it is better to take phonology into

account since phonology is closely related to pronunciation and this is a kind of applied linguistics.

REFERENCES

- Azar, Betty Scrampher and Stacy Hagen. 2003. *Fundamentals of English Grammar*. New York: Pearson Education.
- Brown, H. Douglas and Priyanvada Abeywickrama. 2010. *Language Assesment: Principles and Classroom Practices*. New York: Pearson Education.
- Burkart, Grace Stovall. 1998. *Modules for the Professional Preparation of Teaching Assistants in Foreign Language*. Washington DC: Center for Applied Linguistic.
- Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Carstairs, Andrew and Mc.Carthy. 2002. *An Introduction to English Morphology*. Edinburg: Edinburg University Press.
- Celce-Murcia, Marianne Celce, et al. 2010. *Teaching Pronunciation: A Course Book and Reference Guide*. New York: Cambridge University Press.
- Cruttenden, Alan. 2001. *Gimson's Pronunciation of English*. Manchester: University of Manchester.
- Dardjowidjojo, S. 2009. *English Phonetics and Phonology: for Indonesians*. Jakarta: Yayasan Obor Indonesia.
- Flowerdew, John and Lyndsay Miller. 2007. *Second Language Listening*. London: Cambridge University Press.
- Forel, Claire-A, and Genoveva Puskas. *Phonetics and Phonology: Reader for First Year English Linguistics*. Geneva: University of Geneva Press.
- Gay, L. R. and Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall.
- Haug, Jorgen Theodorsen. 2015. *L2 Acquisition from Video Games with Minimal Exposure*. Published Thesis. Norwegian University of Science and Technology.
- Hoff, Erika. 2005. *Language Development*. Florida: Cengage Learning
- Koffi, E. 2010. *The Pronunciation of <-ED> in Coda Clusters in Somali Accented English*. Proceeding of The First Pronunciation in Second Language Learning and Teaching Conference. Iowa State University.
- Mairi, Salam. 2014. *An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang*. Unpublished Thesis. Universitas Negeri Padang. Padang.

- Mathew, Iggrid. 2005. *Errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acehnese*. Monash University.
- McMahon, April. 2002. *An Introduction to English Phonology*. Edinburg: Edinburg University Press.
- Miller, Jeff and Patricia Haden. 2006. *Statistical Analysis with the General Linear Mode*. San Fransisco.
- Motteram, Gary. 2013. *Innovations in Learning Technologies for English Language Teaching*. London: British Council Brand and Design
- National Physical Laboratory. 2010. *Good Practice Guide Number 118: A Beginner's Guide to Measurement*. Teddington: Queen's Printer and Controller of HMSO.
- Rabinovich, Semyon G. 2010, *Evaluating Measurement Accuracy*. New York: Springer.
- Rauber, A. S., Koerich, R. D. (2004). *Accurate pronunciation for efficient communication*. *Revista Expectativa*, 3, 145-151.
- Rosa, Rusdi Noor. 2008. *Morphology and Syntax*. Padang.
- Soenjono, Dardowidjojo. 2009. *English Phonetics and Phonology: for Indonesians*. Jakarta: Yayasan Obor Indonesia.
- Yule, George. 2010. *The Study of Language*. Edinburg: Cambridge University Press.
- Yuliati. 2014. *Final Consonant Clusters Simplification by Indonesian Learners of English and Its Intelligibility in International Context*. International Journal of Social Science and Humanity, Vol 4, No 6,
- Zhang, Fachun and Pengpeng Yin. 2009. *A Study of Pronunciation Problems of English Learners in China*. Asian Social Science Journal Vol 6, No 6.